International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulfindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Communication In Islamic Educational Institutions

Nurhasnah[1]
[1]UIN Imam Bonjol Padang, Indonesia
Amanur Latifah[2]
[2]UIN Imam Bonjol Padang, Indonesia
Ridhatul Husna[3]
[3]UIN Imam Bonjol Padang, Indonesia
Tiwi Putria Yosnela[4]
[4]UIN Maulana Malik Ibrahim Malang, Indonesia

Corresponding Author: *nurhasnah220324@gmail.com*

Abstract

The purpose of this paper is to find out that communication in Islamic education plays an important role with a literature and literature approach that is relevant to the research topic. The results of the analysis that the authors get from the communication are vital in the implementation of Islamic educational institutions. The success of Islamic educational institutions is influenced by many factors including the management and communication that each stakeholder has in carrying out their responsibilities. So it is clear that there is a significant relationship between communication and the Islamic educational institution itself.

Keywords: Communication, Institutions, Education, Islam.

INTRODUCTION

Based on empirical evidence, the success of Islamic educational institutions is influenced by many factors including the management and communication that each stakeholder has in carrying out their responsibilities. Communication skills are needed not only in educational

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administration, but in all aspects of life. In fact, people use communication in various activities every day.

A good communication system will lead to the creation of good Islamic educational institutions, of course this will lead to changes towards the good goals to be achieved. As is commonly known, families, mosques, Islamic boarding schools, and madrasas are Islamic educational institutions that are needed in a country or city in general, because these institutions produce something of great value, and it can also be said that they are the forerunners of creating human resources. power. human beings with quality Islamic faith.

In the world of education, important communication patterns lead to special characteristics that produce unique characteristics such as educational goals aimed at increasing one's knowledge so that one can master it. All management of educational institutions is always aimed at improving the quality of teaching and learning, as well as maintaining human relations. All components of educational institutions are required to interact with one another in order to carry out their responsibilities. A leader must be able to see and place his members in the appropriate field, as well as being a communicator (Abidin 2015):

Educational institutions as an institution that is in the midst of a plural social environment, as much as possible to relate to the outside world. As for establishing a relationship with the wider community, it is a separate problem that requires a reciprocal relationship. The existence of educational institutions will be able to develop rapidly if all organizational actors can communicate and remember this communication is a way to facilitate management (Abidin 2015):

Educational institutions, as institutions in the midst of a pluralistic social environment, try to relate to the outside world. Establishing relationships with the wider community is a separate issue that requires reciprocity between the two. The existence of educational institutions will be able to develop rapidly if all actors in Islamic educational institutions can communicate well so as to facilitate the implementation of the objectives of Islamic education to be achieved.

Method

This study uses a library research approach. The data collection technique used is to look for literature that is in accordance with the theme of the discussion. Starting from books,

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journals, newspapers, laws, and others related to Communication literature in Islamic educational institutions.

RESULT AND DISCUSSION

Definition of Communication

Etymologically, communication comes from the Latin, namely cum, a preposition which means with or together with and the word unit, a number word, which means one or two of these words form a communion noun which in English is called communion which means alliance, union, association or relationship, because partnership requires effort and work, the word consists of the verb communicate, which means sharing with someone, exchanging, talking to someone about something, saying something to someone, discussing, exchanging ideas in the context of friendship means communication namely. announcement conversation conversation exchange of thoughts or relationships (Saefullah 2012). So that we can say communication with an interaction that occurs more than one person.

In terms of understanding communication formulated by several experts, among others (Saefullah 2012):

1. Dalton E. Mc . Farland argues in his book "Management Principles and Practices", that "Communication may be defined as the process of meaningful interaction between human beings." Communication as a process of interaction that has meaning between human beings.
2. I.G. Wursanto in "Office Communication Ethics", states that Communication is the process of operating/delivering meaningful news/news/information from one party (a person or place) to another party in an effort to gain mutual understanding.
3. Carl I. Havland in his book, Social Communication, says communication is the process of an individual or communicator transmitting stimuli, usually with symbols of language to change the behavior of other individuals (communicants).Dengan demikian, komunikasi dapat diartikan sebagai suatu proses dimana pesan disampaikan secara langsung atau melalui saluran dari komunikator kepada penerima/komunikator guna mengubah atau mempengaruhi perilakunya.

