

Therapeutic Communication in the Development of Education in the Post-Modern Era

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Abstract: The application of therapeutic communication concepts in education has garnered attention as a means to enhance the effectiveness of the learning process. This article examines the positive potentials of this approach, including increased student engagement, personalized learning, and the development of deeper relationships between teachers and students. However, challenges such as time constraints, large class sizes, and lack of training may impact optimal implementation. Through training, ongoing efforts, and support from school administrations, the application of therapeutic communication can be overcome, yielding positive impacts in the learning process.

Abstrak: Penerapan konsep komunikasi terapeutik dalam pendidikan telah menjadi perhatian dalam upaya meningkatkan efektivitas proses pembelajaran. Artikel ini mengkaji potensi positif dari penerapan pendekatan ini, seperti peningkatan keterlibatan siswa, personalisasi pembelajaran, dan pengembangan hubungan yang mendalam antara guru dan siswa. Namun, tantangan seperti keterbatasan waktu, ukuran kelas yang besar, dan kekurangan pelatihan dapat mempengaruhi penerapan yang optimal. Melalui pelatihan dan pendekatan berkelanjutan, serta dukungan dari administrasi sekolah, penerapan komunikasi terapeutik dapat diatasi dan memberikan dampak positif dalam proses pembelajaran.

INTRODUCTION

Education is one of the essential elements in shaping individuals and societies. Amidst the profound changes that the world is facing in the postmodern era, the paradigm of education is also undergoing significant transformation. This era is characterized by shifts in patterns of thought, culture, and human interaction, which in turn influence the dynamics of educational development (Astutik et al., 2019). Communication, as an essential element in interpersonal relationships, also becomes a crucial aspect in the context of education in the postmodern era (Syafii, Rohimi, et al., 2023).

In traditional views, therapeutic communication is commonly associated with the healthcare environment, particularly in medical and counseling practices. However, in the current global changes, educators and educational practitioners are increasingly recognizing the importance of this communicative aspect within the educational realm. The concept of therapeutic communication offers an approach that emphasizes deep understanding between individuals in communicative interactions. Utilizing this concept in education presents new potential for forming more empathetic, responsive,

and meaningful relationships between teachers and students.

The postmodern era is marked by a transition from the modern thinking model to a more complex and diverse thinking model. Amidst globalization, rapid information technology advancements, and swift social changes, the field of education is also facing new challenges (Misnasanti et al., 2018). Educators must navigate shifts in how students interact with knowledge, process information, and form their understanding of the world (Aryani & Febrianti, 2023). These aspects call for an education approach that is more responsive and inclusive.

In this context, the communication between teachers and students is no longer merely a one-way flow of information but becomes a mutually influential interaction (Budi Santoso et al., 2022). Teachers no longer solely act as knowledge providers but also as facilitators who help students understand, respond to, and connect knowledge with their real-life experiences (Karisa, 2019). Meanwhile, students are increasingly active in constructing their own knowledge, with access to various sources of information beyond the classroom.

The concept of therapeutic communication, initially introduced in medical practice, highlights the importance of an empathetic approach, active listening, and valuing individuals' feelings and perspectives. In the educational context, therapeutic communication can be applied as a tool to understand and respond to students' needs, emotions, and concerns. This approach can help create a safe learning environment where students feel heard and valued (Amalia & Astuti, 2022).

The implementation of therapeutic communication in education can also help teachers gain a deeper understanding of students' social and cultural contexts. In an increasingly pluralistic society, educators need to be sensitive to students' backgrounds and provide space for them to express their identities and viewpoints. Therapeutic communication can facilitate constructive dialogue, avoid biases, and promote inclusion.

Applying the concept of therapeutic communication in education also redefines

the relationship between teachers and students. This relationship no longer solely focuses on knowledge transmission but also on emotional support, personal development, and holistic student growth. Teachers become supporters and facilitators in the learning process, understanding the challenges students face and helping them develop social and emotional skills.

In teacher-student relationships based on therapeutic communication, students feel more confident to discuss both academic and non-academic issues. Teachers who apply the principles of therapeutic communication can create an environment where students feel comfortable to share, ask questions, and engage in discussions. This contributes to increased motivation and student engagement in learning (Diantono, 2023).

