

IMPLEMENTATION OF HORENSO AS SELF-MANAGEMENT FOR STUDENTS OF SMK WIDYA PRAJA UNGARAN

UMI HANDAYANI, HENDRIKE PRIVENTA, ROSALINA WAHYU RIANI,
PINAYUNG ALUKA HANUTAMA

Universitas Ngudi Waluyo

*umihandayani@unw.ac.id

DOI: 10.35473/po.v5i2.1878

First received: March 27, 2024

Final proof received: June 20, 2024

Abstract

Horenso culture is applied by all Japanese companies. In the division of the word horenso, it consists of 3 syllables, namely Houkoku which means to report, renraku which means to inform, soudan which means to consult. Horenso is a Japanese work culture in communication. Horenso culture itself, not only can be applied in the scope of the company, but in organizations on a smaller scale (class) can be applied. The purpose of this study is to determine the Implementation of Self-Management of Vocational School Widya Praja Ungaran Students in the concept of horenso and Describe the obstacles faced by students. This research applied descriptive qualitative method. The techniques used in data collection in this study were interviews, observation, documentation and triangulation. The results of this study are 26 students of SMK Widya Praja Ungaran, Multimedia Expertise Department who have implemented communication with the concept of horenso as a form of student self-management both to close friends, class leaders and homerooms. Students reported (houkoku) information to their close friends as much as 58%, reported to the class leader as much as 27%, and to the homeroom as much as 15%. Things that become obstacles for students when implementing horenso are as follows: not confident, embarrassed, afraid, consider information that is not important to convey, feeling lazy and students lack motivation.

Keywords: Horenso, Self-management, Vocational School.

INTRODUCTION

The school is the place where the formal learning and teaching process takes place, and the teaching and learning process consists of teachers and students. One of the main tasks of students is to participate in teaching and learning activities in a timely manner so that students can

absorb and apply the knowledge given by the teacher. Therefore, students must have good self-management skills so that their learning outcomes are optimal. In addition, each student must be able to organize and manage himself well, especially in terms of communicating in the classroom to create optimal learning outcomes. Therefore,

self-management or self-management is needed so that this can be achieved. Self-management is the coordination of all elements of one's abilities, the ability to control oneself from unwanted influences and be able to manage various aspects of one's life to be more optimal. As the times progressed, many millennials and generation Z at this time were less aware of the importance of communication with friends in class or teachers because many students considered that communication was not important. Communication is very necessary as student self-management so that information can be conveyed properly. The culture of student communication in the concept of *horenso* is very necessary to achieve harmony in the classroom, so there is no *miss communication*.

Horenso culture is applied by all Japanese companies. In the division of the word *horenso*, it consists of 3 syllables, namely *ho* from *houkou*; *re* from *renraku* and so from the word *soudan*. *Houkou* which means to report, *renraku* which means to inform and *soudan* which means to consult. The equivalent of 3 (three) words can be interpreted that *horenso* is the Japanese working culture in communicating or discussing.

Horenso culture itself, not only can be applied in the scope of the company, but in organizations on a smaller scale, such as organizations on campus or school and even in the classroom. In the classroom, many things or problems that arise are either realized or not realized by students related to communication. For example, students do not greet each other because there may be personal problems so that they do not communicate, even though the reality is that problems that arise or occur can be communicated well and solutions can be found. Therefore, it is so important that *Horenso* when communicating as a self-management of students to create a class

and personal atmosphere that can communicate in any case well. Based on the background above, the researcher took the title *Horenso Implementation as Self-Management for Students of SMK Widya Praja Ungaran*. Widya Praja Vocational School is located in Ungaran, Semarang Regency, Central Java. In Japanese culture, the term known as *horenso* is already applied in Japanese companies. *Horenso* itself is one of the communication system models originating from Japan.

Communication

Koesomowidjojo (2021) conveyed that Communication is a process of information exchange interaction with the aim of influencing the attitudes and behavior of others. Human life is inseparable from nonverbal and verbal communication, both through the media and directly through language, text, images, symbols, or certain forms of code.

The communicative goal is to produce effective communication and communication that is aligned with that goal. However, not all communication processes behave as expected. Factors affecting communication: According to Corrie (2017: 2), there are eight factors that affect communication, namely:

Knowledge

A person's level of knowledge is an important factor in communication. People can easily convey messages if they are knowledgeable. A communicator who has advanced knowledge will more easily choose words to convey verbal and non-verbal information to the communicant.

