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Empathetic Communication In Enhancing The Image Of Uin Salatiga Through The Development Of Student Bonding, Character Building, And Sense Of Belonging

Putri Hapsari

Study Program of Islamic Communication and Broadcasting, Faculty of Da'wah, UIN Salatiga, Indonesia

Corresponding Author: putrihapsari@uinsalatiga.ac.id

Abstract

The image of a higher education institution is shaped not only by its achievements, facilities, and external communication, but also by students' communication experiences in their daily interactions with members of the academic community. Empathetic communication provides a means for students to feel heard, understood, and supported when dealing with academic and personal challenges. This study aims to analyze empathetic communication at UIN Salatiga in fostering students' bonding, character building, and sense of belonging, as well as its implications for institutional image. This research employed a descriptive qualitative approach, with data collected through semi-structured interviews. The data were analyzed thematically through data condensation, coding, categorization, data presentation, and conclusion drawing. Data validity was ensured through source triangulation. The findings indicate that UIN Salatiga provides various formal and informal communication spaces through student organizations, SEMA, DEMA, HMPS, learning evaluations, complaint channels, academic advisors, study programs, academic services, social media, and counseling services. Empathetic communication is primarily manifested through the willingness of members of the academic community to listen to students' concerns, provide consultation opportunities, respond without judgment, offer guidance, and assist students in finding solutions. These experiences foster bonding through relational closeness, support character building through role modeling and the habituation of values, and strengthen students' sense of belonging through experiences of being accepted and valued. The findings demonstrate that empathetic communication can serve as an internal communication strategy for higher education institutions to enhance students' positive experiences and contribute to the development of a positive institutional image.

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Keyword: empathetic communication; higher education institution's image; bonding; character building; sense of belonging

INTRODUCTION

Higher education institutions are educational organizations that not only perform the function of transferring knowledge, but also serve as spaces in which students' social experiences, values, identities, and character are formed. In an increasingly competitive higher education environment, institutional image becomes a strategic matter of how a university is perceived by its students, prospective students, alumni, and the wider public.

Organizational image is essentially formed through stakeholders' perceptions of the various experiences they obtain when interacting with an organization. From a corporate communication perspective, identity, communication, image, and stakeholder relations are interrelated elements in the process of forming perceptions of an organization (Cornelissen, 2020). The image of a higher education institution should therefore not be understood merely as the result of publications, promotion, achievements, or successful external communication. Image is also formed through the direct experiences of internal stakeholders when they interact with the institution.

Students are the primary stakeholders of a higher education institution and interact with it directly in everyday academic life. They engage with lecturers, education personnel, institutional leaders, student organizations, and the social environment of the campus. The way an institution responds when students voice criticism, request assistance, experience academic difficulties, or need support becomes part of the experience that subsequently shapes their perception of the institution.

Within this context, empathetic communication occupies a strategic position. DeVito (2016) identifies empathy as one of the key characteristics of effective interpersonal communication. Empathy enables a person to understand another party's experience from that party's point of view, while supportive communication provides room for individuals to raise their concerns without feeling judged. In a higher education environment, such practices can create a more humane communication experience and build the quality of the relationship between students and the academic community.

Empathetic communication also carries a relational dimension. Interactions conducted openly, supportively, and responsively can generate closeness between students and the individuals and communities within the institution. In this study, that closeness is understood as bonding, namely the relational attachment that develops through positive communication

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experiences and social support.

Beyond the relational dimension, communication in the educational process also has an educative dimension. Students do not only acquire knowledge from course material; they also learn from the way lecturers communicate, deliver corrections, resolve differences, and treat students. Character formation therefore cannot be separated from the communication culture and practices that take place within the educational environment. Berkowitz, Bier, and McCauley (2017) emphasize that character education requires an environment in which values are not only taught but also practiced and modeled.

Another important dimension is sense of belonging. Strayhorn (2019) explains that sense of belonging relates to an individual's perception that they are accepted, valued, and constitute an important part of a given environment. In the context of higher education, this sense does not arise solely from a student's formal status, but develops through academic and social experiences that make students feel their presence is acknowledged.

Kahu and Nelson (2018) show that student engagement in higher education is connected to the experiences that occur within the educational environment. Interpersonal relationships, support, and positive academic experiences can create conditions that foster student engagement. In line with this, Gopalan and Brady (2019) demonstrate the importance of sense of belonging in the student experience at university.

