Communication Techniques for Persuasion of Students and Lecturers In Shaping Behavior

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ABSTRACT

Many factors influence a student's success in the academic world. One of them is the role of the lecturer in providing direction or guidance on the problems experienced by students while on campus. Lecturers who act like this are called academic advisors. Lecturers in the formation of student behavior are strongly influenced by the ability of lecturers to communicate. Persuasive communication is an effective communication technique in shaping behavior because by using this communication, students can do something they want without feeling burdened and afraid. Forming behavior is an activity of communication and social interaction between lecturers and students to convey their knowledge in small and large groups. In learning activities, there are teaching techniques so that learning objectives can be achieved. Persuasive communication, in this case, is effective enough to influence or shape behavior.

Keywords: *Communication techniques, Persuasion, and behavior*

Introduction

The development of digital technology in the industrial era 4.0 has made both positive and negative information more accessible to all groups, including students. As a result, students get a lot of information that can cause bad behavior, such as impolite and insensitive behavior. This lousy behavior needs the right solution, and one of them is persuasion communication [1]. Communication is something that cannot be separated from human life. It starts from interaction in daily activities to developing knowledge in various fields[2]. All human activities certainly require communication activities. This shows that communication has become the heart of life in the order of human social life. Communication is the delivery of messages from a group called communicators to another group known as communicants[3].

Communicators are the main actors in forming communication, both in quantity and quality. If there were no communicators, the message would not exist, and there would be no communication. There are communicators, but the quality is not good, the communication process will also not run well, or the purpose of communication so that the message can reach well to the communicant will not be achieved. Therefore, [4] states that communicators play a significant role, especially in controlling communication. For that, a communicator must be skilled in communicating, rich in ideas, and full of creativity. In the communication process, messages are transmitted by the communicator and interpretation by the communicant. The transmission and interpretation process indeed expects an effect in the form of changes in beliefs, attitudes, and better communicant behavior [5]. This attempt at communication to influence one's mood and behavior is then referred to as persuasive communication [6].

Human attitudes are the main predictors of everyday behavior, although there are other factors, namely one's environment, and beliefs. This means that sometimes attitudes can determine a person's actions, but sometimes attitudes don't turn into actions. Considering an effort's positive and negative effects also determines whether a person's attitude becomes a real action. In other words, besides attitude, the other main factor that influences a person's actions is social norms. According to the Theory of Reasoned Action [7], among the variables of attitude and behaviour (action), there is a variable that mediates it, namely intention (disposition). A person who will act is based on a specific purpose. This theory places attitudes as central to human actions, and their attitudes are said to be a function of belief. Someone who believes the steps to be taken positively impact him will tend to do these actions. Vice versa, if you think the action to be taken hurts him, he will refuse to do the activity. This is referred to as behaviour belief [8]. In addition to personal beliefs (behaviour beliefs), group beliefs (group beliefs) also determine a person's actions. If the person is confident that his group or social circle will approve of his actions, he will practically do so.

Conversely, if you believe your social environment will not support you, you will not take that action. One clue that communication is effective is what it has when it influences a person's attitude. Steward L. Tubbs and Sylvia Moss [9] revealed that effective communication causes at least five things, one of which is to affect one's attitude [10].

Research Methods

Data collection techniques
1. Observation is the direct observation that you want to research
2. An interview is the data collection by asking questions directly by the researcher to the informant concerned, and answers from the informant are recorded or recorded.
3. Documentation, i.e., indirect data collection. Usually, the data collected is in writing, images, etc.
F. Data analysis techniques
After the data is collected, researchers will analyze the data obtained. The data analysis technique that will be used in this study is the Miles & Huberman model [11], namely with three stages;
1. Data reduction
At this stage, researchers will edit, group, and summarize data. Data reduction also includes compiling codes and notes on several things, including those related to activities and processes in research, to find themes, groups, and data patterns.
2. Data presentation
Presenting data is also called organizing data. The data presented is in the form of groups or clusters, then interrelated according to the theory used.
3. Drawing and testing conclusions
At this stage, the meaning of the tendency of the data presentation will be carried out, drawing and testing conclusions from the data to produce a descriptive finding about the description of an object after research.

