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Metode Komunikasi Antar Pendidik Dan Peserta Didik Dalam Pembinaan Akhlak Di Mi Al Ula Balikpapan Barat

*(Methods Of Communication Between Educators And Students In Moral
Development At Mi Al Ula, West Balikpapan)*

Ayu Faradilla ¹, Rusli Malli ², Rahmi Dewanti Palangkey ³

Unismuh Makassar 123 | 228120011@students.uma.ac.id

| rusli@unismuh.ac.id

| rahmidewanti@unismuh.ac.id

Abstract

Keywords:

Communication
Methods; Educators;
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Development; MI Al
Ula; West
Balikpapan.

This study aims to analyze the communication methods used between educators and students in moral development at MI Al Ula, West Balikpapan. Moral development is an essential aspect of Islamic education, and effective communication between educators and students plays a significant role in achieving this goal.

The study employs a qualitative approach with data collection techniques including observation, interviews, and document analysis. The research sample consists of educators and students from MI Al Ula, West Balikpapan, who are involved in the moral development program. The collected data are analyzed using content analysis to identify effective communication patterns between educators and students.

The findings of this study provide a better understanding of effective communication methods in moral development. It is expected to provide insights for educators and students in improving their interactions, thereby promoting positive moral character development.

The conclusions of this research are expected to provide practical recommendations to MI Al Ula, West Balikpapan, and other Islamic educational institutions regarding effective communication methods in moral development. The implications of this study are also expected to contribute to the development of Islamic education and serve as a foundation for further research in this field.

INTRODUCTION

A. Background

Communication is an essential and necessary aspect of human survival. It is impossible for someone not to require communication in their daily lives, as even animals communicate with each other to fulfill their functions. As we know, humans have the function of being Allah's trustee on Earth (khalifah), and therefore, effective and proper communication can facilitate humans in fulfilling their functions.

Referring back to the initial discussion that humans have the function of being a trustee, if we narrow it down to a simpler form or within a narrower context, an example of trust that we can take is students. It is said that students are a trust, meaning they are entrusted to their parents. In the scope of education, children are entrusted to teachers in schools.

Educators are the holders of Allah's trust. Therefore, educators are obligated to introduce their students to Allah, His angels, His messengers, and His books. Educators are also obliged to teach students about halal and haram foods and goods, as well as paradise and hell. Teachers are required to teach their students to fulfill various commands and stay away from prohibitions. All of these can be realized through good communication between educators and students.

Communication is a crucial factor for the development of human life as social beings. Without communication, individuals cannot develop normally in their social environment. Due to its importance, the term "communication" is increasingly associated with various fields of study over time, one of which is communication related to parenting.

Good and productive communication occurs when educators seek to understand their students, leading to good and beneficial communication. To achieve good and productive communication, effective communication methods are necessary. Through all of this, the mission of educators in shaping the character of their students and improving the quality of education can be achieved.

In communication, various interpretations of other people's behaviors are possible. Therefore, communication can lead to cooperation, but on the other hand, it can also lead to conflicts due to misunderstandings. Consequently, communication needs to receive maximum attention. A good communication method is expected not only to avoid misunderstandings, offense, or even hostility but also to harmonize social interactions and work relationships, creating a conducive environment.

Communication activities are inseparable from communication elements. Hamidi, in his book "Teori Komunikasi dan Strategi Dakwah," explains that communication elements consist of communicators (individuals or groups

conveying messages), communicants (individuals or groups receiving verbal and/or nonverbal messages in the form of symbols that are then transformed by the brain or mind into symbol meanings), messages (what is said by communication participants, the words used to express feelings, thoughts, tone of voice, and speech speed, body posture or movements, facial expressions, and even perhaps clothing, smell, and touch—these are all information being conveyed), channels or media (tools used to convey symbols or codes), effects (changes that occur in communicants, whether in the form of changes in knowledge, attitudes (ways of thinking, feelings, preferences, and tendencies to act, covert), or behavior, which can be actual overt actions), feedback (responses, reactions, or answers from communicants to stimuli or messages sent by communicators, whether the response is in line with what the communicator desires or not), and noise (disturbances, both internal and external, that prevent clear message reception).