As an Islamic higher education institution, UIN Salatiga presents an interesting context for study. Islamic values, ethics, responsibility, tolerance, and respect for others are not only part of the learning material but should ideally also be reflected in communication practices across the campus environment.

Preliminary interviews indicate that students are aware of a range of channels through which they can convey criticism and suggestions, including student organizations, SEMA, DEMA, HMPS, EDOM, complaint channels, social media, academic advisors, study programs, and the faculty.

On this basis, the present study views empathetic communication not merely as an individual interpersonal skill, but as part of the internal communication of a higher education institution. The study seeks to connect empathetic communication with three dimensions of the student experience, namely bonding, character building, and sense of belonging, and to examine their implications for the formation of the image of UIN Salatiga. This study aims to analyze the empathetic communication practices experienced by students of UIN Salatiga and to explain their contribution to the development of bonding, character building, and sense of belonging as part of the process of institutional image formation. The novelty of this study lies in the

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integration of four concepts within a single higher education communication perspective: empathetic communication as an internal communication process, bonding as a relational dimension, character building as a value dimension, and sense of belonging as the dimension of student identification with the institution. This study does not regard institutional image solely as the outcome of external communication, but as a consequence of the communication experiences of students as internal stakeholders.

LITERATURE REVIEW

Empathetic Communication

Empathetic communication is a form of communication that places the ability to understand another party's experiences, feelings, and perspectives at the heart of the interaction process. Empathy does not only mean knowing what another person feels, but also demonstrating that understanding through an appropriate communicative response. In interpersonal communication, empathy is one of the elements that makes effective interaction possible, because individuals feel understood and accepted.

DeVito (2016) positions empathy as one of the characteristics of effective interpersonal communication. Empathy allows a person to adopt another's perspective without losing awareness of their own position. In practice, empathetic communication is reflected in the ability to listen actively, to pay attention, to understand the communicator's condition, and to respond without judgment.

Empathetic communication is also related to supportive communication. Supportive communication provides an interactional environment in which individuals can raise concerns without feeling threatened or belittled. Griffin, Ledbetter, and Sparks (2019) explain that communication in interpersonal relationships is not only about transmitting messages, but also about how that communication builds and maintains the relationship.

In the context of higher education, empathetic communication holds an important position because students do not interact solely to obtain academic information. Students also face various issues relating to coursework loads, social relations, organizations, self-development, and personal matters. The capacity of lecturers, education personnel, and institutional managers to listen and respond to students can therefore influence the quality of students' experience of the institution.

Interpersonal Communication in the Higher Education Environment

Interpersonal communication is a process of message exchange between individuals that

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enables both understanding and relationship to be formed. West and Turner (2018) explain that communication cannot be separated from its relational context, because every interaction carries consequences for how individuals view and sustain that relationship.

Within a higher education environment, interpersonal communication takes place across a range of situations, from classroom learning, academic advising, consultation, and organizational activities to administrative services and informal communication between students and lecturers. Each of these interactions becomes an experience capable of shaping students' perceptions of their academic environment.

Kahu and Nelson (2018) explain that students' experiences within the educational environment are an important part of forming student engagement. Supportive relationships between students and the academic environment can create conditions in which students feel more involved in the educational process.

Interpersonal communication in higher education therefore does not function merely as a medium for delivering academic information. Communication also serves to build relationships, provide support, resolve problems, develop values, and create students' social experience.

This perspective matters for the present study because empathetic communication essentially occurs through interpersonal communication. When students experience interactions that are open, supportive, and respectful of their presence, such communication can develop into a closer relationship between students and the academic community as well as the institution.

Character Building in Higher Education

Higher education has a function broader than the development of academic competence. Universities also play a role in shaping students' values, ethics, responsibility, integrity, and character. Character formation is therefore an inseparable part of the educational experience.

Berkowitz, Bier, and McCauley (2017) explain that effective character education cannot be carried out merely through the delivery of concepts or material; it requires an educational environment in which learners can experience and practice values. The behavior of educators and the culture of the educational environment thus play an important role in the process of character formation.

In communication terms, this process indicates that students learn not only from what lecturers say, but also from how lecturers communicate. The way a lecturer respects students'

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opinions, resolves conflict, demonstrates discipline, and offers assistance constitutes a form of indirect character learning.