Results and Discussion

Communication
Several essential and successful people stated that their success, among others, was due to the ability to communicate. Ames Citrin, Global Practice Leader, and Spencer Stuart say that communication is one of the most important skills anyone can have in a leadership position. In touch, people not only pay attention to the content of the message but also define relationships. [12] quotes the opinion of Anisa Tailor et al. that communication barriers have little effect if there are good relations between communicants. Conversely, the most straightforward, firmest, and most detailed message cannot avoid communication failure in a bad relationship. This explanation shows that good relationships as one of the critical factors for establishing effective communication. [13] mention that effective communication can be measured through understanding, pleasure, influencing attitudes, improving relationships, and actions.

Communication also aims to foster better social relationships because humans are social creatures who cannot stand the life of these joints. [14] communication conveys information, opinions, ideas, and feelings of courage, anger, worry, belief, and so on to others. More concisely, [15] states that communication as a process changes the behavior of others. There are many understandings from experts about communication in terms of terminology. According to Griffin [16], communication is an activity to exchange symbols, provide insight, establish relationships through interaction between individuals, and reduce uncertainty. According to Bernard Berelson and Gary A. Steiner in [17], communication is delivering information, ideas, feelings, and skills through symbols in words, images, figures, etc. As explained by Harold D. Lasswell [18], communication has several functions, namely controlling and adapting to the environment and carrying out the cultural transformation from one generation to the next. Communication can serve as:
1. Collect and convey information locally, nationally, and internationally so others can know it.
2. Socialization; Teach knowledge to others to behave and behave according to existing values.
3. Motivation; Encourage people to be better at various things
4. Discussion material; Communication also serves to agree on differences by providing adequate information.
5. Entertainment; Communication can also answer human needs for entertainment through funny, beautiful, and fun messages.

Viewed from the context of interpersonal communication, the process will show the activity of sending messages from one person (sender) to another person (receiver). If the delivered message is received accurately, then the receiver has the information the sender has, and here communication has occurred. Meanwhile, mass communication starts with collecting, processing, and disseminating news from publishers or television stations to their audiences. One widely used model to describe the communication process is the circular model made by Osgood with Schramm [19]. Both figures devote their attention to the role of the source

and receiver as the main actors of communication. The circular communication model describes communication as a dynamic process whose messages are transmitted through encoding and decoding. Encoding is the translation done by the source of news. Decoding is the translation performed by the receiver of a message originating from the start. As a dynamic process, in this circular model, communication actors can double as senders and receivers of messages. In the early stages, the source serves as the encoder and the receiver as the decoder, but in the later stages, the receiver acts as the encoder and the source as the decoder. In other words, the first source becomes the second recipient, and so on [20]. The communication process is a transaction, and the encoding and decoding process is dynamic. Although theoretically separable, the two processes co-occur, not alternately. We do both encoding and decoding at about the same time as we communicate. So we encode the message, then don't wait to decode it behind someone else's response. In the communication process, communication participants influence each other, no matter how small the influence, both through verbal and nonverbal communication [21]. Dynamic and transactional views emphasize that communication actors experience changes due to communication. Communication participants change from simply changing knowledge to changing their ideology, opinions, and behavior, from changing little by little or completely changing suddenly. If someone says he is furious, he will find himself angry. It is also shown that persuading people will often be the most influenced, least trying to follow the message and Persuasion conveyed to the interlocutor.

Communication of Persuasion

The word Persuasion comes from the Latin: Persuasion. The verb is persuaded, which in English is: to persuade, to induce, to believe, or in Indonesian: to charm and seduce. Persuasion is communication used to influence and convince others. Through Persuasion, each individual seeks to influence the beliefs and expectations of others. Persuasion is principally an effort to convey information and interact between people in conditions where both parties understand and agree to do something meaningful for both parties. Each individual hopes the message can be understood and trusted when communicating with others. Communication of Persuasion allows others (persuaded) to do whatever they want after the persuader tries to convince them. Persuasive communication emphasizes openness, trust, and democratic management practices [22].