In conclusion, the communication elements described above, when processed with good methods or utilized with good methods, will achieve success in communication, especially between educators and students.

Considering the above phenomenon, it is quite important to have effective communication methods between educators and students, which are expected to have positive effects on character development and the improvement of education quality. Hence, this has inspired the researcher to address this issue in the thesis titled "Methods of Communication Between Educators and Students in Moral Development at MI Al Ula, West Balikpapan, Balikpapan City."

B. Problem

Statement Based on the initial observations of MI Al Ula, it is known as a school renowned for its Islamic vision and mission, having received several Islamic awards. Over time, MI Al Ula continues to adapt and be dynamic, keeping up with technological advancements without neglecting the Islamic values that have been instilled since its establishment.

The problem formulation in this study is as follows:

1. How is the method of communication between educators and students at MI Al Ula, West Balikpapan, Balikpapan City?
2. How is the moral development of students at MI Al Ula, West Balikpapan?
3. What are the supporting and inhibiting factors of communication methods between educators and students?

C. Research Objectives and Benefits

Research Objectives Based on the problem formulation above, the objectives of this study are as follows:

- a. To analyze the method of communication between educators and students at MI Al Ula, West Balikpapan, Balikpapan City.
- b. To analyze the moral development of students at MI Al Ula.
- c. To analyze the supporting and inhibiting factors of communication methods between educators and students.

Research Benefits This research is expected to be useful as informative material for educators regarding the importance of effective communication in student moral development. It also contributes significant insights for researchers, educators, and others in understanding the communication methods between educators and students in a school environment. Since each student has received character development from their respective homes, it is essential to understand the further stages of this process through moral development in schools.

RESEARCH METHOD

The research method used in this study is a qualitative descriptive analysis method. This method allows researchers to provide a general overview of field findings related to the analysis of communication methods between educators and students, as well as an understanding of the research subjects, namely children aged 2-12 years (students) and educators (teachers).

The approach used is a qualitative approach, which emphasizes in-depth exploration of data to obtain quality research results. Qualitative approach relies on descriptive explanations in words or sentences that are systematically organized, from data collection to interpretation and reporting of research findings. This approach does not rely on numerical measurements or scores, but rather on qualitative assessment or categorization of values. In this study, the method used is a descriptive method, which aims to describe the conditions of the research object in accordance with the situation and conditions during the research.

The focus of this research is the analysis of persuasive communication methods between educators and students in fostering students' morals. The limitations of this research problem include continuous communication between educators and students in their daily school life, persuasive communication methods, the behavior of students aged 2-12 years towards Allah and fellow human beings (teachers, parents, friends), and the children at MI Al Ula in Kelurahan Baru Ulu, Kecamatan Balikpapan Barat, Kota Balikpapan, Provinsi Kalimantan Timur.

The location of this research is Balikpapan, Kecamatan Balikpapan Barat. This research involves educators (teachers), students (children aged 2-12 years at MI Al Ula), and parents as data sources.

The data collection techniques used in this research include observation, interviews, and documentation. Observation is conducted carefully to observe the phenomena being studied. Interviews are conducted with the purpose of focused conversations between the interviewer (researcher) and the interviewee (students, educators, parents) to obtain the required information. Documentation is used to obtain data from documents, notes, photos, or video recordings related to past events or activities.

The data analysis technique used is the interactive data analysis model, which consists of data reduction, data display, data verification, and conclusion drawing. Data reduction involves organizing and arranging the collected data according to the research focus. Data display is performed to visualize the data and ensure that the collected data aligns with the predetermined categories. Subsequently, data verification and conclusion drawing are conducted based on the analysis performed.

RESULTS AND DISCUSSION

This study aims to present and discuss the research findings achieved in accordance with the objectives. The description of the findings is supplemented with clear tables and illustrations. The discussion includes explanations of the significance and benefits of the research, related to the problem being addressed. The results and discussion are presented in several headings and subheadings, if necessary.

