

ABSTRACT

Juvenile delinquency is a complex social problem with wide impacts, both for individuals and society. One effort to deal with it is through a social rehabilitation process in institutions such as Griya Bina Remaja. This study aims to analyze the role of interpersonal communication between teachers and adolescents in supporting the rehabilitation process. The main focus is on teacher competence as a communicator in instructional communication which includes elements such as feedback, Feedforward, Noise Management, Communication Choice, channel, and Code Switching. The approach used is qualitative with a case study method, where data is collected through observation and in-depth interviews with teachers and adolescents as informants. The results of the study indicate that warm and communicative interpersonal relationships between teachers and adolescents greatly affect the effectiveness of rehabilitation. Teacher communication competence plays an important role in building trust, creating a conducive learning atmosphere, and facilitating positive behavioral changes in adolescents. These findings are expected to contribute to the development of communication strategies in social rehabilitation institutions.

Keywords: interpersonal communication, teachers, troubled teenagers, social rehabilitation, Griya Bina Remaja.