The effectiveness of the education process in the postmodern era involves more than just the transfer of knowledge. Educators must be able to assist students in developing critical thinking, collaboration, communication, and creativity skills. Applying therapeutic communication in education can help create an environment where students feel supported in developing these skills.

When students feel heard and valued, they are more likely to be engaged in the learning process. They feel empowered to overcome difficulties and take initiative in understanding the learning material. As a result, the effectiveness of education is measured not only by academic achievements but also by students' readiness to confidently navigate a complex and ever-changing world.

In the context of educational development in the postmodern era, how can the concept of therapeutic communication be applied to transform the dynamics of the relationship between teachers and students? How does the application of therapeutic communication affect the effectiveness of the educational process in facing rapid social, cultural, and technological changes? This research aims to analyze the potential application of therapeutic communication in the development of education in the

postmodern era. Another objective is to understand the impact of implementing the concept of therapeutic communication on the relationship between teachers and students, as well as evaluating the effectiveness of the educational process in addressing complex global changes. Thus, this research will provide new insights into a communication approach that can connect education with the needs of students in an increasingly complex and diverse world.

LITERATURE REVIEW

In a study titled "Therapeutic Communication Model in Education" authored by Ahmad Sanusi and published in the Journal Passion of the Islamic Studies Center (2019), this research addresses the important issue of using therapeutic communication as an approach in the world of education. The school age is identified as a period full of challenges and transitions for students, where they seek identity and undergo a process of maturation. The study notes that during this phase, many issues arise within the educational context, demanding appropriate guidance and support for overcoming them (Sanusi, 2018).

One proposed alternative solution in this study is the application of the therapeutic communication approach. This communication model, originally widely used in healthcare, is seen to have significant relevance in the realm of education. The principles of therapeutic communication, emphasizing empathy, understanding, and a supportive approach, are identified as factors that can help address issues that students face in the learning environment.

The study not only discusses the application of therapeutic communication principles in education but also reveals various advantages of the therapeutic communication model in delivering messages and responding to student issues as communication receivers. In the context

of learning, the therapeutic communication model is also adapted to convey instructional messages more effectively. The paper seeks to provide a deeper understanding of how the therapeutic communication model can be integrated into education and how its principles can contribute to creating a more competitive and inclusive learning environment.

This study focuses on the application of the Therapeutic in Didik Hibur approach to stimulate interest in learning the Malay language among students with special needs. The Therapeutic approach refers to calming individuals' minds, while Didik Hibur represents a learning approach that incorporates entertainment or "Fun Learning" elements. Students with special needs in education often face challenges in mastering communication skills, social skills, behavior, and emotional balance. They may also struggle with articulation and focus. The research aims to evaluate the effectiveness of the Therapeutic in Didik Hibur approach in developing cognitive abilities, social skills, and communication of the respondents (Raffar & Tahar, 2022).

This research employs a qualitative approach, sampling 5 students with learning difficulties in the field of Special Education. The sample selection was done purposively. The research approach is based on Kurt Lewin's Model and Albert Bandura's Social Learning Theory. Data collection is carried out through pre and post-tests, the use of checklists, and interviews. The research instrument covers various aspects of social abilities adapted from the Child Development Assessment by Portfolio by Rohani Abdullah (2001).

The results of this research conclude that the Therapeutic in Didik Hibur approach is highly suitable for students with learning difficulties, as they can engage directly in each learning activity within a enjoyable environment. The use of an enjoyable approach can help enhance long-term

memory retention. However, the study suggests involving a larger number of respondents from the Special Education student community and conducting the research over a longer period to gain a more comprehensive and in-depth insight into the impact of this approach.

The research titled "Therapeutic Spiritual Communication Model in Education (An Approach to Address Problematic Students)" authored by Mohamad Zaenal Arifin from STAI Binamadani, introduces a communication model aimed at addressing spiritual issues faced by students. The introduced model is therapeutic spiritual communication, which is considered an approach capable of responding to and handling the spiritual issues that students may experience. This research acknowledges that in the educational context, teachers often encounter problems caused by student behavior, including spiritual issues that are often overlooked (Arifin, 2020).

This research is conducted in a library research format, using a descriptive-analytical approach. The aim is to explain how therapeutic spiritual communication can be implemented to address students' spiritual issues. The results of the discussion in this research indicate that therapeutic spiritual communication can be used as part of a therapeutic approach for students' spiritual issues. By applying the principles and steps of therapeutic communication, such as problem assessment, problem diagnosis, therapy action plan, and therapy action, spiritual communication can be designed as an effective approach in dealing with students' spiritual issues.