Persuasion is one of the essential communication strategies for interacting with others. In this case, communication can help individuals relate to others and influence and convince others. For example, academic advisors can persuade and influence students through persuasiveness. Soleh Soemirat, Hidayah Satari, and Asep Suryana, in the book "Persuasive Communication" define Persuasion as an attempt to change people's attitudes, opinions, and behaviors through flexible, humane, and subtle ways. Because of the emergence of awareness, willingness, and feelings of pleasure as well as the desire to act by what the persuader says [23]. According to Ronald L. Applebaum and Karl W.E. Atanol (1974) in Malik and Irianta, erectile is a complex communication process in which an individual or group expresses a message (intentionally or unintentionally) through verbal and nonverbal communication means to elicit a particular response from another individual or group.

Communication persuasion is one part of communication science. Persuasion is the study of the effects of communication. Science is knowledge obtained based on the results of research compiled systematically, rationally, empirically, generally, and cumulatively about natural and social phenomena that are the focus of attention. In the book Speaking Persuasively (1981), Joseph A. Ilardo defines Persuasion as a communicative process to change the beliefs, attitudes, goals, or behaviors of others by using nonverbal words and messages either consciously or unconsciously. Herbert W. Simons, in the book "Persuasion: understanding, practice, and Analysis (1976), defines Persuasion as human communication designed to influence others by modifying their beliefs, values, attitudes, and behaviors. The characteristics of Persuasion as a science include: (1) Persuasion as a science is organized and classified from knowledge based on the explanation. (2) Persuasion as a science that seeks to explain the scope or limitation of the terms used and to clarify specifically the relationship between these terms. (3) The accuracy of Persuasion as a science is expressed in the form of numerical values on the phenomenon under study (quantification). (4) Persuasion as a science in maintaining its validity, always paying attention to control variables. That is, in maintaining its validity, systematic efforts are made to eliminate the participation of other variables that are factors causing the occurrence of a phenomenon. (5) Persuasion, as a science in explaining the symptoms it observes, always tries to avoid metaphysical explanations. The primary purpose of Persuasion as a science is to understand the phenomena of nature, which are the logical consequences of human curiosity. There are stages to understanding these natural phenomena, namely symptom description, explanation, and organization of empirical evidence. The Scope of Persuasion As an applied science, many are involved in everyday human life, consciously or unconsciously. Therefore, the scope of Persuasion is quite broad and diverse. This can be seen from the context of Persuasion, the field of Persuasion, the nature of Persuasion, and the purpose of Persuasion.

a. Context of Persuasion

Persuasion can occur in interpersonal, group, organizational, and mass communication. In the context of Persuasion in this article is persuasion communication between students and lecturers, primarily academic

advisors. This kind of communication is categorized as interpersonal communication. Interpersonal communication is a communication process between two or more people face-to-face where the sender can deliver the message directly, and the recipient can receive and respond instantly. Interpersonal or interpersonal communication refers to communication that occurs now between two people. Individuals communicate interpersonally to exchange ideas or thoughts with others (Cangara, 201: 2).

b. Field of Persuasion

In this industrial era 4.0, in its life, humanity has experienced rapid development in various fields whose scope is so broad and complex. Every life is distinctive and unique. Therefore, the persuasion process contained in it is also peculiar. Appelbaum, R. L. and Karl W. E. Aanatol (1974), in the book Strategies for Persuasive Communication, stated that the fields of Persuasion, including product advertising, Persuasion in the courtroom, and Persuasion in the classroom. Simons, H. W. (1976), in the book Persuasion: Understanding, Practice, and Analysis, looks at the fields of Persuasion, including advertising, interpersonal relationships, arts and entertainment, politics, teaching and counseling, preaching, conflict and protest, and so on. Based on the views of these experts, the field of Persuasion can be classified into (1) Persuasion in management (management persuasion). (2) Political Persuasion. (3) Educational Persuasion. (4) Social Persuasion. (5) Business persuasion. (6) Legal Persuasion. (7) Marketing persuasion. (8) Development persuasion. (9) Advertising persuasion. (11) Environmental Persuasion. (12) Therapeutic persuasion (therapeutic Persuasion). (13) And so on.

c. Nature of Persuasion

Judging from its nature, Persuasion can be classified as follows: verbal Persuasion, Nonverbal Persuasion, face-to-face Persuasion, and mediated Persuasion.

d. Principles of Persuasion

The basic principles of Persuasion are as follows (Ilardo, 1981):

1) A persuasion is a form of communication. It involves the sender and receiver of a message in an interaction.