Values such as empathy, tolerance, responsibility, integrity, discipline, and respect for others can develop through consistent communication experiences. Empathetic communication can therefore be regarded as one medium of character building.

In this study, character building is not positioned as a process that occurs only through particular courses. The concept is understood as a process of value internalization that takes place through learning, lecturers' role modeling, social interaction, student organizations, and academic culture.

This perspective is relevant to the context of UIN Salatiga as an Islamic higher education institution that carries not only an academic orientation but also Islamic values, ethics, morality, and social responsibility within its educational process.

Students' Sense of Belonging

Sense of belonging is a concept describing the extent to which individuals feel accepted, valued, and part of a particular social environment. Strayhorn (2019) positions sense of belonging as an important aspect of the student experience because it concerns the feeling that one's presence has a place and meaning within the educational environment.

In higher education, sense of belonging is not determined solely by one's status as a student. It develops through experiences of interaction with lecturers, peers, organizations, study programs, faculties, and the institution as a whole.

Students can feel part of an institution when they obtain experiences of being accepted and valued. Conversely, experiences of not being heard, of being ignored, or of receiving no response can create psychological distance between students and the institution.

Gopalan and Brady (2019) show that sense of belonging is an important aspect of the student experience in higher education. It relates to how students position themselves within the academic and social community.

Kahu and Nelson (2018) likewise treat student experience as an essential element of student engagement. A supportive environment can deliver more positive experiences and encourage students to participate in academic life.

From this perspective, empathetic communication is directly relevant to sense of belonging. When students feel heard, understood, and valued, a psychological experience emerges in which they perceive themselves as part of the institution. Accordingly, sense of belonging in this study is understood through three principal experiential indicators: being

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accepted, being valued, and feeling part of UIN Salatiga.

METHOD

This study employed a descriptive qualitative approach. A qualitative approach was used because the research focuses on students' experiences, perceptions, and interpretations of the communication that takes place within the UIN Salatiga environment. Creswell and Poth (2018) explain that qualitative research is appropriate for understanding the meanings individuals assign to social issues within their natural context.

The informants comprised 20 seventh-semester students of UIN Salatiga. Informants were selected purposively on the consideration that seventh-semester students have accumulated sufficiently extensive academic and student-life experience to provide information about their communication with lecturers, education personnel, institutional leaders, and the student organization environment.

Data were collected through semi-structured interviews. The interview guide comprised five areas of focus: (1) students' experiences in conveying criticism and suggestions to UIN Salatiga; (2) the communication spaces available when students encounter difficulties in their studies; (3) experiences of guidance and care from lecturers, education personnel, and institutional leaders; (4) communication experiences affecting sense of belonging; and (5) experiences of character education through courses and the learning process. These five areas constitute the data collection instrument, not the research questions.

Data were analyzed using thematic analysis. The analytical process involved repeated reading of the transcripts, coding, grouping of codes, theme construction, interpretation, and conclusion drawing. The analysis was guided by the principles of qualitative data analysis set out by Miles, Huberman, and Saldaña (2018) and the thematic analysis approach of Braun and Clarke (2021).

The resulting themes were: (1) communication channels and student aspirations; (2) supportive communication and academic consultation; (3) bonding and institutional care; (4) character building through learning and role modeling; (5) sense of belonging; and (6) the implications of communication experiences for institutional image.

Data validity was established through source triangulation, comparing the responses of five informants in order to identify patterns of similarity and difference in their experiences. Data showing similar tendencies were used to identify principal patterns, while differing experiences were retained as part of the complexity of the phenomenon.

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RESULTS AND DISCUSSION

Aspiration Channels: Between Communication Access and Empathetic Response

The findings show that UIN Salatiga already has a variety of communication channels through which students can convey their aspirations. These channels include EDOM, complaint channels, student organizations such as SEMA, DEMA, and HMPS, discussion forums, direct communication with lecturers and study programs, and social media. Alongside these formal routes, students also use informal ones such as personal communication with lecturers, WhatsApp, and peer groups.

This diversity of channels indicates that the institution has structurally provided space for student participation. From an organizational communication perspective, the existence of communication channels is an important part of the feedback mechanism, because it enables organizational members to convey information upward to those who manage the organization (Griffin et al., 2019).

