



## INSTRUCTIONAL COMMUNICATION PATTERNS OF PASKIBRA EXTRACURRICULAR TRAINER IN FORMING STUDENT DISCIPLINE AT STATE SENIOR HIGH SCHOOL 1 HAMPARAN PERAK

Irham Prayoga Harahap<sup>1</sup>, Suheri Harahap<sup>2</sup>

<sup>1,2</sup>Universitas Islam Negeri Sumatera Utara, Indonesia

\*Corresponding Author: [irham0603222118@uinsu.ac.id](mailto:irham0603222118@uinsu.ac.id)

### Article Info

#### Article history:

Received :

Revised :

Accepted :

Available online

<http://jurnal.uinsu.ac.id/index.php/analytica>

E-ISSN: 2541-5263

P-ISSN: 1411-4380



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

### ABSTRACT

*This study aims to analyze the instructional communication patterns of the flag-raising team coaches in fostering student discipline at SMA Negeri 1 Hamparan Perak and to identify communication barriers that arise during the training process. This study uses a qualitative method with a descriptive approach. Data were collected through observation, in-depth interviews, and documentation, then analyzed through data reduction, data presentation, and drawing conclusions. The results show that the coaches' instructional communication patterns are structured through providing directions, delivering instructions, corrections, as well as evaluation and feedback. The communication applied not only serves to convey training instructions, but also fosters student discipline through instilling the values of responsibility, compliance with rules, and self-awareness. Discipline that initially emerged due to external control develops into internal awareness that is applied in academic and daily life. Communication barriers found include differences in member characters, varying levels of understanding, lack of focus, physical fatigue, and environmental factors. Therefore, structured and consistent instructional communication plays an important role in fostering student discipline in flagraising team extracurricular activities.*

**Keywords:** instructional communication, student discipline, flag raising team, extracurricular.

## 1. INTRODUCTION

The formation of student discipline is one of the essential agendas in education, as schools function not only as spaces for the transfer of knowledge but also as social institutions that shape students' character, responsibility, and behavior. Within the context of national education, the formation of national character and civilization is part of the educational function aimed at developing learners who are morally upright,

independent, democratic, and responsible (Law of the Republic of Indonesia Number 20 of 2003). Discipline in education can be understood as an individual's ability to exercise self-control, comply with rules, fulfill obligations, and act responsibly within a social environment (Mamonto et al., 2023). However, student discipline has often not fully developed as an internal awareness, but remains influenced by external control in the form of reprimands, sanctions, or supervision by teachers and supervisors (Syafiudin, 2021). This condition indicates that the formation of discipline requires an educational process that is not merely cognitive, but also practical, repetitive, and based on direct experience.

The formation of student discipline cannot be adequately achieved through formal classroom learning alone, but needs to be reinforced through co-curricular and extracurricular activities that provide opportunities for the habituation of behavior in real contexts. Extracurricular activities are educational activities conducted outside intracurricular hours, aimed at optimally developing students' potential, talents, interests, personality, cooperation, independence, and responsibility (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014). In this regard, extracurricular activities occupy a strategic position because they enable students to experience character learning through practice, group interaction, role modeling, and the repetition of positive behavior. Previous studies have shown that effective management of extracurricular activities can strengthen character education, as students do not merely understand values theoretically but also practice them through real activities (Armadi, 2024). Thus, extracurricular activities serve as an important medium for connecting the goals of character education with more concrete social practices in school life.

One extracurricular activity that has a strong orientation toward the formation of discipline is the Flag-Raising Troop, or Pasukan Pengibar Bendera (Paskibra). Paskibra activities are closely associated with marching drills, obedience to commands, punctuality, solidarity, responsibility, and respect for national symbols. These values make Paskibra a space for character development that emphasizes not only technical skills but also the formation of discipline, nationalism, cooperation, and collective responsibility (Nelsi et al., 2022; Hafida et al., 2025). At SMA Negeri 1 Hamparan Perak, Paskibra activities are carried out regularly and have demonstrated achievements at both the district and provincial levels. Nevertheless, preliminary research data indicate that the coaching process still faces several issues, such as members' lateness, lack of focus during training, varying levels of understanding of instructions, physical fatigue, and the influence of the training environment. These symptoms suggest that the success of Paskibra in shaping student discipline depends not only on the existence of training programs, but also on the quality of the coach's communication in delivering directions, instructions, corrections, and evaluations.