(b) Growth can affect a person's mindset

How the communicant reacts to the information provided by the communicator, and how the communicator communicates information to the communicant.

Responses

It is a person's way of explaining or interpreting information that is processed into a view. The formation of this perception is based on experience, expectation, and attention. There may be differences in views about the process by which humans perceive one or more stimuli. Perception not only has a positive impact, but can also be a barrier to communication.

(d) Tasks and networks

The impact on the communication process depends on the content and problems discussed, including how information is delivered and communication techniques.

(e) Values, Culture

A lens that serves as a communication standard (appropriate or not) to ensure successful communication.

(f) Feelings

Feelings or emotions are people's reactions to certain events.

(g) Physical state

Physical condition plays an important role in communication. All senses have functions that are used to continue communication.

Gender

Men and women communicate differently, and this is reflected in the way they speak and interpret.

Horenso

According to Victoria and Miroshnik (2009: 140), *borenso* is a widespread communication culture in Japanese companies. *Horenso* is a fundamental feature of Japanese organization. *Horenso* is a combination of three different Japanese words. *Honkoku* reported, *Renraku* held an initial discussion or consultation. Iswadi (2021: 63) informs that *Horenso* is a Japanese acronym consisting of three words: *Hokoku*, *Renraku*, and

Sodan. In English, these words are translated into *Report, Contact/ Information, and Consult*. Therefore, in Indonesian, it can be interpreted as reports, information and advice.

Basically, the concept of *borenso* serves to realize a comfortable role culture with effective communication patterns and create an atmosphere in activities in the world of work where all explanations or explanations can be conveyed accurately and accurately. This is in accordance with Ilham's (2014:76) opinion about the purpose of *borenso*, namely as a form of continuous report in creating an atmosphere in activities or the world of work where all roles can be channeled accurately and accurately, at any time from the improvement in all activities or every activity can be monitored by all in the workplace. According to research from Johnson Alvonco (2014:274) states that the definition of *Horenso* is a communication system that is standardized and applied in an organization as a solution to the communication system. The forwarding of the procedure or mechanism of the *borenso* concept relates to several connections both from the interaction of delivery with speech, through electronic mail or through other media where information can be conveyed quickly and accurately. (Kameda, 2013).

The communication system can be realized well or in accordance with expectations, both from the person sending the message and the person receiving the message choose and use a variety of simple language, meaning that it is easy to understand so that the message conveyed can be received optimally. Communication will run optimally if it can make the activities of the workers successful optimally. (Aris, Dewi: 2013). According to Imran (2011:101), the concept of *horenso* is carried out to foster an optimal coordination system and hasten in acting, meaning that it does not

wait long to do horensou. The reference to the concept of horensou has been proven in a tested manner so that communication carried out in institutions or organizations can run optimally between leaders in the organization or at work with members or employees so as to foster proper communication.

The concept of horensou is not only carried out or applied in companies, but in organizations with small scales, such as in the classroom environment, it can also be applied. This is because in the school or classroom environment, communication with the concept of horensou is also needed in order to work together or work as a team to realize the expectations and goals that have been prepared to the maximum. The concept of *borensou* and the function of the management in the classroom organizational structure are needed to create good and efficient communication in the classroom environment.

Yamaguchi (2008:14) writes that *borensou* is a communication skill that is the foundation of progress in doing work, and every job requires communication-related skills. However, many business people mistakenly think that everything develops from lower management to upper management. In contrast, horensou is a two-way communication that requires lower-level management, upper-level management, and colleagues. The same thing is explained by Imai (2012:2) which states that an organization is a group consisting of several people. People in charge of superiors and subordinates work together and unite departments to complete work. This basic application is called horensou. Subordinates carry out orders and instructions from their superiors, and superiors provide further instructions and instructions to subordinates depending on the situation. If the organization is not well organized, horensou

will collapse and be unable to carry out its functions.