The data show, however, that access to communication channels is not always identical with the experience of empathetic communication. Some students are aware of the official channels and consider the institution reasonably open to their aspirations. Others are not clearly aware of certain official channels, or feel that the aspirations they convey do not always receive a visible response and follow-up.

This finding is important because it demonstrates that empathetic communication has at least three dimensions: access, response, and follow-up. Access enables students to convey a message; response shows that the message has been received and understood; and follow-up shows that the message has received institutional attention.

DeVito (2016) explains that effective interpersonal communication requires empathy, support, openness, positiveness, and equality. Within this framework, the existence of EDOM or complaint channels represents only a means of communication. Empathetic value emerges only when students' messages are genuinely heard and receive a response that demonstrates understanding.

The findings thus extend the meaning of empathetic communication from a purely interpersonal behavior to an organizational communication experience. Students assess not only whether they are able to speak, but also how the institution responds when they do.

Academic Consultation as a Form of Supportive Communication

Academic advisors emerged as one of the communication spaces most consistently mentioned by students. Consultations concern course registration, credit loads, grades,

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coursework, final projects, and other matters affecting the educational process. In addition to academic advisors, students may also consult course lecturers, heads of study programs, the faculty, and counseling services.

Students' experiences indicate that the quality of a consultation is determined not only by the solution provided, but by the manner in which the communication takes place. Lecturers who are willing to listen, give their time, explain matters patiently, and remain open to communication outside the classroom are perceived as closer to students.

These findings display the characteristics of supportive communication. Communication is no longer transactional—students arriving to obtain information and lecturers supplying answers—but develops into an interaction that provides psychological and social support.

Kahu and Nelson (2018) position students' experiences within the educational environment as one of the factors influencing student engagement. Support from the academic environment can create experiences that allow students to connect more fully with the educational process.

In the context of this study, academic advisors occupy a strategic position as the meeting point between the academic system and students' personal experience. The advisor may be the representation of the institution that first encounters a student's problem. The quality of an advisor's communication therefore has the potential to shape how students interpret the institution more broadly.

These findings also show that empathetic communication need not take the form of grand gestures. A willingness to listen, to give time, to explain in accessible language, and to help students identify alternative solutions already constitutes an important experience shaping students' perception of the campus.

Bonding: From Administrative Relations to Relational Attachment

Supportive communication experiences generate relational closeness between students and the academic community. In this study, bonding is not understood as personal closeness that erases professional boundaries, but as a positive attachment growing out of supportive and consistent interactional experiences.

Students who feel that lecturers are open to discussion, willing to help when academic problems arise, and do not create communicative distance tend to view their relationship with the academic community more positively. That experience then forms the perception that the campus environment is not merely a place to receive educational services.

Theoretically, this finding can be explained through an interpersonal communication

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perspective that treats communication as a process of forming and maintaining relationships (West & Turner, 2018). In other words, the messages exchanged during academic consultation produce not only information but also meaning concerning the quality of the relationship.

Cornelissen (2020) explains that stakeholder relations with an organization form an important part of organizational communication and of the formation of perceptions of that organization. In higher education, students experience the organization through the individuals they encounter day to day.

Lecturers and education personnel therefore function not only as executors of institutional tasks, but also as representations of institutional experience. When interactional experiences are positive, students may generalize those experiences into a perception of UIN Salatiga.

It is at this point that bonding becomes relevant to institutional image. Relational closeness creates positive experiences that can strengthen the perception that the institution cares about its students.

Character Building through Communicative Role Modeling

The interviews show that students see character education as taking place through Islamic studies courses, general education, ethics courses, and a range of academic and student activities. The values mentioned most frequently include honesty, responsibility, discipline, tolerance, communication ethics, integrity, empathy, and respect for others.

The more significant finding, however, is that students do not regard character building merely as a process of receiving material. Character is also learned through the way lecturers set an example, deliver corrections, respect students' opinions, and resolve differences during the learning process. Character education in the context of this study therefore takes two forms. First, character education through the curriculum, namely values conveyed explicitly through coursework. Second, character education through role modeling and communication culture, namely values students experience through everyday interaction. Berkowitz et al. (2017) explain that character education requires an environment enabling individuals to develop and practice values. In higher education, lecturers' communication practices can form part of that environment.