In the Paskibra training process, the coach's communication becomes a crucial element because every movement, rule, and disciplinary habituation is conveyed through a directed communication process. Communication functions not only as a means of message delivery, but also as a process of building understanding, directing behavior, and establishing relationships between the communicator and the communicant (Martha et al., 2024). In Paskibra activities, the coach acts as a communicator who delivers instructions through commands, explanations, movement demonstrations, reprimands,

corrections, and feedback. Therefore, the communication used by the coach cannot be understood merely as one-way orders, but rather as instructional communication designed to achieve learning objectives and behavioral change. Instructional communication emphasizes message clarity, systematic delivery, alignment between instructions and training objectives, and the presence of responses from students to the messages received (Damayanti & Rina, 2022). In the context of discipline formation, instructional communication that is firm, consistent, and accompanied by guidance has the potential to transform external compliance into students' internal awareness (Prananda et al., 2025).

Theoretically, this study adopts Robert M. Gagné's perspective on instructional communication, particularly the concept of the Nine Events of Instruction. Gagné's model explains that an effective learning process takes place through systematic stages, beginning with gaining learners' attention, informing them of the objectives, stimulating recall of prior knowledge, presenting the content, providing guidance, eliciting performance, giving feedback, assessing performance, and enhancing retention and transfer of learning (Lin, 2024; McNeill et al., 2022). This framework is relevant for examining the communication process of Paskibra coaches because the training does not only involve technical instructions, but also contains repeated stages of behavioral learning. When the coach opens the training session with directions, explains the objectives of the activity, demonstrates movements, corrects mistakes, and conducts evaluations, the process reflects a pattern of instructional communication aligned with Gagné's stages. Thus, Gagné's theory helps explain that the formation of student discipline in Paskibra occurs through a structured, gradual, and behavior-oriented communication process.

A number of previous studies have examined the role of Paskibra extracurricular activities in shaping students' discipline, responsibility, leadership, and nationalism (Khoirunnisaa & Lestari, 2024; Rahmawati et al., 2024; Karsono, 2024). However, most of these studies have primarily emphasized the forms of activities, the values instilled, or the outcomes of character development, while the instructional communication process of coaches during training has not been examined in depth. On the other hand, studies on instructional communication have generally been situated within the contexts of formal learning, online classrooms, or special education, and therefore have not specifically explained instructional communication patterns in extracurricular activities based on physical and semi-military training such as Paskibra (Usman & Nafliyon, 2021; Prananda et al., 2025). Based on this gap, the novelty of this study lies in its analytical focus on the instructional communication patterns of Paskibra extracurricular coaches in shaping student discipline at SMA Negeri 1 Hamparan Perak. Accordingly, this study aims to analyze the instructional communication patterns of Paskibra extracurricular coaches in shaping student discipline and to identify communication barriers that arise during the training process.

## 2. RESEARCH METHOD

This study employed a qualitative method with a descriptive approach, as its focus was directed toward gaining an in-depth understanding of the instructional communication patterns of Paskibra extracurricular coaches in shaping student discipline at SMA Negeri

---

1 Hampan Perak. The qualitative approach was selected because this study did not aim to measure statistical relationships among variables, but rather to explain the meanings, processes, experiences, and communication dynamics that occurred during Paskibra training activities. In qualitative research, the researcher serves as the primary instrument who conducts observations, builds interactions with informants, and interprets data based on the social context under investigation (Creswell & Creswell, 2022; Agustini et al., 2023). The descriptive approach was used to systematically describe the forms of direction, instruction, correction, evaluation, feedback, and communication barriers that emerged between the coach and Paskibra members during the training process. Thus, this method was considered relevant for revealing how instructional communication functions not only as the delivery of technical training messages, but also as a process of shaping student discipline.

This research was conducted at SMA Negeri 1 Hampan Perak, Deli Serdang Regency, North Sumatra, on the grounds that the school has an active, structured Paskibra extracurricular program that is relevant to the research focus on instructional communication and the formation of student discipline. The research informants were selected purposively, based on their direct involvement and their ability to provide information aligned with the objectives of the study (Wijaya et al., 2025). The informants consisted of the Paskibra coach as the key informant, student members of Paskibra as the main informants, and the supervising teacher as a supporting informant to strengthen the data through source triangulation. Data were collected through observation, in-depth interviews, and documentation. Observation was conducted by directly examining the Paskibra training process, particularly the way the coach delivered instructions, the forms of student responses, patterns of correction, and communication situations that emerged during training. In-depth interviews were used to explore the informants' experiences, understanding, and interpretation of the coach's communication in shaping discipline, while documentation was used to complement the data through activity archives, training schedules, organizational structures, and documentation of Paskibra activities (Jailani, 2023; Wahyuni & Fajarini, 2025).