The concept of *borensou* emphasizes the importance of collaboration together or teamwork. According to (Yamaguchi, 2008) Parameters in the *Horensou* variable, namely: (1) Houkoku (Report), in this houkoku parameter consists of three factors that support it, where the first is the Report, the second is the person who provides the report or as an informant and the third is the material for the report that has been prepared. (2) Renraku (contact information), in this section there are three that support the realization of "contact information" or renraku, namely Connectors (who are the connectors to realize the right communication), Connecting tools (the choice of the right medium or intermediary to convey information appropriately and according to needs means that information is not added with things that are not needed) and the third is about Problems (Submission of information can be done, one of which is if there is something to be conveyed or there is a case that must be resolved). (3) in this last section there is the term soudan or it can be called "consultation". This section will be implemented if all three conditions can be realized. What is in it is first the Executor (The person who does something, where in this section is referred to as consulting), in the second part there is "Tempo" (When should the consultation be carried out appropriately), and in the final part is the Location (where the right place to consult so that the delivery of the problem can be discussed in an effective and appropriate way).

Today, Horensou is known as the original or real horensou (shinhorensou). Itofuji (2005:2) states that there is a real meaning of what is meant by shin horensou, that if we are serious about observing reality, we can see clearly the real horizon.

The following are included in the three points above, namely: a) three approaches or understanding, b) three sharpness, c) five levels in horensō. There are three points that need to be considered to improve the quality of Horensō (Itōfujii, 2005: 24) in particular are:

The Other Party or the affected Party are people who are in the work environment. Therefore, in the application of Horensō it is necessary to take into account the circumstances of the other party, his characteristics and the time of the person.

Objectives The intended purpose is to capture and understand the horensō that is being applied.

Self-doubting For example, reporting something in accordance with reality and done subjectively as possible so as not to cause unwanted problems.

So before we do horensō must consider from the three points of view above so as to improve the quality of horensō. In implementing horensō to the maximum and we can find out what our level is in applying horensō to ourselves, the following is the division of levels in horensō. Horensō levels are divided into five levels or levels, namely:

Level 1 (one) is the stage for beginners to apply horensō

level 2 (two) is the stage from beginner to intermediate

level 3 (three) is a medium or intermediate level) which in the implementation of horensō begins to understand the purpose of doing horensō.

Level 4 (four) is an intermediate stage towards *tajhap* horensō which can be said to be the highest or most masterful level of horensō.

Level 5 (five) is the highest or most masterful stage related to horensō, which

many people are accustomed to doing related to horensō and really understand about *horensō*.

Houkoku

Reporting refers to a relationship pattern in which subordinates report the results of their work to their superiors. Reporting data in detail and clearly about the development of their work activities. One expert named Bangun (2012: 369) stated that in vertical communication *upward (upward communication)* is information conveyed from subordinates to superiors. Providing accurate and correct information provides valuable decision support for leadership managers. There are three important things to consider when writing a report and submitting it to superiors, including:

1) Purpose of the Report: It is very important to understand why the report was submitted. This is very important when making the next report so that it does not look complicated/ too simple and in accordance with what you want to know or what reports are in accordance with the demands and desires of superiors.

2) TOP Facts and Analysis (*Time, Organization, Place*): The fact-based decision-making approach in accordance with the principles of ISO 9001: 2008, in each report prepared should be accompanied by accurate data and appropriate analysis, so that it can be determined (*Time, Organization, Place*), namely when the known facts occurred, who was the perpetrator and who was responsible and where the fact occurred.

3) Reporting Methods: To avoid reporting that is difficult to understand and may contain incorrect assumptions that may result in poor decision making and must determine in advance which method is appropriate. A good report is a report that provides added value, based on actual

facts and data, analyzed data, and conclusions drawn from the results of the data.

According to Yamaguchi (2008: 18), the Houkoku concept is an activity that describes the process and results of a given task. Reports can often be interpreted as activities that communicate, for example, the progress of work determined by a manager/ superior or the results achieved. There are two types of reports during the Houkoku phase:

1. Basic type, which is the type of reporting that can be done by subordinates or lower staff. Three types of reports can be made in case of errors: result reports, interim reports, or so-called intermediate progress reports and problem reports.

2. This type of application is a type of report after work process improvement and includes two types of reports : change reports and information reports.

Renraku

According to Yamaguchi (2008:18-19), what is meant by *renraku* or the concept of communication “informing” is an activity in conveying simple facts and information related to work matters and problems to related parties. The important point in this case is to convey the truth and information that really exists and happened. When conveying things or information, there is a term about “vertical collaboration” which means cooperation between superiors and subordinates, and there is a term “horizontal collaboration” which means cooperation between units or between departments.