Islamic Education Institutions

Islamic education is important as a process of developing and saving human nature. Islamic education does not only develop physically, spiritually, spiritually and even intellect, but

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also how to develop these four potentials and become "safe" (Islam). According to the Big Indonesian Dictionary, an institution is the origin of something, where it comes from, potential, shape, form, appearance, relationship, relationship, agency or organization with a clear purpose, especially in the field of science. (Amrullah and Fanani 2019). According to the Indonesian encyclopedia, educational institutions are educational institutions that are managed to achieve the desired educational outcomes. Educational institutions actually contain teaching materials, so educational institutions are organizations or groups of people who, for one reason or another, are responsible for administering education, so that the educational process can run normally.(Amrullah and Fanani 2019). Islamic educational institutions are two elements that are arranged together, namely organizational elements and people in the organization so that institutions are born.

In terminology, an Islamic educational institution is a container or place where the process of Islamic education takes place, an educational institution includes concrete facilities and infrastructure as well as an abstract understanding where there are certain standards and regulations as well as the person in charge of the education itself. Indeed, since it was proclaimed as a religion, Islamic teachings have influenced everything related to the new system of behavior. Of course, this behavioral system has begun to be taught and socialized to all people who believe that Islam is the right way of life (Amrullah and Fanani 2019). Only Islam is the religion that is straight and eternal.

Communication in the Institutional System

Educational institutions with an institutional structure like other educational institutions strive for predetermined goals that seek the functions and interactions between each department, so that they can work clearly with tasks, division of labor, pre-departmental relationships, groups, levels of administration, etc. . Communication. The organizational or institutional structure will specify the division of labor and show how separate and different functions or activities are linked. The existence and growth and development of Islamic educational institutions must also be supported by the ownership of good human resources (Harahap 2018a)· Without good resources, the desired communication will not be formed in an educational institution.

The involvement of each party in the formulation of institutional policies gives approval to the relevant authorities in their respective areas to decide what kind of relationship will be

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carried out. Various approaches can be used to find the existing communication system within the facility (Abidin 2015):

1. Macro Approach

   The macro-institutional approach sees institutions as global structures that constantly interact with their environment. The relevant global environment is the very broad environment outside the institution. Some interactions with the environment can be seen through the activities carried out by the institution, namely through the processing of information from the environment. The processing of this data is tested or adapted to industry events by transmitting information that is relevant or important for the benefit of the agency (Simargolang 2016). Then the information is identified, ie. H. Environmental responses are forwarded to the facility according to the wishes of the community. Furthermore, educational institutions do not isolate themselves from external influences. The need to collaborate with other institutions opens opportunities to achieve better results. Through suitable methods, control over other institutions can be achieved. Monitoring can be done by reading brochures, pamphlets, magazines and others (Sholikhah 2019). so that by searching for information it can be used as a basis for what forms of collaboration can be carried out.

2. Micro Approach

   The individual approach to communication is based on individual communication behavior within the institution. Several tasks assigned to a member of the institution will be completed with the help of communication with each other. For more details in this case we can find examples of forms such as clever speaking in working groups, clever writing and making.

Elements of Communication in Educational Institutions

Communication consists of several very important elements, namely communicators, news messages and information, communication tools, verbal or nonverbal communication interaction techniques for both parties. The stages of the communication process as described by Kristiadi consist of (Saefullah 2012):

1. The ideation or idea stage is ideation, namely the process of creating ideas or information carried out by the communicator

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2. The encoding stage, namely the idea between information is formed into a symbol or code that is designed to be sent to the communicant as well as the selection of the channel so that the communication will be used
3. Stages of delivery, sending messages can be done by talking, writing, drawing and acting
4. The receiving stage, receiving this message can go through the process of listening, reading, observing depending on the channel or media used to send it.
5. Decoding stage, at this stage there are often discrepancies and even rejection of ideas or ideas that are encoded by the communicator because of technical obstacles or differences between communication and communication in terms of the meaning of words or I type.
6. Response phase, the communication response can be in the form of an attempt to complete the information (Dewi Andriani 2021).

