

Comparative Analysis of the Influence of Verbal and Nonverbal Reprimands in Enforcing Discipline of Grade VI Students

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Abstract

Financial Performance represents the achievement of an entity's overall operational activities measured through financial indicators within a specific period. This research aims to comparatively analyze the effect of verbal and nonverbal reprimands on enforcing student discipline in Grade VI at SDN 6 Masbagik Selatan. Employing a quantitative associative and comparative approach, this study involved a sample of 35 students selected through simple random sampling. Data were collected via questionnaires using a 4-point Likert scale, observation, and documentation. The data analysis included validity and reliability tests, classical assumption tests, multiple linear regression, t-tests, F-tests, and the coefficient of determination (R^2). The findings reveal that verbal reprimands have a positive and significant effect on student discipline ($t\text{-count} = 3.218 > t\text{-table} = 2.037$), as explicit verbal communication provides clear stimuli for behavior correction. Conversely, nonverbal reprimands do not significantly affect discipline ($t\text{-count} = -1.084 < t\text{-table} = 2.037$), largely due to elementary students' limitations in interpreting symbolic or implicit gestures. Simultaneously, both variables account for a 52.5% variance in student discipline. The study concludes that educators should prioritize constructive verbal reprimands while utilizing nonverbal cues only as supplementary reinforcements to effectively foster student discipline.

Keywords

Nonverbal Reprimand; Primary Education; Verbal Reprimand.



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INTRODUCTION

Elementary school education is a fundamental level that has a big role in realizing the goals of national education, namely developing the potential of students to become human beings who have faith, noble character, knowledge, capability, creativity, and independence. In the process of forming a whole human character, instilling discipline values in students is a very essential aspect. Through discipline, individuals are trained to follow the rules,

responsible, and mature decision-making in the face of various challenges, which ultimately have an impact on improving learning achievement.

Teachers as professional educators hold the main responsibility in teaching, guiding, and training students to behave in a disciplined manner. However, the phenomenon in the field shows that the value of this discipline has not been fully reflected in the behavior pattern of grade VI students at SDN 6 Masbagik Selatan. Based on preliminary observations, various forms of code violations were still found, such as being late to school, non-compliance in using uniforms according to schedule, not bringing textbooks, and absenteeism without permission. This indisciplined condition, if left unchecked, can hinder the development of learning achievement and the formation of students' personalities in the future.

In an effort to enforce discipline, teachers at SDN 6 Masbagik Selatan apply a punishment strategy in the form of reprimands which are divided into two forms of communication, namely verbal communication and nonverbal communication. Verbal reprimands are carried out through the provision of verbal warnings, advice, and direct instructions, while nonverbal reprimands are conveyed through body language, such as eye gaze, facial expressions, or hand gestures without physical touch.

There is a theoretical and practical debate about which approach is more effective. Verbal communication has the advantage of providing a specific and logical direct message, while nonverbal communication functions to strengthen emotions without using words that can sometimes minimize the feeling of being threatened in students. Therefore, this study aims to analyze comparatively the extent of the influence of verbal reprimands and nonverbal reprimands on the enforcement of discipline of grade VI students at SDN 6 Masbagik Selatan. The results of this study are projected to provide practical input for schools and educators in optimizing classroom management strategies and instructional communication.

METHODS

This study uses a quantitative approach with associative and comparative research types. The design of this study aims to compare the effectiveness of two independent variables, namely verbal reprimand (X1) and nonverbal reprimand (X2), against the dependent variable, namely student discipline (Y). The population in this study is all grade VI students at SDN 6 Masbagik Selatan, with a sample drawn as many as 35 grade VI students using simple random sampling techniques.

Primary data collection was carried out through a questionnaire which was measured using a 4-point Likert Scale (Strongly Agree to Strongly Disagree). In addition, observation and documentation techniques are used to observe student behavior and supplement research data. Before being further analyzed, the research instrument has been tested for its validity and reliability. The reliability test uses the Cronbach Alpha formula, where the instrument is declared reliable if the alpha value > 0.60 .

The collected data was then analyzed using the SPSS program by going through a series of classical assumption prerequisite tests, which included: (1) Normality Test using Kolmogorov-Smirnov and Shapiro-Wilk; (2) Multicollinearity test using Variance Inflation Factor (VIF) and pairwise correlation coefficient; and (3) Heteroscedasticity Test using the

Glejser method. Hypothesis testing was carried out through Multiple Linear Regression analysis, T Test (partial), F Test (simultaneous), and Coefficient of Determination (R^2) analysis to measure the percentage contribution of independent variables to dependent variables.