Below, Yamaguchi (2008: 96) explains what should be done in collaboration with internal stakeholders and colleagues as follows:

- 1) Insider or internal relationships.

People who are interrelated or in one unit/department , work in the same com-

pany and are under the same management or leadership are certainly professionally interrelated. Coordination that must be carried out by other units and departments is as follows:

Communicate with the closest person and avoid spreading it to other parties.

For parties who cannot come to communicate or convey by writing memos so that they are not known by the author or other parties.

Establish a relationship or conversation as soon as possible, in other words, do not delay communication.

Rapid communication comes from consideration for others.

Communicate proactively.

Relationship with

According to Yamaguchi (2008: 114-125) that When starting to communicate with a relationship or client, here are some things to keep in mind: (a) Disclosing things lightly and taking into account the condition of others (b) Leaving evidence of all communication (c) Reconfirming after communication (d) Always be aware of email fraud or with other similar electronic mail.

Soudan

Consultation with other parties or with related people in Japanese communication culture is called *Soudan*. In the decision-making process, *Soudan* is needed to minimize the emergence of more complex problems. Humans when doing their work sometimes experience a decrease in work ethic and decreased brain function, so when faced with either mild problems or severe problems, it is necessary to describe the existing problems so as to get the best solution. Discussing problems that occur with others is expected to be able to see problems from various points of view, so that subjectivity can be minimized. When

experiencing confusion and concern, *soudan* is very necessary to get solutions to existing problems from other parties or superiors. *Soudan* can be realized and produce the right solution, if the *concept* of *houkoku* or reporting and *renraku* or informing has been done maximally and objectively. In this case, Yamaguchi (2008: 19) writes that One can work better and develop oneself, if consultation is done well. (Yamaguchi, 2008:19).

1. Here are the important things done during the consultation according to Yamaguchi (2008:130-139)

When going to consult choose the right time.

Consultation is done before the problem arises

Consultation is carried out by distinguishing between interests in work and self-interest or personal interests.

2) Preparation or planning carried out before consultation

Yamaguchi (2008:140) said that the things that were done before the consultation were:

Prepare personal ideas or from yourself.

Before consulting, prepare and complete the necessary data.

Double-check the matters to be consulted if deemed necessary.

Self-management

According to Rinawati (2021:12), what is meant by management in general is to prepare in terms of planning, forming an organization and the work system of the organization, activities, and control or supervision. While the word self is the whole of man as a union between physical and soul which both go hand in hand. Self-management is the ability to regulate oneself in terms of controlling the way of

thinking, emotions and behavior properly, so as to protect oneself from bad thoughts or behavior.

Kholijah, et al (2019 :12) stated that Self-management is an effort to control oneself against bad things and increase good and correct behavior. Self-management for Sa 'diyah (2017: 69) is the process by which individuals regulate their own behavior. The same thing was conveyed by Jazimah (2014: 226) that Self-management is the process of changing the whole self intellectually, emotionally, spiritually, and physically to achieve what is desired and expected. Mahmudah (2022) said that Self-management is a technique that is rooted in operant conditioning theory and is often referred to as a change technique, by developing the ability of individuals to change and control aspects of their environment so that they can manipulate or produce the desired results. Self-management can be defined as a set of techniques to change behavior, thoughts, and feelings. Student self-management is an inseparable part of career development efforts and career management in the future. According to Gie (2000 :77), self-management means advancing oneself, managing all elements of one's abilities, controlling the ability to achieve good things, developing various aspects of personal life and making it more perfect to do. Student self-management is indispensable in this case related to the application of the *borensō* concept in order to establish good communication between friends, class leaders and homerooms. Student self-management refers to the process of self-organization or self-management during learning. For students, self-management can be interpreted as student self-management in managing activities related to the learning process.

METHOD

Research Approach

Qualitative descriptive is selected in this research method. Sugiyono (2016 :9) writes the purpose of the qualitative descriptive method, which is a research method based on the philosophy of post-positivism used to study the state of natural objects (as opposed to experiments), with researchers as the main instrument. Data collection techniques were carried out in combination (triangulation) and data analysis was carried out inductively or qualitatively.