Location Profile: General Overview of Madrasah Ibtidaiyah Al Ula: Madrasah Ibtidaiyah Al Ula is a private educational institution located at Jl. Letjen Soeprapto RT 05 No. 02, Kelurahan Baru Ulu, Kecamatan Balikpapan Barat, Kota Balikpapan. Established in 1976, this madrasah provides high-quality education and instills Islamic values in students at the Ibtidaiyah level.

Vision and Mission: Madrasah Ibtidaiyah Al Ula has a clear and strong vision, which is to create students who possess noble character (berakhlakul karimah) and quality. This vision serves as the foundation for all educational activities conducted at the school. The school's mission includes providing guidance to shape students with noble character, offering services to ensure the success of the 9-year compulsory education, guiding students to achieve on par with public schools, and providing religious guidance as a distinctive characteristic of Islamic schools/madrasahs.

Organizational Structure: (The organizational structure can be added with relevant information about Madrasah Ibtidaiyah Al Ula's structure)

Research Subject Overview: This research focuses on the communication methods used by educators in shaping the morals or behavior of students. The research subjects consist of two groups: educators/teachers as respondents and students/learners as well as teachers/educators as informants. Data is obtained through structured interviews with respondents and unstructured interviews with informants. The data will be systematically analyzed to provide a clear understanding of the communication methods and their influence on student behavior.

With this research, it is expected to contribute significantly to the understanding of the importance of effective communication in shaping the morals and behavior of students. The findings of this research can be used as a basis for developing better communication strategies in education to improve the quality of learning and shape a generation with good morals.

Communication Methods between Educators and Students in Character Development at Madrasah Ibtidaiyah Al Ula Balikpapan Barat

Madrasah Ibtidaiyah Al Ula Balikpapan Barat recognizes the importance of strong and solid character development for its students. To achieve this goal, the madrasah is committed to creating effective communication methods between educators and students.

In character development, good communication methods play a crucial role. Madrasah Ibtidaiyah Al Ula Balikpapan Barat upholds Islamic values, including in the way educators and students communicate. In an effort to create an inclusive and respectful learning environment, the madrasah encourages educators and students to interact actively and communicate effectively.

One of the communication methods used is open and dialogical communication. Educators in this madrasah create a space for dialogue with students, ensuring that they feel seen and heard. In an open atmosphere, students are invited to share their thoughts, feelings, and experiences related to character development. Through open dialogue, educators can better understand the needs and challenges faced by students and provide appropriate guidance.

Additionally, the madrasah also employs effective nonverbal communication methods. Facial expressions, body language, and eye contact are actively used in communication between educators and students. Friendly, attentive, and respectful gestures and postures help create a comfortable and supportive atmosphere for students. Through good nonverbal communication, students feel valued and motivated to develop good character.

Madrasah Ibtidaiyah Al Ula Balikpapan Barat also utilizes technology as an effective communication method. In the current digital era, educators and students can communicate through electronic media such as email, text messages, or online learning platforms. The use of technology enables faster, more efficient, and easily accessible communication for all parties involved. Moreover, the madrasah ensures the appropriate and responsible use of technology, in line with Islamic values.

Overall, the communication methods between educators and students at Madrasah Ibtidaiyah Al Ula Balikpapan Barat are designed to create a positive, interactive, and character-oriented learning environment. With an approach of open communication, effective nonverbal communication, and the proper utilization of technology, educators aim to foster character development in their students. These findings are based on field observations and information provided by informants, including Mr. A. Rahmansyam SM, S.PdI, a teacher who has been involved in the school's development for the past 30 years.

Methods of Communication Based on the Qur'an and Sunnah

Based on field observations regarding the communication methods between educators and students at Madrasah Ibtidaiyah Al Ula in West Balikpapan, it can be concluded that the majority of educators have employed the presented communication methods. However, there is a significant number of educators who have not consistently implemented them in their daily lives at school in terms of character development for their students.

During the observation, some educators were seen actively using communication methods aimed at nurturing the character of their students. These methods may include gentle approaches, advising, leading by example, giving attention, and so on. These educators were able to establish constructive and positive communication with their students, helping them understand the desired moral values and encouraging the development of good behavior.