FINDINGS AND DISCUSSION

Findings

Based on the results of the validity test, all instrument items (P1-P5) for variables X1, X2, and Y were declared valid because the R-calculated value was greater than the R-table (0.334). The results of the reliability test showed a Cronbach Alpha value of 0.746 (Verbal Reprimand), 0.726 (Nonverbal Reprimand), and 0.729 (Discipline). All of these values > 0.60 , indicating that the measuring instrument has a strong level of reliability. In the classical assumption prerequisite test, the normality test showed a Kolmogorov-Smirnov significance value of 0.200 and a Shapiro-Wilk value of 0.310, which means that the data is normally distributed ($\text{sig} > 0.05$). The multicollinearity test yielded a VIF value of 1.006 (< 10) and a correlation between independent variables of 0.079 (< 0.90), confirming the absence of multicollinearity symptoms. The heteroscedasticity test with the Glejser test also showed significance above 0.05 ($X1 = 0.480$; $X2 = 0.143$), so that the regression model is declared free from heteroscedasticity problems.

Hypothesis Testing and Multiple Linear Regression Analysis

Multiple linear regression analysis yields the equation:

$$[Y = 11.636 + 0.521 X1 - 0.182 X2]$$

A constant value of 11.636 indicates that if there are no verbal and nonverbal reprimands ($X1=0$, $X2=0$), then the level of student discipline is 11.636. The regression coefficient of verbal reprimands ($X1$) has a positive value (0.521), which means that every increase in one unit of verbal reprimand will increase student discipline by 0.521 units. In contrast, the nonverbal reprimand coefficient ($X2$) was negative (-0.182).

To determine the significance of the effect partially, the T-Test shows:

Verbal Reprimand ($X1$): T-calculated value (3.218) $>$ t-table (2.037) with a significance of 0.003 (< 0.05). This concludes that verbal reprimands have a positive and significant effect on student discipline.

Nonverbal Warning ($X2$): T-calculated value (-1.084) $<$ t-table (2.037) with a significance of 0.286 (> 0.05). This means that nonverbal reprimands do not have a significant effect on student discipline.

The F-test (Simultaneous) showed an F-count value of 6.081 with a significance level of 0.006 (< 0.05), which proves that verbal reprimands and nonverbal reprimands together affect student discipline. Furthermore, a determination coefficient (R^2) of 0.525 (52.5%) indicates that the variation in the level of student discipline can be explained by these two types of reprimands by 52.5%, while the remaining 47.5% is influenced by other factors outside the research model.

The results of the study prove empirically that verbal reprimands are a very effective strategy in changing the disciplinary behavior of students in grade VI. This is in line with behavioristic theory where verbal reprimands act as powerful stimuli that trigger an instant behavioral improvement response. Students say it is easier to understand mistakes and behavioral limitations when the teacher articulates them in polite, firm, and verbal language. Verbal reprimands create immediate situational awareness, thus minimizing the chances of students repeating mistakes (such as being late or not wearing appropriate uniforms).

On the other hand, nonverbal reprimands such as sharp stares, head shakes, or hand gestures have been shown to be statistically ineffective in enforcing discipline. This ineffectiveness is closely related to the psychological characteristics and cognitive development of elementary school-age children who are still in the concrete operational stage. The majority of students have difficulty decoding symbolic and implicit messages; When the teacher only stares sharply, students often do not realize that the action is a form of reprimand. Therefore, nonverbal communication in elementary school classrooms will only be optimal if it functions as a complementary element that accompanies verbal instruction, not as the main disciplinary method.

CONCLUSION

This study concludes that verbal reprimands have a positive and significant influence on improving the discipline of grade VI students at SDN 6 Masbagik Selatan, because of their ability to convey specific and easy to understand directions and corrections. In contrast, nonverbal reprimands did not show a significant effect on discipline, which was caused by the limited understanding of elementary school students to messages that were implicit or symbolic. Together, these two variables contributed 52.5% to student discipline. Based on these findings, it is recommended for educators to prioritize an educative, firm, but still polite approach to verbal reprimands. Nonverbal cues can still be used, but they must be combined with verbal explanations so that the message is not ambiguous. The school is expected to continue to synergize communication between teachers and parents, as well as develop a self-awareness-based discipline habituation program so that the formation of students' character can take place more optimally and sustainably.

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