The results of qualitative research are more meaningful than generalization. The purpose of qualitative descriptive research is to describe, express, explain, and answer the problem being studied more accurately by examining individuals, groups, or events in as much detail as possible. In qualitative research, humans as research instruments and documented results in the form of words and descriptions that are in accordance with reality.

Research Location

The location in this study was conducted at SMK Widya Praja with the address Jl. General Gatot Subroto Number Ungaran Bar, Semarang, Central Java.

Data Source

The data source of this study were students of SMK Widya Praja Ungaran, Department of Multimedia Expertise.

Research Object

The data object in this study is the implementation of horensa culture in the self-management of students of SMK Widya Praja Ungaran.

Data Collection Technique

The techniques used for data collection in this study are: observation, questionnaires, documentation and combined. Observation, also called observing, is the

activity of paying attention to an object using the five senses. Observation is observation with the five senses and careful recording of the object under study. Sutedi (2018 : 168) that observation is an observation, whether made directly or indirectly. The researcher went directly to the location and made direct observations, while indirect observations were made using auxiliary tools. For example, when observing classroom teaching and learning activities, researchers use video recordings rather than going straight into the classroom.

Questionnaire or survey is a data collection method that asks questions related to the problem under investigation. According to Sugiyono (2017 : 142), a questionnaire is a data collection method that presents questions or documents to respondents to be answered.

According to Sugiyono (2017 :240), documentation complements interview and observation methods where documentation is a complement to the use of interview and observation methods in qualitative research.

Data Analysis Techniques

This technique was carried out after the data were obtained from observations. When distributing the questionnaire, the material was collected, selected and categorized the data, then conducted data analysis. The analysis techniques used are:

1. See all available data from various sources.
2. Data reduction is done by making abstractions. This abstraction is an attempt to create a core summary. Processes and statements must remain. The next step is to place them in units.
3. The units are then classified and coded. Coding involves categorizing data and grouping respondents' answers.

The stage of analyzing data from

results, observations, documentation and using data triangulation (combination). Among the data collection techniques, triangulation is a data collection technique that combines various data collection techniques and existing data sources. Data triangulation is a technique that uses data from each other to verify their validity for the purpose of data validation or comparison.

FINDINGS AND DISCUSSION

The objects in this study were produced through the distribution of questionnaires to students of SMK Widya Praja Ungaran, Semarang Regency class XII, Multimedia Expertise Department. Questionnaires have been distributed to class XII students with the Multimedia Skills Department with a total of 26 (twenty six) students. The topic in this study is the implementation of self-management of Widya Praja Ungaran Vocational School students in the concept of *horenso* and what factors are inhibiting it.

Horenso Concept

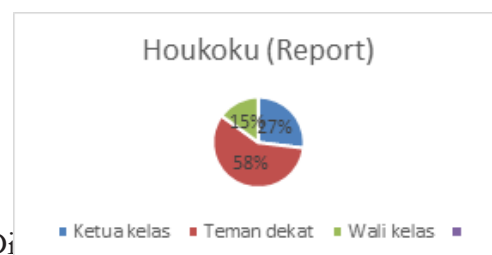
Horenso is a Japanese term. HO stands for *Houkoku* which means report, next REN is *renraku* which means inform, and SO is sodan *which* means discussion. The main principle in *this* horeso concept is to implement effective communication in the work environment. In this study, the concept of *horenso* is implemented in the classroom environment in students XII, Department of Multimedia Expertise where the purpose of the research is to create active and efficient communication between students, class leaders and homerooms.

Houkoku

Based on the results of the questionnaire that has been filled out from a total of 26 (twenty six) students, it is obtained

the results of 7 (seven) students or 27% of students who answer if there is a problem with the student and when students get information convey the problem and the information they get to the class leader. The number of students who conveyed their problems and information to their close friends were 15 students or 58% of students. The number of students who submitted their problems and information to the homeroom teacher was 4 (four) students or 15%.

From the results, the student who answered submitted the problem and provided the information he had obtained to the class leader because he felt that the problem and the information obtained must be submitted to the class leader because it was related to the facilities and activities in the class. Students who answered conveyed their problems and the information they had obtained to a close friend, felt that if they shared the information with a close friend they were more comfortable and immediately responded or responded to by the friend without any burden. The student who answered conveyed his problem and the information he obtained to his homeroom teacher, felt that the problem was severe and immediately got a solution to the problem. Submission of information obtained by students to the homeroom teacher because it is considered very important information.