Unfortunately, it is regrettable that there are still a significant number of educators who have not fully implemented these communication methods consistently. They may still rely on conventional communication methods that are not always effective in fostering the character of their students. Some educators may adopt an authoritarian approach or resort to physical punishment as a way to control the behavior of their students, which is not in line with more positive and constructive educational principles.

The lack of full implementation of appropriate communication methods in the character development of students can be attributed to several factors. Firstly, educators may not have gained sufficient understanding of the importance of effective and positively impactful communication methods in character development. The lack of knowledge and training in this regard can be a barrier to implementing better communication methods.

Additionally, other factors such as long-standing habits, time constraints, demanding curricula, or unawareness of effective alternative communication methods can also influence the implementation of better communication methods in nurturing the character of students.

To address these challenges, it is crucial for educational institutions and relevant parties to provide training and professional development to educators in effective communication methods for character development. Support and guidance from school leaders, as well as collaboration among educators, can also help create an environment that supports the use of appropriate communication methods.

Overall, although the majority of educators at Madrasah Ibtidaiyah Al Ula in West Balikpapan have used communication methods in nurturing the character

of their students, there is still a significant number who have not fully implemented them consistently. Improvements and enhancements in the implementation of effective and positively impactful communication methods need to be made to ensure better character development for the students at that school.

Behavior of Children at Madrasah Ibtidaiyah Al Ula

This research indicates that children at Madrasah Ibtidaiyah Al Ula, Balikpapan Barat, exhibit good behavior overall. They maintain personal hygiene and cleanliness, respect teachers, practice proper eating and drinking etiquette, and actively engage in religious activities and self-exploration. They also demonstrate respect for one another, helpfulness, cooperation, as well as a sense of responsibility and care for the environment.

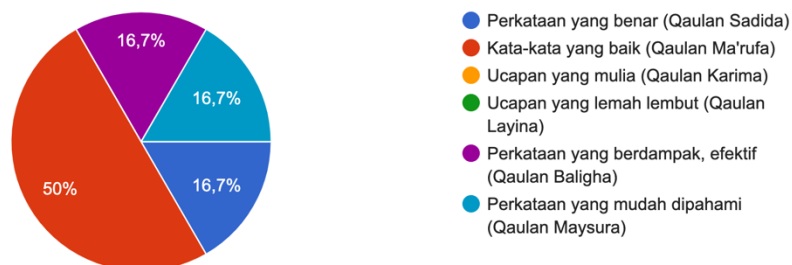
Educators at Madrasah Ibtidaiyah Al Ula play a vital role in shaping the children's behavior. They provide strong religious education, teach moral values and ethics, and serve as positive role models. The supportive school environment also contributes to fostering good behavior.

However, continuous efforts are needed to enhance and strengthen the children's character. Collaboration between parents and teachers is key in the education process. It is important for parents and teachers to work together, provide support, and deliver consistent education to ensure that children continue to develop and maintain positive behavior in various life contexts.

Furthermore, it is essential to acknowledge that there is still room for improvement in certain aspects of character. Character formation is an ongoing process, and it is crucial for educators and parents to continue providing guidance, teaching, and setting good examples. By doing so, children can continue to develop into individuals of quality and responsibility.

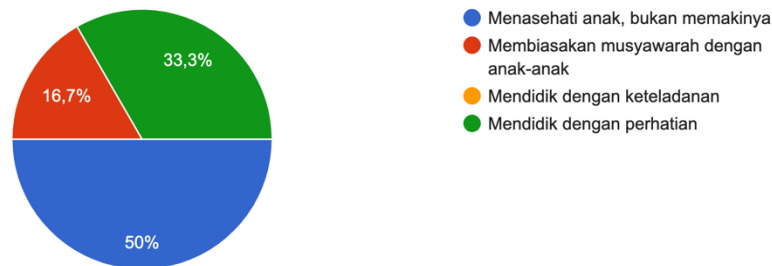
Tables and Figures

Di dalam Al-Qur'an telah dijelaskan beberapa metode komunikasi. Di antara metode tersebut, metode mana yang bapak/ibu gunakan dalam mendid...ta didik? (Boleh memilih lebih dari 1 jawaban)
6 jawaban