Educational Institution Communication Approach

There are several types of approaches in communication, as follows (Saefullah 2012):

1. Organizational structure and function approach. Related to this approach is the bureaucratic theory introduced by the well-known theorist of all time, Max Weber. He defines organization as a system of specific, purposeful and ongoing activities.
2. The approach to human relations or human relations, the organizational structural and functional approach only emphasizes productivity and task completion without regard to the human factor, according to Kris English. Such organizational practices are considered inhumane because doing work has driven individual development and this situation keeps recurring. (Aqsar 2018)
3. Communication approach, As an organizational process, which assumes that organizational communication is an organizational process, it must be carried out continuously.
4. The organizational approach, as a culture and neutrinos view the organization as a culture, meaning that organizational communication is a way of life for its members.
5. Integrity and communication theory, organizational system theory in organizational communication is seen as a functional structure. This view was put forward by papers and Robert and Herbert Simon and James Mars who were considered to have provided a perfect and strong thought for the framework previously compiled by Max Weber's

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theories their theory. What has been said has given meaning to the substance of the complexity and reliability of the organization. This theory shows the concept of a system in an organization (Napitupulu 2019).

Types of Communication in Educational Institutions

Types of relationships or communication in the educational institutional system. Among them is the relationship between the chancellor or principal as an administrator with the governing board, administrators with educators, educators with students and other institutional relations (Abidin 2015):

1. Relationship Between Chancellor or Principal Governing Board A relationship formed by the core administrator (chancellor or principal in an educational institution), with the governing board or foundation (governing board) has a vital function. This regulatory board has the final power to dismiss the chancellors or school principals if they are deemed to be less successful. The supervision carried out by this council greatly determines the development of the institution itself. Communication errors made by the rector or school principal in this case resulted in a bad perception of the board, so that it could hamper and complicate the existence of the institution they lead. Therefore, the expertise of the rector or principal as an institution manager requires an open/two-way reciprocal communication pattern, to cooperate (communicate) in solving every problem, so that the institution can develop properly.
2. Relations Between Educators and Students. The relationship between educators and students in the educational process implies continuous communication. It is this educated communication that determines the success or failure of the teaching and learning process on campus or at school, what we actually understand is that teachers deal directly with their students by giving lectures or classes. In the classroom, the teacher acts as a communicator, delivering messages/material to the media by using learning media (Aziz 2017). The media used can help the process of delivering material to students.
3. Relationship Between Chancellor or Principal with Educators. The main role of the rector or principal as the leader of an educational institution is his ability to create a conducive teaching and learning situation, so that lecturers or teachers can teach and students or students can study well. In carrying out the above functions, the principal

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has several dual functions (Nasukah 2020). Namely as a leader and as an educator at the same time.

Principles and Objectives of Communication in Educational Institutions

Besides that, there are eight principles that need to be followed so that communication can be done effectively, namely as follows (Qomar n.d.):

1. Think and speak clearly.
2. There is something important to say.
3. There is a clear purpose.
4. Mastery of the problem.
5. Understanding the communication process and implementing it consistently.
6. Get empathy from the communicant.
7. Always maintain eye contact, voice unnecessarily loud or weak or avoid distracting speech.
8. Communication must be planned (what message do you want to communicate, who is the intended communicant, make a clear scenario, and should prepare yourself to master the problem).

Communication must be done with the right goals. The purpose of communication is as follows (Saefullah 2012):

1. Change in attitude (attitude change)
2. Change in behavior (behavior change)
3. Change of opinion/view (opinion change)
4. Social change

Communication delivered communicatively can change one's attitudes, behavior, opinions/views and social life. This is possible because communication activities not only make other people understand and know informative but are also willing to accept an understanding or belief, invitation, action or activity (persuasive) (Indriawati 2018). Communication has a role as an attraction that will make the intended person pay attention to the thing in question.