Di

Renraku

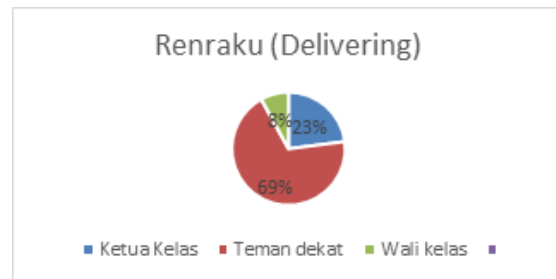
Based on the results of the ques-

tionnaire that had been filled in with 26 students, data on 18 students or 69% of students answered that so far they had renraku or informed about the problems and information they had obtained to close friends. A total of 6 (six) students or 23% of students answered that they had renraku or informed the head of the class regarding the problems and information they had obtained. Students who answered that they had done renraku or informed related to the problems and information they obtained to the homeroom teacher as many as 2 (two) students or 8%.

Based on the results, students who answered had renraku or informed something by conveying the problems and information that had been obtained to their closest friends first, because they felt that close friends would listen to what they conveyed and even immediately responded to it without hiding anything.

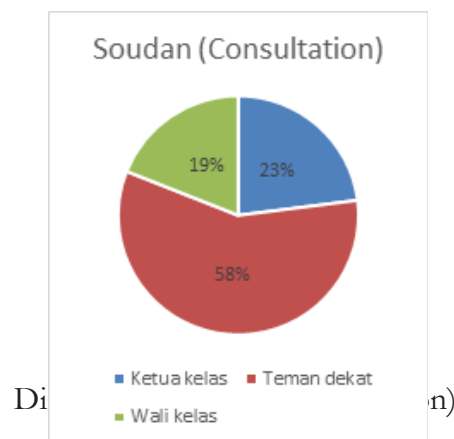
students who answer have renraku or inform something by conveying the problems and information that has been obtained to the class leader, because the problems and information obtained are more appropriate if directly conveyed to the class leader compared to other parties.

students who answer have renraku or inform something by conveying the problems and information that has been obtained to the homeroom teacher, because the problems and information obtained are more appropriate if conveyed to the homeroom teacher compared to other parties. This is because students feel that severe problems and information are very important.



Soudan

Based on the results of the questionnaire that has been filled out with a total of 26 students, the results of 15 students or 58% of students answered that so far they have conducted soudan or consulted with close friends about the problems and information they obtained. Students who answered that so far have conducted soudan or consultations with the class leader on the problems and information they have obtained and provided solutions to these problems as many as 6 (six students) or 23%. Students who answered that they had consulted the homeroom teacher on the problems and information they had obtained and sought solutions to the problems they experienced as many as 5 students (five) or 19%.



Based on the results of the students who answered that they had done soudan

or consultation on the problems and information that had been obtained to the closest friends, because they felt that a close friend was the most appropriate person to be involved in soudan or consultation on the problems and information obtained and there was no feeling of reluctance so that it would be easy to convey it and get a solution.

Students who answered had conducted soudan or consultation on the problems and information that had been obtained to the class leader, because they felt it was more appropriate to directly convey it to the class leader compared to other parties.

Students who answered had conducted soudan or consultation on the problems and information that had been obtained to the homeroom teacher, because they felt it was more appropriate to directly convey it to the homeroom teacher compared to other parties. This is because the problem and the information it obtains require a quick response and the right solution.

Factors that hinder the implementation of communication in the concept of horensa at SMK Widya Praja Ungaran. Constraints found in students of SMK Widya Praja Ungaran class XII majoring in Multimedia when communicating in the classroom include the following:

Not confident

Students are not confident or embarrassed when they will convey something to friends in their class so it feels better to keep the information to themselves.

Consider the problem or information obtained is not important. Students consider if the problem or information obtained is not important, so that the student feels no need to convey it to others or friends in his class and chooses to keep it to himself.

Lazy to convey the information obtained to others.

The student is lazy to convey the problem or information he solves to his friend because the student is having individual problems, *badmood* and feels that information is not important to be conveyed to his friend.

Afraid

Students are afraid to tell their friends about the information or problems they get due to the attitude of their friends who are jutek and do not care or ignore the environment, so keeping the information and the mistakes themselves is the right step.