2) Persuasion is a process. Persuasion is not an action. It is not static. It is not an event, nor is it an object. Persuasion cannot be touched, touched, or measured in the past

3) Persuasion is concerned with change. Persuasive messages are like any therapeutic intervention planned and handled by a medical doctor. Therefore, the intervention begins with a purpose. As a result of such interventions, goals are expected to change through various means.

4) Persuasion can occur consciously or unconsciously. A persuader may knowingly intend to change the individual or group in particular. Influence can use both verbal messages and nonverbal messages. It is well known that adequately composed words can create a persuasive effect.

e. Use of Persuasion

People have used persuasive communication for a long time. Simons (1976) explains that the study of persuasion dates back to Ancient Greece. At that time, Persuasion was used by people for various purposes, such as to complain about problems faced by society in the courtroom, deliver speeches in special ceremonies, and debate public policy issues.

There are five stages of persuasive communication methods which ultimately refer to the decision to change opinions and attitudes. The stage consists of paying attention, showing interest, the emergence of a stronger desire, the existence of a decision, and the action of change (Nirmala, 2015).

f. Persuasion Communication Techniques

Several techniques can be used in persuasion communication (Effendy, O. U., 2004: 23): (a) Association Techniques; Presenting communication messages by spilling on an object or event attracting the audience's attention. (b) Integration Techniques; The communicator's ability to unite themselves communicatively with the communicant. This means that through verbal and non-verbal words, communicators describe that they are "in the same fate" and therefore become one with the communicant. (c) Reward Techniques; Activities to influence others by luring beneficial things or promising hope. (d) Regulatory Techniques; Icsetting or icing technique in persuasion activities is the art of structuring messages with emotional appeals so that communicants become attracted to their attention. (e) Red herring technique; about persuasive communication The red herring technique is the art of a communicator to achieve victory in a debate by avoiding weak arguments and then diverting them little by little to the aspects he masters to be used as a powerful weapon in attacking the opponent. So this technique is done when the communicator is in a desperate position.

Behavior Formation

Behavior is an action that can be observed and has a specific frequency, duration, and purpose, whether conscious or unconscious. Behavior is a collection of various factors that interact with each other (Winardi, 2004). Human behavior is essentially human activity, and behavior is done directly and indirectly observable. by the organism This means that behavior occurs when something is needed to cause what is called a stimulus, and certain stimuli will produce a specific behavioral reaction. Skinner stated that behavior is a response or reaction of a person to a stimulus or stimulus from outside. Therefore, behavior occurs through a stimulus to the organism, and then the organism responds. Skinner's theory is called the S-0-R theory or

Stimulus-Organism-Response. Behavior is goal-oriented. In other words, human behavior is generally motivated by a desire to achieve specific goals. The individual concerned does not always consciously know these goals (Notoatmodjo, S., 2010).

The main predictors of a person's behavior (actions) in daily life are skipped, although there are still other factors, such as one's environment and beliefs. This means that attitudes can sometimes determine a person's actions, but attitudes do not always manifest into actions. Considering an effort's positive and negative effects also determines whether a person's perspective becomes a real action. According to the Theory of Reasoned Action (Fishbein and Ajzen, 1973 in Siregar, 1993: 17), among the variables of attitude and behavior, there is a variable that mediates it, namely intention or disposition. A person who will act is based on a specific purpose. This theory places attitudes at a central point about human actions and as a function of beliefs. Someone who believes that the steps that will be taken positively impact him will tend to do these actions. Vice versa, if it is thought that the action to be taken hurts him, he will refuse to do the action, which is called behavior belief. In addition to personal beliefs (behavior beliefs), group beliefs (group beliefs) also determine a person's actions. If the person believes his group or social circle will approve of his actions, he will do so. Conversely, if you think that your social environment will not support you, you do not intend to do so.