The research data were analyzed interactively through the stages of data condensation, data display, and conclusion drawing and verification, as developed in the qualitative data analysis model of Miles, Huberman, and Saldaña (Miles et al., 2014). Data condensation was carried out by selecting, focusing, and simplifying data relevant to the research focus, such as the forms of coach instruction, corrective communication strategies, evaluation processes, members' responses, and communication barriers during training. Data display was presented in the form of narrative descriptions so that the relationship between instructional communication patterns and the formation of student discipline could be examined systematically. Subsequently, conclusions were drawn by interpreting the patterns of findings that emerged from observations, interviews, and documentation. Data validity was ensured through source triangulation and technique triangulation, namely by comparing information obtained from the coach, students, and supervising teacher, as well as by cross-checking interview results with observations and supporting documents (Carter et al., 2014; Nurfajriani et al., 2024). Through these procedures, the data obtained were expected to demonstrate credibility, consistency, and scientific accountability.

### 3. RESULT AND ANALYSIS

Based on the research findings obtained through observation, structured interviews, and documentation, it was found that the instructional communication of the Paskibra coach at SMA Negeri 1 Hamparan Perak was carried out in a structured manner, from the opening stage of the training session to the final evaluation. This pattern was evident in the coach's routine practice of providing initial directions, explaining the objectives of the training, delivering technical instructions, correcting members' mistakes, and giving feedback after the activity had been completed. The Paskibra coach explained, "Before the training begins, I usually gather the members first to explain the objectives of that day's training. After that, we move on to the movement material. If someone makes a mistake, I correct it immediately, and at the end of the training I still provide an evaluation so they know which parts need improvement" (Interview with the Paskibra Coach). This quotation indicates that the coach's communication was not conducted spontaneously or without direction, but followed a systematic coaching sequence. From the perspective of instructional communication, clarity of objectives, message organization, guidance, practice, and feedback are important elements that support the achievement of behavioral change among students (Damayanti & Rina, 2022; Trif-Boia, 2022).

This instructional communication pattern is in line with Robert M. Gagné's concept of the Nine Events of Instruction, which emphasizes that effective learning occurs through planned stages. In Paskibra training activities, these stages were reflected in the way the coach gained members' attention through roll call or initial briefing, informed them of the training objectives, demonstrated movements, guided members during practice, asked members to perform the movements, provided corrections, and conducted evaluation at the end of the activity. This process shows that Paskibra training was not merely a physical activity, but also a space for behavioral learning through instruction, demonstration, practice, and feedback. Gagné views learning as a process that requires the regulation of internal and external conditions so that learners are able to understand, practice, and maintain the expected behavior (Machmudah et al., 2022; Trif-Boia, 2022). Thus, the coach's instructional communication in Paskibra training can be understood as a coaching process designed to develop both technical skills and the disciplined character of members.

The findings also show that the coach's instructional communication functioned not only to deliver technical instructions, but also as a means of instilling the value of discipline. Every command, rule, correction, and evaluation was directed toward helping members understand the importance of punctuality, responsibility, focus, obedience to rules, and commitment in participating in training. One Paskibra member stated, "When the coach gives commands, we are not only told to move, but are also taught to focus, be punctual, and take responsibility. Through this training, I have become accustomed to being more disciplined, not only during Paskibra activities, but also in class and at home" (Interview with a Paskibra Member). This statement shows that the instructional messages delivered by the coach had an impact beyond the training context, as the value of discipline formed during training was carried over into students' academic and daily lives. Discipline in education is not only related to compliance with rules, but also includes the ability to exercise self-control and take responsibility for the tasks being carried out (Mamonto et al., 2023; Syafiudin, 2021).

---

The formation of discipline through instructional communication in Paskibra is also closely related to the character of extracurricular activities that emphasize habituation, role modeling, and repeated practice. Paskibra activities have a distinctive training structure, such as marching drills, saluting, formations, flag-raising practice, and teamwork exercises, all of which require members to obey instructions and control themselves within group situations. This finding reinforces the view that Paskibra can serve as a medium for character formation because students experience the internalization of values through direct activities, rather than merely through normative explanations in the classroom (Nelsi et al., 2022; Rahmawati et al., 2024). Karsono's (2024) study also shows that Paskibra activities contribute to improving student discipline through the habituation of orderly behavior, obedience to rules, and responsibility. Therefore, the coach's instructional communication becomes an important factor that connects training activities with the formation of students' disciplined character.