Not sure to convey the information obtained to his friend or other parties in the class.

A sense of uncertainty in conveying the information obtained to his friends and other parties in the class because they feel that the information obtained is still confused about the truth, so students are not sure to convey the information and feel better keeping the information obtained themselves.

A feeling of worry.

The feeling of worry that arises in students to convey the information they get to their friends in class is because there is a feeling of worry if the information they convey offends their friends or considers it uncomfortable to convey it, so keeping the information they get alone is the best choice.

Prestigious Feeling

Students feel proud to convey the information that has been obtained if they have to be the first to convey the problems and information they get to friends in class.

CONCLUSIONS

The conclusion of the research that has been conducted is that the most *borensō* conducted by students of SMK Widya Praja Ungaran class XII, Department of Multimedia Expertise is with close friends. This is due to the factor of emotional closeness with close friends so that they can freely without hiding anything in applying *borensō*. Students of SMK Widya Praja Ungaran, class XII Multimedia Skills Department with a total of 26 students have implemented communication with *borensō* concepts both to close friends, class leaders and homerooms. Students reported (*houkoku*) information or problems in class to their close friends as much as 58%, reported to the class leader as much as 27%, and to the homeroom teacher as much as 15%.

Students informed (*renraku*) the problems and information that had been obtained to close friends as much as 69%, informed the class leader as much as 23% and to the homeroom teacher as much as 8%. Students consulted (*soudan*) about the problems and information they had obtained to close friends as much as 58%, consulted the class leader as much as 23% and consulted the homeroom teacher as much as 19%. The application of the concept of *borensō* in students' self-management has been done well. This can be seen when observing students. The application of *borensō* that students often do in class is *borensō* to close friends, then *borensō* to the class leader and *borensō* to the homeroom teacher. Things that become obstacles for students when implementing *borensō* are as follows: students are not confident, there are feelings of shame, fear, consider the information obtained not important to be conveyed to other parties in the class, students are lazy, and lack motivation.

REFERENCES

- Afrizal. (2014). *Metode Penelitian Kualitatif: Sebuah Upaya Mendukung Penggunaan Penelitian Kualitatif Dalam Berbagai Disiplin Ilmu*. Jakarta: Edisi Pertama. Cetakan Pertama. Rajawali Pers.
- Alvonco, J., (2014). *Practical Communication Skill: Sistem komunikasi model umum dan HORENSO untuk sukses dalam bisnis, organisasi, dan kehidupan*. Jakarta: PT Elek Media Komputindo.
- Bangun, W. (2012). *Manajemen Sumber Daya Manusia*. Jakarta: Erlangga.
- Corrie. (2017). *8 Faktor yang Mempengaruhi Komunikasi*. Retrieved from Pakar
- Gie, T. L. (2000). *Cara Belajar yang Baik bagi Mahasiswa edisi kedua*. Yogyakarta: Gadjah Mada University Press.
- Iswadi, U., Mahfudhoh, E. & Zaenudin. (2021). Amal Insani: The Influence Of Horensō Culture On Company Performance In PT Runzune Saptā Consultant. *Jurnal Indonesian Multidiscipline Of Social Journal 1 (2)* : 62-63
- Jawwad, A. A. (2007). *Manajemen Diri*. Bandung: Savei Generation.
- Koesomowidjodjo, S. R. (2021). *Dasar-Dasar Komunikasi*. Jakarta: Penerbit Bhuana.
- Miroshnik, V. (2009). Culture and Corporate Performance. *Economic Models: Methods, Theory and Applications*, 137.
- Nobe, T. (2013). *Koredake! HouRenSou*. Tokyo: SubaruSha linkage.
- Shigeyuki, I. (2012). "Horensō (*Houkoku, Renraku, Soudan*) no Shukan ga Omoshiroi hodo Mi ni Tsuku Hon (*Shiritai koto ga wa karu*)?".
- Sugiyono. (2016). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, kualitatif, dan R&D*. Bandung: CV. Alfabeta

- Rinawati. (2021). *Pengantar Teori Manajemen Komunikasi Dan Organisasi*. Yogyakarta: PT. Pustaka Baru.
- Yamaguchi. (2008). *Dekiru Hito ni Naru Horenso Nyumon*. Tokyo.