Forms of Communication in Educational Institutions

Forms of communication in outline communication can be divided into verbal communication and non-verbal communication (Saefullah 2012):

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1. Verbal communication or verbal communication. In verbal communication, information is conveyed verbally or verbally. The act of giving information orally is called speaking. The quality of the oral communication process is determined by the intonation of the voice, as well as facial expressions and body movements that are included in the correct tone and body language movements.
2. Non-verbal or non-verbal communication In non-verbal communication, information is conveyed by using signs or gestures, movement, things, how to dress, or something that can indicate a mood or feeling at a certain moment, for example, when someone is sick or maybe under stress.

The communication process has two models, namely the linear model and the circular model (Saefullah 2012):

1. The linear model This model only consists of two types of two straight lines, namely the communication process begins with the communicator and ends with the communicant.
2. The circular model The circular model is characterized by the presence of a feedback element so that the communication process does not start with one. And ends at another point so the circular communication process turns around in a full circle.

Factors Driving and Inhibiting Communication in Educational Institutions

The factors that influence the fluency and barriers to communication the fluency of communicating orally for each person is different and is influenced by the following factors: first, the knowledge factor affects the fluency of communication because if the communicator masters the language and culture of the person he is invited to communicate with, he will be fluent. On the other hand, if he does not understanding the language and culture of communication is hampered, the two are experience factors, the third is intelligence, the fourth is personality, and biological factors (Saefullah 2012). All of these factors are indications that can result in obstruction or encouragement of a communication, even though not all of the factors appear simultaneously but if one of them appears it will also have an impact on communication.

There are two factors that can be present in communication, namely supporting factors and inhibiting factors (Saefullah 2012):

1. The inhibiting factors in communication.

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a. Different perceptions of the message being discussed and each defending his or her own perception.
b. Differences in social status can become an obstacle if there is no clear partnership relationship.
c. Differences in interests mainly concern personal interests.
d. Language differences if both parties use different languages that do not understand each other well.
e. Unfavorable situations and conditions.
f. Unsupportive mood.
g. Communicate in two opposite ways.
h. The behavior of the communicants is caused by not knowing closely the existence of hostilities and the like.
i. Distrust of people who are not trusted and agreed to be liars so that all information is not well received.
j. The distance is too far and there are no tools or media that can help communication occur.

2. The factors supporting smooth communication in educational institutions are:
   a. language equation.
   b. Calm and serenity.
   c. Gentle honesty and sweet role.
   d. Consistent communication between verbal and nonverbal sees the best situation and condition.
   e. Mutual trust.
   f. Have common interests.
   g. There is a balance of knowledge if there is no measuring ability that is in tune with the language being communicated.
   h. There is a common perception.

Communication Development in Islamic Education Institutions

The object of study of Islamic communication science consists of three forms of communication that cannot be separated from one another. The three forms of communication are (Amrullah and Fanani 2019):

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E-ISSN : 2963 4954
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1. Human communication with God,
2. Human communication with himself, and
3. Human communication with others.

Talking about Islam, will never be separated from its main foundation, namely the Koran, related to communication is not something new in the world of education, but it has been explained long before these theories were born. There are many verses in the Al-Quran that talk about communication, one of which is in Qs. Ash-Shaffat: 102.

فَلَمَّا بَلَغَ مَعَهُ السَّعْيَ قَالَ يٰبُنَيَّ اِنِّيْٓ اَرٰى فِى الْمَنَامِ اَنِّيْٓ اَذْبَحُكَ فَانْظُرْ مَاذَا تَرٰىۗ قَالَ يٰٓاَبَتِ افْعَلْ مَا تُؤْمَرُۖ سَتَجِدُنِيْٓ اِنْ شَاۤءَ اللّٰهُ مِنَ الصّٰبِرِيْنَ (١٠٢)

"So when the child reached (the age of) being able to try with him, (Ibrahim) said, "O my son! Verily I dreamed that I slaughtered you. Then think about what you think!" He (Ismail) replied, "O my father! Do what (Allah) commands you; God willing, you will find me among those who are patient."(RI 2014).