In addition to a systematic communication structure, the research findings indicate that the coach used a combination of firmness and guidance in the training process. Firmness was used to maintain order, focus, and members' compliance with rules, while guidance was used to help members understand the meaning of each instruction given. This balance is important because instructional communication that is too harsh may create psychological distance between the coach and members, whereas communication that is too lenient may weaken training discipline. In this context, the coach acted not only as a giver of commands, but also as a mentor who guided members to consciously understand the objectives of training. Effective instructional communication does not depend solely on message content, but also on the communicator's ability to adjust the mode of delivery to the condition of the participants and the learning objectives (Damayanti & Rina, 2022; Usman & Nafliyon, 2021). Therefore, firmness and guidance are two complementary elements in shaping the discipline of Paskibra members.

During the training process, corrective communication became an important part of shaping members' discipline. The corrections provided by the coach were not only intended to improve movement errors, but also to encourage members to reflect on their behavior. Members who initially obeyed rules out of fear of reprimands or sanctions gradually began to understand that discipline was necessary to maintain cohesion, safety, and the success of the training. This process indicates a shift from externally driven discipline toward a more internalized form of discipline. In the study of instructional communication, feedback plays an important role because it helps participants recognize mistakes, improve performance, and reinforce expected behavior (Prananda et al., 2025; Trif-Boia, 2022). Thus, the reprimands and corrections given by the coach should not be understood merely as forms of punishment, but rather as pedagogical mechanisms for developing members' disciplinary awareness through repeated learning.

Although instructional communication was carried out in a fairly structured manner, this study found several barriers that affected the effectiveness of message delivery during training. These barriers included differences in members' character, varying levels of understanding, lack of focus, physical fatigue, reluctance to ask questions, and environmental factors such as hot weather and less conducive training conditions. One Paskibra member stated, "Sometimes, when the training has gone on for a long time, we

start to feel tired and find it difficult to focus, especially when the weather is hot. Some friends also do not actually understand the instructions, but feel embarrassed to ask questions. Usually, the coach repeats the explanation or gives a direct example so that we can understand better” (Interview with a Paskibra Member). This quotation shows that communication barriers did not originate solely from the coach, but also from the psychological, physical, and environmental conditions of the members. In the communication process, disturbances or barriers can affect message reception, so the meaning received by the communicant is not always the same as the communicator’s intended meaning (Martha et al., 2024).

To overcome these barriers, the coach adjusted communication strategies by repeating instructions, providing direct demonstrations, using language that was easier to understand, applying a personal approach to certain members, and evaluating the communication patterns used during training. These strategies indicate that the success of instructional communication is determined not only by the coach’s firmness, but also by the ability to adapt messages to the members’ characteristics, abilities, and conditions. Overall, the research findings show that the instructional communication pattern of the Paskibra coach at SMA Negeri 1 Hamparan Perak was structured, consistent, corrective, and adaptive. This communication played a role in shaping student discipline through the stages of direction, instruction, practice, correction, evaluation, and feedback. Therefore, instructional communication in Paskibra activities functions not only as a means of delivering training instructions, but also as a mechanism for developing disciplinary character that occurs continuously through effective communication relationships between the coach and the members (Damayanti & Rina, 2022; Machmudah et al., 2022; Mamonto et al., 2023).

#### 4. CONCLUSION

Based on the research findings, it can be concluded that the instructional communication patterns of the Paskibra extracurricular coach at SMA Negeri 1 Hamparan Perak play an important role in shaping student discipline through a structured, consistent, corrective, and adaptive communication process. This communication pattern takes place through several stages, including the provision of initial directions, delivery of instructions, demonstration of movements, correction of mistakes, evaluation, and continuous feedback throughout the training process. The coach’s communication functions not only as a means of conveying technical instructions, but also as a medium for instilling the values of discipline, responsibility, punctuality, obedience to rules, focus, and self-awareness among members.

The findings indicate that student discipline, which was initially formed through external control in the form of reprimands and training rules, gradually developed into internal awareness that was applied in both academic activities and daily life. Although the instructional communication process still faced several barriers, such as differences in members’ character, varying levels of understanding, lack of focus, physical fatigue, and environmental factors, the coach was able to address these challenges through repeated instructions, direct demonstrations, approaches suited to members’ characteristics, and more open communication. Thus, the success of discipline formation in Paskibra activities

---

is determined not only by the training program itself, but also by the coach's ability to manage instructional communication effectively according to the needs of the members.