Notoatmodjo, S. (2010) defines behavior as the totality of a person's understanding and activities along with internal factors (attention, perception, motivation, fantasy, suggestion, observation, and so on) and external factors (physical, social, economic, cultural, political environment, and so on). According to Abedi Sarvestani and Shahvali (2009) (Omran, 2014), beliefs influence human behavior, one's values, and attitudes. It was developed first by B.F. Skinner, in 1950, this theory used the concepts of "positive" and "negative" to control a person's behavior. According to Kollmuss & Agyeman (2002), pro-environmental behavior is behavior that grows from one's self-reliance to minimize the negative impact of one's actions on nature and development, such as minimizing the use of resources, saving energy consumption, using non-toxic materials, and reducing the waste production.

Human behavior is unique, meaning it only occurs in oneself and differs from others. Because human experience differs, his aspirations, tastes, and tendencies also vary. This results in different behaviors. Judging from the form of response to this stimulus, behavior can be divided into two (Notoatmodjo, S., 2003): (a) Closed behavior; Closed behavior is a person's response to a stimulus in a covert or closed form. The response or reaction to this stimulus is still limited to the attention, perception, knowledge, awareness, and attitude that occurs in the person receiving the inspiration and cannot be observed by others. (b) Overt conduct; A person's response to a stimulus in the form of concrete or overt action. The answer to the inspiration is evident in the form of action or practice, which can easily be observed or seen by others.

Various forms of behavior are character or personality traits that can be observed when a person interacts with others. As in group life, the behavioral tendencies of a group member will be visible among other group members. Indicators of good and bad behavior a person can be seen from the characteristics of a person (Akyas Azhari, 2004):

(a) Good Behavior Indicators

According to Dodon, indicators of good behavior are (Dodon, 2013): 1) Honest, namely trustworthy behavior in words, actions, and work, such as: not lying, not cheating in taking exams, not being plagiarized (taking other people's work without mentioning sources), and admitting mistakes or shortcomings that are mitigated. Ki. 2) Maintain the integrity of learning media equipment. 3) Responsibility, namely the attitude and behavior of a person to carry out his duties and obligations that should be done, such as: keeping promises, not blaming others for mistakes of his actions, apologizing for mistakes and admitting actions, and accepting the risks of actions taken. 4) Politeness and courtesy, namely good attitudes in association, both in language and behavior, such as: respecting elders, not spitting anywhere, and asking permission when entering other people's rooms. 5) Self-confidence is a belief in one's ability to carry out activities or actions, such as opinion without hesitation, not easily discouraged, not awkward in acting, daring to argue, ask, or answer questions, and daring to present in front of the class.

According to Enggal Sriwardiningsih, indicators of good behavior are (Sriwardiningsih, E. 2014): 1) Tolerance or appreciation, such as: accepting and respecting diversity or differences, including differences of opinion. 2) Willing to accept sanctions set for violation of the rules. 3) Have personal goals while introspecting. 4) Cooperative, the ability to actively participate in various group activities on campus. 5) Carry out divergent tasks, such as: discussing, and doing assignments from lecturers, and others

(b) Indicators of Bad Behavior

According to Dian Komasari, the indicators of bad behavior are (Komasari, D. 2000): 1) Defiance, namely the behavior of someone who is against or against orders, such as students who do not obey the rules in the campus environment, play mobile phones or listen to music during the learning process, chat during the learning process, and do not go to class for days without explanation. 2) Aggressionbehavior f is offensive behavior, such as making noise in a class by playing pranks on friends and saying rudeness. 3) Behavioral competition, which is behavior per kawan or feeling comparable, such as: when the exam or test menyontek has a friend and feels the result of the cheat sheet is his, and controls the friend's property by stealing. 4) Powerful behavior,

i.e., Ki power or handover or feeling great, such as: liking to rule others and managing others for personal gain. 5) Selfishness is behavior that is only selfish, such as someone who does not have empathy or does not accept criticism and advice from others. According to Sarwono, indicators of bad behavior are (Sarwono, 2015): 1) Behavior that causes physical victims to others, such as rape, robbery, and murder. 2) Behavior that causes material casualties, such as destruction of places of worship or public places, pickpocketing, and extortion. 3) Behavior that does not cause casualties on the part of others, such as prostitution, drug use, etc. 4) No shame, such as: being blatant in doing things in public places. 5) Arrogant, such as: never giving compensation or greetings to others when meeting.