In the jalalain interpretation it is explained that at that time the Prophet Ismail had reached the age of education, there was an opinion that said that the Prophet Abraham was 7 years old at that time and another opinion also said that the Prophet Ismail was 13 years old so that with a dream received by Prophet Abraham he communicate to his son Ismail about his dream which is explained in the verse, then think about what do you think about my dream Prophet Abraham consulted with him so that he would obey the slaughter and obey God's command thus Prophet Ismail replied Do what you are told to do at the end of the verse it is explained that God willing Allah you will find me including those who are patient to deal with it (Mahalli and Suyuti n.d.).

The key words above provide important information that Ibrahim uses face to face communication with Ismail, the educational communication they direct is two-way (dialogical) (Harahap 2018b). Communication has long been important and a necessity in life, not only within the institution but also towards each individual.

The development of communication in Islamic educational institutions in terms of general communication goals can be divided into two, namely:

1. Internal communication activities

   Internal Communication Internal communication is communication that occurs in the school environment. Communication in schools does not only occur with the leadership group, teachers and students. But between teachers and students. Because of that in

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communication management, internal communication can be distinguished (Simargolang 2016):

a. vertical communication

Vertical communication is communication between the principal and teachers or students, or vice versa between students and teachers or principals. In communication management, two-way and two-way communication is very important, otherwise the management process is unlikely to be effective. Managers must know the reports, responses, ideas, problems experienced, suggestions and feelings from lower levels.

b. horizontal communication

Horizontal communication is communication that occurs horizontally at the same level or position, such as fellow teachers between students and students. This horizontal communication usually takes place in an informal setting, during breaks or even while studying or conversing. This communication is very useful for sharing knowledge and information and expressing feelings for each other. Informal communication can also occur between leaders, teachers and students who interact with each other without following the formal hierarchy that exists in schools. Teachers serve students as in a large family institution.

c. Diagonal communication

At the same time, diagonal communication is communication between people of different and static levels. For example, communication between teachers and other teachers who are also followed by students. In this regard, teachers must also use the theory of multiple intelligences, which is one of the most important and promising developments in education today, to not only recognize, but also acknowledge and accept such individual differences for practical purposes such as teaching and teaching. evaluation. something normal, natural. , even interesting and very valuable.

2. Communication activities that are external (external communication).

External communication is communication carried out by school leaders or those who represent them with parties outside the school. For the purposes of this communication, the school should establish a special public relations section or officer with the main task of establishing relationships with (Simargolang 2016).

a. Community (community relations)

b. Government agencies (government relations)

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c. Press (press relations)

d. Customer (customer relations)

Communication between the school and the surrounding community must truly aim to arouse public sympathy and enhance close relations and good cooperation between the school and the community. This gathering can also become an arena for promoting Islamic boarding schools outside and can eliminate negative issues (if any) of Islamic boarding schools in the community. The community also does not hesitate to provide constructive suggestions for school improvement. Then the school must communicate well with the government. Report the development and progress of the school and also tell about various problems that you are or are currently facing (Simargolang 2016). So that the extent to which school development will continue to be updated in front of the government.

Therefore, administrators are expected to be able to help the needs of the school because they feel involved in the progress of the school. Communication with the press should aim to provide information about school developments and progress, steps taken and other important information. Without good communication and relations with the press, schools are not objectively known and recognized in the wider community. Schools also need the best possible communication from all parties who use school services, especially students or prospective students and members of the community.

So that schools can provide services that will satisfy customers and attract other potential customers to use the school's services. Schools must also be able to take advantage of developments in communication technology such as the internet to complement new developments in science and knowledge. Multimedia is expected to be the main capital that can make the world of school education more advanced and interactive, because communication between teachers and students is not limited to the school environment, students can communicate with teachers outside of school, and teachers are responsible. lead them through videos, websites, emails, blogs and more. However, in this case the teacher must also provide good direction and guidance so that students do not misuse multimedia for things that are not useful.

CONCLUSION

TThe results of the analysis show that communication plays an important role in the implementation of Islamic educational institutions. The success of Islamic educational

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institutions is influenced by many factors, including management and communication owned by each stakeholder in carrying out their responsibilities. Communication skills must always be upgraded so that the benefits or contribution of communication and effectiveness in achieving educational goals in Islamic educational institutions are clearer.

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