This research also describes the impact of therapeutic spiritual communication on students. Achieving spiritual well-being/intelligence through this approach has the potential to change students' perspectives on life, their attitudes towards others, and the quality of the

learning they engage in at school (Syafii, Bahar, et al., 2023). Keywords characterizing this research include Communication, Spiritual, Therapeutic, Problematic Students, and Education. This research contributes valuably to designing more holistic educational approach strategies, taking into account the often-neglected spiritual dimension of students.

The upcoming research, "Therapeutic Communication in the Development of Education in the Postmodern Era," shares some similarities and differences with the three previous studies that have been reviewed. Although their focuses differ, there is a common thread connecting the aspect of therapeutic communication in an educational context, both in terms of approach and purpose.

In similarity, all the studies, including the upcoming one, recognize the importance of understanding and implementing therapeutic communication in the educational environment. While the first research by Ahmad Sanusi focuses on applying therapeutic communication to address student issues, the second research by Mohamad Zaenal Arifin introduces the therapeutic spiritual communication approach to address spiritual issues in problematic students. They all aim to make therapeutic communication a bridge to achieve student well-being and holistic development.

However, the difference lies in the focus and context. The first research is more about developing empathetic and supportive interactions in the postmodern education world. On the other hand, the second research emphasizes communication in the spiritual dimension to respond to deeper student issues. The third research by Mohamad Zaenal Arifin introduces a more specific spiritual dimension in the use of therapeutic communication.

In the upcoming research, the main difference is the focus on therapeutic

communication in the broader context of educational development in the postmodern era. This research will consider the role and effectiveness of therapeutic communication in creating an inclusive and competitive learning environment in the postmodern education context. While the previous three studies were more focused on the therapeutic communication aspect of addressing specific student issues, this research will explore the potential of therapeutic communication as a tool to drive holistic educational development in this rapidly changing era.

METHODS

This research will use a literature review method as the primary approach to explore insights into the application of therapeutic communication in the development of education in the postmodern era. A literature review is an appropriate method for gathering, analyzing, and synthesizing information from various literature sources relevant to the research topic. This approach allows researchers to identify the latest theoretical developments, concepts, and empirical findings related to the use of therapeutic communication in education.

The initial stage of the research will involve searching literature from various sources such as scholarly journals, books, articles, and other publications that discuss therapeutic communication, educational development in the postmodern era, and the dynamics of teacher-student relationships in the educational context. The selection of literature will be conducted carefully to ensure the inclusivity of sources with good academic quality.

From the multitude of literature found, the researcher will conduct selection based on relevance and quality. The selected literature will serve as the basis for in-depth analysis aimed at understanding the therapeutic communication concepts that

can be adapted in the educational environment.

The literature analysis will be conducted by detailing and identifying therapeutic communication principles that can be applied in the context of education in the postmodern era. Furthermore, this analysis will also discuss how these principles relate to the dynamics of teacher-student relationships and their potential impact on the educational process.

The results of the literature analysis will be used to formulate practical implications of applying therapeutic communication in education in the postmodern era. These implications will illustrate how educators can integrate therapeutic communication principles into teaching strategies and day-to-day interactions with students. The conclusions drawn from this research will comprehensively depict the contribution of therapeutic communication to teacher-student relationships and the effectiveness of education in this dynamic and complex era.

RESULTS AND DISCUSSION

The Concept of Therapeutic Communication in an Educational Context

In an increasingly complex and diverse era of education, the application of the concept of therapeutic communication has become an increasingly intriguing topic to explore. Originally associated with healthcare practices, this concept offers the potential to transform communication paradigms in education. In this context, therapeutic communication refers to a communicative approach involving deep understanding, empathy, and responsiveness to individuals, which in turn affects the dynamics of teacher-student relationships and the effectiveness of the learning process in the postmodern era.

Fundamentally, therapeutic communication is an interpersonal skill aimed at building a trusting relationship

between a professional and the individuals they serve. In educational development, educators play a dual role as both instructors and supporters of student development. Applying therapeutic communication principles in an educational context involves integrating elements such as empathy, active listening, self-awareness, and sensitivity to individual needs.