Empathetic communication becomes one concrete form of character education. A lecturer who corrects a mistake without humiliating the student indirectly teaches respect for the dignity of others. A lecturer who gives students the opportunity to express an opinion teaches openness and respect for difference. A lecturer who is consistent in applying rules

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teaches responsibility and discipline.

Character building in this study is thus not positioned as a stand-alone variable, but as a process of value internalization for which communication is one of the media.

Sense of Belonging: When Students Feel Heard

The findings show a strong relationship between experiences of empathetic communication and sense of belonging. Students interpret belonging through concrete experiences: being listened to, being valued, being understood, not being judged, and receiving help when problems arise.

When students feel that lecturers, education personnel, and institutional leaders are willing to listen, they obtain not only a solution to their problem but also the symbolic message that their presence is taken into account by the institution.

Strayhorn (2019) places acceptance and appreciation at the core of sense of belonging. Belonging develops when individuals feel they have a place within a particular social environment. In higher education, that feeling can influence student engagement and students' relationship with the institution.

The findings support this view. Students did not report a sense of belonging merely because they are enrolled at UIN Salatiga. That sense arose from more concrete social experiences. When students are given room to speak and feel treated as individuals, a feeling emerges that the campus is a comfortable environment in which to grow.

Gopalan and Brady (2019) likewise demonstrate the importance of sense of belonging in the student experience in higher education. This indicates that belonging is not merely a subjective feeling without institutional consequence. It can be connected to how students engage, how they interpret their educational experience, and how they position themselves within the academic community.

In this study, empathetic communication functions as the micro-mechanism through which that feeling develops. Listening is a simple communicative act, yet it produces significant institutional meaning: students feel their presence is acknowledged.

Institutional Image as an Accumulation of Communication Experiences

The image of UIN Salatiga in this study is understood as a student perception formed through the accumulation of their experiences while interacting with the institution. Image therefore derives not only from messages delivered through institutional media, but also from communication experiences encountered directly.

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The findings show that positive communication experiences can generate several forms of perception, such as a campus that is caring, open, comfortable, and supportive of student development. Conversely, unresponsive communication experiences risk creating distance between students and the institution.

From Cornelissen's (2020) perspective, organizational communication functions to build relationships between an organization and its stakeholders. Those relationships then become one source of perception formation regarding the organization. In higher education, student experience is one important touchpoint in the formation of image.

Based on the findings, this relationship may be formulated in the following interpretive model:

Empathetic Communication

listening – understanding – responding – supporting – following up

↓

Bonding

relational closeness and attachment

↓

Character Building

role modeling and value internalization

↓

Sense of Belonging

accepted – valued – part of the community

↓

Positive Perception of the Institution

This model is not a causal relationship tested statistically; it is the result of interpreting patterns in students' experiences. This position is important so that the conclusions of the study remain consistent with the character of qualitative research.

The findings show that the image of a higher education institution is determined not only by what the institution says about itself, but also by what students experience in their dealings with it.

CONCLUSION

This study shows that empathetic communication makes an important contribution to the student experience and to the formation of the image of UIN Salatiga. The institution has

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provided a range of formal and informal communication channels enabling students to convey aspirations, criticism, suggestions, and academic concerns.

Empathetic communication is realized through the capacity of the academic community to listen, to understand, to provide space for consultation, to respond without judgment, to offer guidance, and to help students find solutions. These experiences build bonding through relational closeness between students and the academic community.

Empathetic communication also has an educative function in character building. Values of honesty, responsibility, discipline, tolerance, ethics, integrity, and respect for others are conveyed not only through coursework but are also learned by students through role modeling and everyday communication practice.

In the dimension of sense of belonging, students feel part of UIN Salatiga when they are listened to, valued, understood, and treated as individuals with their own needs and concerns. That sense of belonging can then strengthen pride in and care for their alma mater.

These three dimensions form a pattern in which empathetic communication provides the relational foundation, bonding strengthens closeness, character building shapes values, and sense of belonging reinforces students' identification with the institution. Together they contribute to the formation of a positive student perception of UIN Salatiga.

The qualitative findings indicate that empathetic communication supports the process of image formation through students' positive experiences. Institutional image may therefore be understood as one consequence of the quality of internal communication experience.

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