## References

- Abidin, S. (2022). *Komunikasi Antar Pribadi*. Pt. Literasi Nusantara Abadi Grup.
- Agustini, Aully Grashinta, San Putra, Sukarman, F., Arfid Guampe, Jakub Saddam Akbar, M., Alridho Lubis, Iyam Maryati, Ririnisahawaitun, R., Mesra, Mike Nurmalia Sari, Paulus Robert Tuerah, M., & Vitha Rahmadhani, R. R. (2023). *Metode Penelitian Kualitatif (Teori Dan Panduan Praktis Analisis Data Kualitatif)*. PT. Mifandi Mandiri Digital.
- Damayanti, E. M., & Rina, N. (2022). Pengaruh Komunikasi Instruksional Dalam Pembelajaran Daring Terhadap Perilaku Belajar ( Studi Pada Mata Kuliah Program Radio Telkom University ) The Effectivity Of Instructional Communication With Online Learning Media In Order To Research Study Behaviour ( Study For Radio Program Course At Telkom University ). *V(I)*, 116–130.
- Fadila Ramadona Wijaya, Fehan Alya Rahmi Lubis, Mhd. Najib Sihab Siregar, A. A. F. B. (2025). Sumber Data, Subjek Penelitian, Dan Isu Terkait Fadila. *3(2)*, 271–276.
- Febriawati, H., & Ramon, A. (2026). *Metodologi Penelitian Kualitatif*. Cv. Nusantara Press Indonesia.
- Jailani, M. S. (2023). Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif Dan Kuantitatif. *1*, 1–9.
- Karsono, W. N. (2024). Penanaman Nilai-Nilai Pancasila Sebagai Upaya Peningkatan Kedisiplinan Anggota Paskibra Smk Ganesha Tama Boyolali Karsono1. *1*, 1–13.
- Khoirunnisaa, F. F., & Lestari, E. Y. (2024). Penanaman Karakter Disiplin Melalui Kegiatan Ekstrakurikuler Paskibra (Pasukan Pengibar Bendera) Di Sma Negeri 3 Purwakarta. *1–14*.
- Machmudah, U., Wahab, R. A., & Nurcholis Ahmad Farouq, M. A. Y. El. (2022). Model “Nine Instructional Events Gagne” Dan Penerapannya Dalam Pembelajaran Bahasa Arab. *235–255*.
- Martha, A., Suri, A., Putri, Y. R., Sari, Y. N., Studi, P., Dasar, P., & Adzkie, U. (2024). Pengertian Komunikasi , Komunikasi Antarbudaya Dan Sistem Komunikasi. *8*, 50356– 50365.
- Nelsi, M., Yusuf, A., & Pamulang, U. (2022). Membina Kedisiplinan Belajar Siswa Paskibra Patriot. *3(2)*, 165–170.
- Nurfajriani, W. V., Wahyu, M., Arivan, I., Sirodj, R. A., & Afgani, M. W. (2024). Triangulasi Data Dalam Analisis Data Kualitatif. *10(September)*, 826–833.
- Prananda, F. M. Y., Komunikasi, I., & Riau, U. (2025). Komunikasi Instruksional Instruktur Musik Dalam Mengajar Anak Berkebutuhan Khusus ( Autism ) Di Sekolah Musik Mutiara Pekanbaru. *9(2021)*, 26214–26222.
- Rahmawati, F., Pujiyanto, W. E., Manajemen, P., Nahdlatul, U., Sidoarjo, U., Sidoarjo, K., Sidoarjo, K., & Timur, J. (2024). Analisis Pembentukan Jiwa Kepemimpinan Siswa Smk. *2(1)*, 7–13.
- Riasnugrahani, M., & Analya, P. (2023). *Metode Penelitian Kualitatif*. Ideas Publishing.
- Samuel Mamonto, Darto Wahidin, Itsna Noor Laila, I. P. D. M. P., Achmad Tavip Junaedi, M Sahrawi Saimima, Nur Syafi'ah Khotim, J. A. G., & Sudarno, Nicholas Renaldo, I. A.

- 
- A. (2023). Disiplin Dalam Pendidikan (I. A. Putri (Ed.)). Pt. Literasi Nusantara Abadi Grup.
- Syafiudin, M. (2021). Peran Ekstrakurikuler Pramuka Dalam Membentuk Karakter Disiplin Siswa. *Iii*(1), 71–82.
- Trif-Boia, A. E. (2022). *Instructional Design In Education*. *Viii*(24), 219–224.
- Usman, A., & Nafliyon, D. (2021). Komunikasi Instruksional Pada Kelas Akting Online Sanggar Ananda. *5*(1), 1–10. <https://doi.org/10.30596/Interaksi.V5i1.4620>
- Wahyuni, H., & Fajarini, S. D. (2025). Ruang Ekspresi Diri Di Era Digital ( Analisis Peran Tiktok Di Kalangan Mahasiswa Fisip Umb ). *6*(1), 124–138.
-