Gambar 1: Hasil Penelitian Metode Komunikasi berdasarkan Al Qur'an

Di dalam sebuah buku karangan Abdullah Nashih 'Ulwan dengan judul "Pendidikan Anak dalam Islam" dan Ayu Agus Rianti dengan judul "Cara Rasul...i sekolah) (Boleh memilih lebih dari 1 jawaban) 6 jawaban



Gambar 2: Hasil Penelitian Metode Komunikasi berdasarkan Sunna

CONCLUSION

Based on field observations regarding the communication methods between educators and students in Madrasah Ibtidaiyah Al Ula, West Balikpapan, in character development, it can be concluded that most educators have utilized the presented communication methods. However, a significant number of educators have not consistently applied them in their daily interactions with students regarding character development.

During the observation, some educators were seen actively using communication methods aimed at nurturing students' character. These methods may include gentle approaches, counseling, leading by example, giving attention, and so on. These educators were able to establish constructive and positive communication with students, helping them understand desired moral values and encouraging the development of good behavior.

Unfortunately, it is regrettable that there is still a considerable number of educators who have not fully implemented these communication methods consistently. They may still rely on conventional communication methods that are not always effective in nurturing students' character. Some educators might adopt an authoritarian approach or resort to physical punishment as a means to control students' behavior, which contradicts principles of positive and constructive education.

The lack of full implementation of appropriate communication methods in nurturing students' character can be attributed to several factors. Firstly, educators may not have sufficient understanding of the importance of effective communication methods that have a positive impact on character development. Insufficient knowledge and training in this regard can hinder the adoption of better communication methods.

Additionally, other factors such as long-standing habits, time constraints, demanding curricula, or lack of awareness about alternative effective communication methods can also influence the implementation of better communication methods in character development.

To address these challenges, it is essential for educational institutions and relevant stakeholders to provide training and professional development for educators in effective communication methods for character development. Support and guidance from school leaders, as well as collaboration among educators, can also help create an environment that supports the use of appropriate communication methods.

Overall, although most educators in Madrasah Ibtidaiyah Al Ula, West Balikpapan, have utilized communication methods in character development, there is still a significant portion that has not fully implemented them consistently. Improvements and enhancements in the application of effective and positively impactful communication methods need to be made to ensure better character development of students in the school.

Based on field observations regarding the behavior of children in Madrasah Ibtidaiyah Al Ula, West Balikpapan, it can be concluded that the majority of children have displayed exemplary behavior. However, there are still some children who have not consistently demonstrated exemplary behavior.

On the positive side, many children have exhibited good and exemplary behavior. They have internalized the moral values taught at school and practiced them in their daily lives. Some observed examples of exemplary behavior include personal hygiene, adherence to rules, empathy towards peers, respect towards teachers, and active participation in religious activities.

However, on the other hand, there are still some children who have not consistently displayed exemplary behavior. Some children may face challenges in internalizing and applying the taught moral values. This could be influenced by various factors affecting children's behavioral development.

One influential factor is the implementation of inadequate communication methods by educators. Effective and positive communication between educators and children plays a crucial role in shaping exemplary behavior. If educators fail to apply appropriate communication methods, children may not receive sufficient guidance to develop good character.

Furthermore, other factors that influence children's behavior are the external environment outside of school. Children can be influenced by their surrounding environment, including family, peers, and media. If the environment outside of school does not provide sufficient support in shaping exemplary behavior, children may struggle to maintain and develop good character.

To address these challenges, it is important for educators and educational institutions to continuously improve effective communication methods with children. Gentle, attentive, and supportive approaches can help children understand the importance of exemplary behavior. Additionally, involving families in the educational process and creating a positive environment outside of school are also crucial in helping children strengthen their good behavior.

Overall, although the majority of children in Madrasah Ibtidaiyah Al Ula, West Balikpapan, have exhibited exemplary behavior, there are still some who require attention and further guidance. Implementing appropriate communication methods and creating a supportive environment both within and outside of school can help enhance children's behavior towards more exemplary conduct.

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