Communication of Persuasion between Students and Lecturers
Students and lecturers are inseparable from each other. Student communication with lecturers must be built and not blocked, especially if students are on campus. Communication that usually occurs between students and lecturers is interpersonal interaction and communication. Interpersonal interaction and communication between lecturers, especially if the lecturer is an academic advisor to students, is very important to direct, guide, and help solve their problems. The involvement of lecturers as a communicator to students is expected to be a medium for delivering messages.

The fact shows that each form of student behavior needs to be identified so that the steps that need to be applied are related to student behavior when interacting in the campus environment. However, the behavior displayed by each Student sometimes varies, depending on the style of each Student. Therefore, based on the author's observation, every Student must prioritize the quality of behavior when interacting. The author found that some students want to greet the lecturer, but there is still a sense of reluctance or fear. Some students have made mistakes against the lecturer, and the Student immediately looks away when he sees the lecturer from a distance.   Some students want to enter the lecturer's room directly and open the door without knocking first and giving greetings, and some even peek from the crack of the door to see whether or not there is a lecturer who wants to be met (Syarifah Mahni, 2018). In line with that, the author found that there were students who greeted only particular lecturers because there was unsatisfactory service for students from several lecturers that made students reluctant to say hello. The author also saw that some students reprimanded the lecturer when meeting in the corridor, but the lecturer did not. The Student did not turn his head at the Student. He just walked and stared ahead. The results of the last observation, the author found that some students still violate the rules. In terms of clothing, there are still female students who wear clothes made from t-shirts and slightly shaped the body, then the hijab behind the back, and those who do not wear socks. In Islam, the female feet are aurat. Of the male students that the author got, most still smoked. Students violate these rules because only a few lecturers reprimand them even though the rules broken have been in the Faculty regulations. Students are only afraid when they see lecturers who often condemn but lecturers who never criticize or behave as mediocre students dare to violate.
Interpersonal communication, in this case, students and lecturers, are considered the most effective in behavior change activities. The reason for this is that communication takes place face-to-face. Personal communication generally takes place face-to-face. When students and lecturers meet face to face, there is intimate contact; the Student personally touches the lecturer's personality. When students deliver messages, feedback occurs immediately (immediate feedback), and students immediately know the lecturer's response. Because of its efficacy in changing student behavior, communication is widely used for persuasive communication. It is a very subtle, flexible human psychological communication technique in the form of invitation, Persuasion, or seduction. Therefore, do, primarily academic advisors should play a role in demand, act as a role of expectation, and have role skills. The part lecturers are expected to play what students expect, namely openness. In addition, lecturers are also required to have role skills, including skills to develop effective communication.

Conclusion

Student behavior is often not polite either to lecturers or to others. Lecturers, primarily academic advisors, should know the steps to be applied when interacting in the campus environment. However, the behavior displayed by each Student sometimes varies, depending on the Student's style. Each Student is required to prioritize the quality of conduct when interacting. Some students explore closed or rigid behavior when meeting with lecturers, as happens to some students when they want to greet lecturers. There are feelings of reluctance and fear.

The causative factors of some students who misbehave in the campus environment can be divided into two, namely: (1) internal factors, lack of awareness so that they still violate applicable regulations, how to think about immature students, then lack of understanding regarding how to respect elders; (2) external factors, lack of decisive action from the authorities and poor communication.

Persuasion is one of the essential communication strategies for interacting with others. In this case, communication can help individuals relate to others and influence and convince others. For example, academic advisors can persuade and influence students through persuasiveness. Communication of Persuasion between students and lecturers, primarily academic advisors. This kind of communication is categorized as interpersonal communication. Interpersonal communication is a communication process between two or more people face-to-face where the sender can deliver the message directly, and the recipient can receive and respond instantly. Interpersonal or interpersonal communication refers to communication that occurs now between two people. Interpersonal communication is communication carried out by individuals to exchange ideas or thoughts with other individuals.

Communication persuasion is a must to solve the problem of bad student behavior. Therefore, students and lecturers must apply persuasion communication to form positive behavior, and of course, will avoid behavior that is not beautiful and unpleasant. Every interpersonal relationship must be seen from shared goals, communication methods, expectations, and the implementation of the role performed.

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