One key element of therapeutic communication is empathy. In the context of education, empathy refers to the teacher's ability to genuinely and sincerely understand students' feelings, perspectives, and experiences. By having a deeper insight into students' world, educators can create a safe and supportive learning environment where students feel valued and accepted. This establishes a strong foundation for more meaningful relationships and reinforces the connection between teachers and learners.

The application of therapeutic communication in education also emphasizes the importance of active listening. This not only involves listening to words but also capturing nonverbal expressions, potential emotions felt by students, and implied messages. Attentive listening enables educators to identify individual student needs, comprehend responses to lesson materials, and adjust teaching approaches according to students' comprehension levels and interests.

Furthermore, self-awareness is a crucial component of therapeutic communication. Educators need a clear understanding of their own emotions, attitudes, and communication styles. With high self-awareness, educators can more effectively manage interactions with students, respond to challenges, and build mutually beneficial relationships. Self-awareness also enables educators to be more open to feedback, self-improvement, and avoidance of biases in interactions.

In the context of education in the postmodern era, sensitivity to individual needs and student diversity is also essential. Each student brings a unique background, culture, and experience into the learning environment. Educators who apply the principles of therapeutic communication will have the ability to navigate this context

wisely. They can create a space where students feel comfortable discussing their identities, life experiences, and perspectives on the world.

Amid the rapid information era and dynamic social changes, the application of therapeutic communication can provide a solid foundation for responsive education. Educators who understand and implement these principles have the potential to shape an empowering, respectful learning environment and prepare students to face the challenges of the future. The use of therapeutic communication in education can also stimulate creativity, collaboration, and student engagement, as they feel seen, valued, and supported.

In summary, the application of the therapeutic communication concept in education opens the door to more empathetic, interactive, and mutually beneficial teacher-student relationships. These principles not only transform classroom dynamics but also have the potential to alter students' views on learning and self-development. As an approach responsive to both individual needs and the changing times, therapeutic communication provides a strong foundation for student-centered and relevant education in the rapidly evolving postmodern era.

Impact of Therapeutic Communication on Teacher-Student Relationships

In the increasingly complex world of education, the shift in the paradigm of teacher-student relationships has become more crucial than ever before. These relationships are no longer solely about knowledge transfer; they also involve emotional connection, deep understanding, and support in students' personal development. Confronting these challenges, the application of therapeutic communication within the educational context promises significant impact on the dynamics of teacher-student relationships in the postmodern era.

Formation of Empathetic and Meaningful Relationships: One of the most notable impacts of applying therapeutic communication is the creation of more empathetic and meaningful relationships between teachers and students. By

implementing principles such as empathy and active listening, teachers can better understand students' feelings, concerns, and needs. This fosters a deeper bond that transcends the traditional boundaries between learners and educators. This empathetic relationship provides space for students to feel heard and accepted, ultimately enhancing their confidence and comfort in the learning process.

Enhanced Student Engagement: Therapeutic communication also has a positive impact on student engagement in the learning process. When students perceive that teachers genuinely understand and care about them, they are more likely to actively participate in class. They feel empowered to ask questions, speak up, and share their viewpoints. This not only encourages active participation but also creates an environment where students feel their opinions are valued and have a genuine impact on their learning.

Addressing Learning Challenges: Therapeutic communication helps teachers identify learning challenges that students may face. By being attuned to nonverbal cues and emotional responses of students, educators can quickly recognize issues such as confusion or frustration. This allows them to provide appropriate support and adapt teaching approaches to be more effective. Educators who can accurately respond to learning challenges help reduce student frustration levels and enhance their ability to overcome obstacles.

Improved Teaching Effectiveness: Therapeutic communication also positively impacts overall teaching effectiveness. By understanding students' learning styles, preferences, and individual characteristics, teachers can design more suitable and relevant teaching strategies. This reduces the risk of mismatch between teaching approaches and student needs. As a result, the learning process becomes more efficient and beneficial as students can better connect the materials with their own experiences.

Increased Student Self-Confidence: The relationships built through therapeutic communication promote the development of students' self-confidence. When students feel supported, valued, and heard by their teachers, they become more confident in

speaking up, expressing opinions, and engaging in interactions. This heightened self-assurance has a positive impact on student participation in class, their ability to voice ideas, and their openness to considering different perspectives.

Fostering Social and Emotional Skill Development: The application of therapeutic communication also encourages the development of students' social and emotional skills. In an environment where students feel supported and accepted, they are more comfortable interacting with both teachers and peers. This creates opportunities for students to develop communication, collaboration, and emotional management skills. These skills are essential in facing the social and professional demands of an increasingly interconnected and complex world.

Enhanced Effectiveness of the Learning Process

Education is a fundamental pillar in shaping competent and globally prepared future generations. However, in the face of a rapidly changing era, the learning paradigm must also undergo transformation to remain relevant. One promising way to enhance the effectiveness of the learning process is through the application of the concept of therapeutic communication. By embracing this approach, educators can shift the classroom atmosphere from a space of knowledge transfer to an interactive, competitive center of learning that develops the skills needed in the modern world.

Student-Centered Learning: The implementation of therapeutic communication in education prompts educators to focus on the students. In an environment where teachers actively listen and empathetically respond to students' needs and questions, the learning process becomes more responsive and adaptable to the unique characteristics of each individual. This creates a more personalized and student-centered learning experience, helping them feel more engaged and empowered in developing understanding and skills.

Encouraging Creativity and Critical Thinking: In the therapeutic communication approach, the dialogue between teachers

and students flows more freely, encouraging creativity and critical thinking. Teachers who facilitate open discussions and stimulate questions encourage students to view topics from various angles, analyze information, and formulate arguments based on evidence. This builds essential intellectual skills for navigating the complexities of the modern world, where innovative solutions and deep thinking are required.

Activating Collaborative Learning: In the process of therapeutic communication, educators interact with students as partners in learning, not just as conveyors of information. This fosters the development of cooperation and collaboration skills among students. Through discussions, study groups, and joint projects, students learn how to collaborate, share ideas, and solve problems as a team. Collaborative learning of this kind creates an environment that mirrors the dynamics of the working world, providing students with an advantage as they enter the professional arena.

Connecting Learning to Real Life: The application of therapeutic communication also enables teachers to link learning to students' real-life experiences. By actively listening and understanding students' experiences and backgrounds, teachers can design relevant and applicable content. This helps students see how the concepts they are learning relate to the world around them. When lesson materials have a direct connection to students' experiences, their motivation to learn increases as they recognize the practical value of what they're learning.

Addressing Individual Learning Challenges: Each student has a different pace and learning style. In the therapeutic communication approach, teachers can detect individual student confusion or difficulties. Through empathetic observation and dialogue, teachers can provide additional support or explanations tailored to the needs of each student. This helps overcome learning barriers and ensures that every student has the opportunity to develop a deep understanding.

Increased Student Engagement in Learning: Student engagement is at the core

of effective learning processes. In an environment where therapeutic communication is applied, students feel valued and heard by their teachers. This fosters a sense of ownership over their learning and inspires active participation. When students feel that their opinions and contributions matter, they are more motivated to engage in classroom activities, discussions, and idea-sharing.

Promoting Lifelong Learning: The application of therapeutic communication also lays the foundation for lifelong learning. Educators who adopt this approach not only teach facts and concepts but also guide students to become independent learners who continuously seek new knowledge. Students learn how to ask probing questions, seek information, and think critically about what they encounter. This equips them with the skills needed to continue learning and growing throughout their lives.

Integrating Social and Cultural Contexts

In an era of globalization and evolving social complexity, education must accommodate social and cultural diversity. Each student brings a unique background, values, and experiences into the classroom. Therefore, integrating social and cultural contexts into the learning process becomes increasingly important. The application of therapeutic communication allows teachers to better understand and respond to individual student needs, creating an inclusive environment that values and appreciates diversity.

Respecting Individual Identity Diversity: Therapeutic communication plays a crucial role in respecting and recognizing the diversity of individual identities within social and cultural contexts. Educators who practice this approach strive to understand the cultural background, language, and life experiences of each student. This helps avoid biases or stereotypes that may arise in day-to-day interactions. Through therapeutic communication, teachers raise awareness of diversity and teach students to respect differences in an inclusive environment.

Integrating Real-Life Contexts: Therapeutic communication in education encourages the integration of students' real-life contexts into the learning process. By

actively listening and asking relevant questions, teachers can gain a deeper understanding of how learning concepts relate to students' experiences. This enables teachers to connect subject matter with familiar real-life situations, enhancing engagement and the relevance of the learning experience.

Overcoming Intercultural Communication Barriers: In increasingly diverse educational environments, intercultural communication barriers can hinder effective learning. However, therapeutic communication focuses on empathetic listening and understanding, helping to overcome these communication barriers. Educators who apply this approach learn to listen to messages that might not be spoken directly and to interpret nonverbal cues expressing students' emotions and thoughts from various cultural backgrounds.

Bridging the Gap Between Students' Worlds and the Curriculum: Integrating social and cultural contexts in education also means bridging the gap between students' personal worlds and the curriculum content. Therapeutic communication allows teachers to identify connections between students' life experiences and the material being taught. By framing examples and illustrations from students' lives, teachers can bridge the gap between academic abstraction and the realities students are familiar with.

Fostering Global Perspectives: The application of therapeutic communication also encourages the development of global perspectives in students. Teachers who listen and speak empathetically can facilitate discussions that address cultural differences, worldviews, and global challenges. This helps students understand that the world is interconnected and reliant on cross-cultural collaboration. Teaching that combines therapeutic communication with global perspectives helps produce culturally aware, tolerant citizens ready to participate in an increasingly connected society.

Creating a Safe and Inclusive Learning Environment: One significant impact of integrating social and cultural contexts through therapeutic communication is the creation of a safe and inclusive learning

environment. Students feel valued, supported, and accepted in an environment where their identities are recognized and respected. Educators who understand students' cultural backgrounds can prevent instances of bullying or discrimination, creating a space that promotes positive and productive learning.

Developing Intercultural Skills: The application of therapeutic communication also has an impact on the development of students' intercultural skills. Through empathetic and respectful interactions with teachers, students learn how to communicate with individuals from different cultural backgrounds. They learn to listen carefully, appreciate differences, and build positive relationships with individuals from diverse cultures. These skills are crucial in an increasingly global and interconnected world.

Application of Therapeutic Communication Principles in Practice

The principles of therapeutic communication, originally used in the healthcare field, have found significant application in the realm of education. When applied wisely, these principles can transform classroom dynamics, deepen teacher-student relationships, and enhance the effectiveness of learning. In this discussion, we will explore the application of therapeutic communication principles in educational practice and the positive impacts that arise from this approach.

Empathy as the Foundation of Interaction: Empathy is a cornerstone of therapeutic communication and holds strong implications in the context of education. Teachers who understand and appreciate students' feelings, perspectives, and experiences create a safe and supportive learning environment. When students feel heard and valued, they are more likely to open up about their feelings and thoughts. Empathy builds the foundation for a closer relationship between teachers and students, ultimately enhancing students' motivation to learn.

Active and Deep Listening: Active listening is a vital skill in applying therapeutic communication. In an educational context, teachers who actively

listen not only hear students' words but also read their nonverbal expressions, intonations, and emotions conveyed in their communication. This helps teachers understand more deeply what students are trying to convey and enables teachers to respond appropriately. Active listening also allows teachers to identify learning barriers or discomfort that students might be experiencing.

Self-Awareness and Building a Safe Relationship: The therapeutic communication principle of self-awareness is also relevant in education. Teachers who understand their own communication style, the emotions they express, and how they influence interactions with students can manage relationships more effectively. Self-awareness helps teachers understand how they respond to students, including their use of body language and tone of voice. By building a safe and respectful relationship, teachers create an environment where students feel comfortable to speak up and participate.

Adapting Learning Approaches: Therapeutic communication helps teachers tailor their teaching approach to students' needs. Through deep interactions, teachers can identify students' learning styles, interests, and comprehension levels. This allows teachers to design learning strategies that are more aligned with individual students' characteristics. This customization increases the likelihood that students will successfully grasp the material and achieve better outcomes.

Providing Constructive Feedback: The application of therapeutic communication principles in education also involves providing constructive feedback to students. Teachers who understand students' feelings and perspectives can offer feedback that is more meaningful and relevant. Feedback delivered with empathy and understanding can help students comprehend areas where they need improvement and guide them toward further development. It also contributes to building students' self-confidence as they feel supported in their learning journey.

Managing Conflict and Challenges: Applying therapeutic communication equips teachers with the skills needed to address

conflicts and challenges that may arise in the classroom. Teachers who understand how to communicate effectively can handle challenging situations more adeptly. They can respond to students calmly, listen to arguments empathetically, and seek solutions that benefit all parties. This ability creates a more peaceful and supportive learning environment.

Increased Student Engagement and Learning Effectiveness: The outcome of applying therapeutic communication principles in education is enhanced student engagement and learning effectiveness. Students who feel heard, valued, and accepted are more motivated to learn. They feel more comfortable speaking up, asking questions, and sharing their thoughts. A close relationship between teachers and students creates a learning environment that supports exploration, critical thinking, and personal development.

Limitations and Challenges of Implementation

While the implementation of therapeutic communication in education has the potential to enhance the effectiveness of the learning process, as with any paradigm shift, there are also limitations and challenges to be faced. Identifying and addressing these limitations is key to optimizing the positive outcomes that can be derived from this approach. In this discussion, we will explore various limitations and challenges that may arise in the application of therapeutic communication in the educational context.

Time Constraints: One of the main challenges in education is time constraints. In an environment with a packed curriculum and tight schedules, educators might find it difficult to allocate sufficient time for in-depth interactions with each student. The implementation of therapeutic communication requires more time for listening and individually responding to each student. This can conflict with the pressure educators face to cover material within specified time limits.

Large Class Size: When dealing with large class sizes, another challenge emerges. Effectively practicing therapeutic communication requires more personalized

interactions between teachers and students. However, in larger classes, it's difficult for teachers to provide individual attention to each student. This can reduce the teacher's ability to accurately respond to the needs and questions of each student, as well as limit the ability to build deep relationships.

Lack of Training and Awareness: Despite the clear benefits of implementing therapeutic communication in education, there is still a lack of training and awareness about this approach among educators. Many teachers may not be familiar with the concept of therapeutic communication or how to apply it in the educational context. This can hinder their ability to maximize the potential of this approach in the learning process.

Personal Challenges: Not all teachers feel comfortable or capable of adopting therapeutic communication principles in their practice. Some teachers may have more rigid personalities or feel awkward approaching students with a more empathetic approach. Changing established communication styles can be a significant personal challenge.

Student Empowerment: While the implementation of therapeutic communication can encourage student empowerment, it can also present challenges in managing classroom dynamics. Students who feel more valued and heard might become more active in speaking and participating, potentially altering power dynamics in the classroom. Teachers need to ensure that increased participation doesn't overshadow quieter voices or trigger disruptions.

Adapting to Individual Needs: Although the principles of therapeutic communication encourage personalized learning, adjusting the approach for each student can be a challenge. Each student has different learning styles, interests, and needs. Implementing an effective approach for each student in a diverse classroom may require time management skills and high adaptability.

Cultural Shift within the School: Changing the communication culture within a school environment is not an easy task. In addition to teaching teachers about therapeutic communication principles,

consistent support and understanding need to come from the entire school. This change requires cooperation and commitment from all school staff and management.

Difficulty in Conflict Management: When implementing therapeutic communication, teachers must also be prepared to address conflicts that may arise. Some students might feel more comfortable discussing personal issues or academic difficulties, which could potentially lead to conflicts between teachers and students. Teachers need to have skills in managing conflicts wisely and ensuring that the relationship remains supportive of learning.

CONCLUSION

The implementation of therapeutic communication principles in education is a significant step towards enhancing the effectiveness of the learning process and creating a more inclusive, interactive, and profound learning environment. While this approach offers numerous benefits, there are also limitations and challenges that must be overcome. Constraints such as time limitations and large class sizes can hinder optimal implementation. Moreover, challenges such as a lack of training and awareness, as well as personal difficulties in changing communication styles, also need to be addressed.

Recommendations

Training and Development: Educational institutions can provide in-depth training on therapeutic communication principles for educators. This training should encompass understanding empathy, active listening, and responsiveness to student needs.

Personalization Approach: Educators should strive to get to know each student better. Using methods like surveys or individual counseling sessions can help teachers understand students' needs, interests, and challenges.

Ongoing Approach: Developing the therapeutic communication approach in education should be an ongoing effort. Teachers need to commit to continually practicing these principles in every interaction with students.

Team Collaboration: Schools can encourage team collaboration among teachers to share experiences and effective strategies in implementing therapeutic communication. This collaboration can enrich the learning approach and provide space for learning from one another.

Overcoming Personal Challenges: Teachers who feel uncomfortable implementing therapeutic communication can seek support from mentors or colleagues. Talking about these challenges and sharing experiences can help teachers overcome personal obstacles.

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