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The Role of Coach Communication in Improving the Character of Students of Ansharussunnah Islamic Boarding School, Polewali Mandar Regency, West Sulawesi

Peran Komunikasi Pembina Dalam Meningkatkan Karakter Santri Pondok Pesantren Ansharussunnah Kabupaten Polewali Mandar Sulawesi Barat

Abdullah Said¹, M. Ilham Muchtar², Wiwik Laela Mukromin³

Unismuh Makassar | abdullahbinsaid891@gmail.com

Unismuh Makassar | ilhammuchtar@unismuh.ac.id

Unismuh Makassar | laelamukromin@gmail.com

Abstract

Keywords:

Character;
communication;
Policy; Student

This study aims to obtain an overview of the character of the students of the Ansharussunnah Islamic Boarding School, analyze the role of the Supervisor's communication in improving the character of the students, and identify the supporting and inhibiting factors faced by the Supervisor in the process. The research method used was qualitative with data collection techniques through observation, interviews, and documentation for two months at the Ansharussunnah Islamic Boarding School, Polewali Mandar Regency, West Sulawesi. The results of the study show that the role of communication of the Supervisor in improving the character of the students involves verbal communication such as taklim activities and habituation of manners, as well as nonverbal communication through the example shown by the Supervisor. Supporting factors include habituation of manners, taklim activities about manners, and health services, while inhibiting factors include forced entry of students, interactions between students with similar characters, external influences, and limited number of coaches and financial resources. The conclusion of this study highlights the importance of the role of coach communication in shaping the character of students and formulating recommendations to increase the effectiveness of character development in Islamic boarding schools.

Abstrak

Kata

Karakter;
komunikasi;
Kebijakan; Siswa

Kunci:

Penelitian ini bertujuan untuk memperoleh gambaran mengenai karakter santri Pondok Pesantren Ansharussunnah, menganalisis peran komunikasi Pembina dalam meningkatkan karakter santri, serta mengidentifikasi faktor pendukung dan

penghambat yang dihadapi oleh Pembina dalam proses tersebut. Metode penelitian yang digunakan adalah kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi selama dua bulan di Pondok Pesantren Ansharussunnah Kabupaten Polewali Mandar Sulawesi Barat. Hasil penelitian menunjukkan bahwa peran komunikasi Pembina dalam meningkatkan karakter santri melibatkan komunikasi verbal seperti kegiatan taklim dan pembiasaan adab, serta komunikasi nonverbal melalui keteladanan yang ditunjukkan oleh Pembina. Faktor pendukung meliputi pembiasaan adab, kegiatan taklim tentang adab, dan layanan kesehatan, sedangkan faktor penghambat mencakup masuknya santri secara terpaksa, interaksi antarsantri dengan karakter serupa, pengaruh eksternal, serta keterbatasan jumlah Pembina dan sumber daya finansial. Kesimpulan dari penelitian ini menyoroti pentingnya peran komunikasi Pembina dalam membentuk karakter santri serta merumuskan rekomendasi untuk meningkatkan efektivitas pembinaan karakter di pondok pesantren.

INTRODUCTION

Communication is a very important and complex aspect of human life. Interactions between individuals and others, both known and unknown, have great consequences for their lives (Morissan, 2013)

A coach is an individual who is responsible for leading, teaching and directing individuals or groups to achieve certain goals. The role of a Mentor can be found in many situations such as education, sports, community organizations or social activities.

Coaches are a crucial element in Islamic boarding schools. The task of the Supervisor is not only limited to the transfer of knowledge, skills, and values, but also as an example for the students. In this case, the Supervisor plays an important role in nurturing, shaping, and developing the character of students so that they become individuals who have

noble morals, knowledge, and independence, and act in accordance with religious norms in daily life. (Nurmaya Medopa & MZ Muttaqien, 2023)

This research is based on a phenomenon in society that shows that the younger generation lacks good character in terms of ethics. Educational institutions are also not optimal in instilling values, ideals, and motivations that can encourage the younger generation to have a good personality. In addition, parents' knowledge of how to shape children's character to have a good personality in terms of ethics is also limited. Based on the identification of these problems, the researcher is interested in better understanding the role of coach communication, especially in Islamic boarding schools, in improving the character of students. The impact of the failure to form character

caused a moral and ethical crisis for students. This is the motivation and focus of the researcher in studying the Role of Communication The role of communication of the Supervisor in Improving the Character of the Students of the Ansharussunnah Islamic Boarding School, Polewali Mandar Regency.

RESEARCH METHODS

This research is a qualitative research conducted at the Ansharussunnah Islamic Boarding School, Polewali Mandar Regency. The data collection techniques used are participatory observation, in-depth interviews, and document analysis, with a focus on the role of coach communication in improving the character of students. This research aims to understand how Coach communication affects the formation of students' character, as well as to identify effective communication strategies in improving their ethics. From the results of data analysis, the conclusion drawing technique used is data triangulation, by comparing the results of observations, interviews, and document analysis to obtain a deep understanding of the phenomenon being studied. The conclusion of this study is expected to provide new insights into the importance of the role of coach communication in shaping the character of students in Islamic boarding schools, as well as provide strategic recommendations to improve the

effectiveness of communication in this context..

RESULTS AND DISCUSSION

Definition of Role

According to KBBI, a role is an action or task that is played or carried out (KBBI 2014). The definition of a role includes activities carried out or played by individuals with a certain position or status in an organization.

According to terminology, role refers to the set of behaviors expected of an individual who has a position in society. In United Kingdom, the term for role is "*role*", which is defined as "the duty or obligation of a person in carrying out a job or undertaking". Thus, role can be interpreted as a pattern of behavior expected of a person who has a certain position in society. Meanwhile, role refers to the actions taken by a person in an event or situation (Syamsir, Torang, 2014).

Definition of Communication

According to Onong Uchjana Effendi, communication is a structured effort to clearly formulate the principles of information delivery as well as the formation of opinions and attitudes. To understand the meaning of communication effectively, communication scholars often quote Harold Lasswell's views in his work entitled "*The Structure and Function of Communication in Society*". According

to Lasswell's view, communication includes elements such as communicators, messages, media, communicators, and effects. Thus, Onong Uchjana Effendi concluded that communication is a process in which communicators convey messages to communicators through media which then produce certain effects (Onong Uchjana Effendi, 2009)

To establish interaction with humans, it is important to understand the principles of communication to prevent misunderstandings in communication. The term principle by William B. Gudykunst is called communication assumptions. Larry A. Samovar and Richard E. Porter call it a communication characteristic. Deddy Mulyana, created a new term, namely the principles of communication. The following are 15 principles of communication, namely (Deddy Mulyana, 2007):

a. Communication is a symbolic process

Communication is something that is dynamic, circular and does not end at a point, but continues to be sustainable.

b. Every behavior has the potential for communication

Everyone is not value-free, when the person does not intend to communicate something, but is interpreted by others, then the person is already involved in the process of communicating. A person's gestures, facial expressions (non-verbal communication) can be interpreted by others as a stimulus.

c. Communication includes the dimension of content and relationships

Communication, related to the real world or something that is outside (external to the speaker and listener). But, at the same time, communication also concerns the relationship between the two parties. For example, a supervisor might say to his subordinates, "Come to my room after this meeting." This simple message has a content aspect and a relational aspect.

d. The communication took place at various levels of intentionality

Every act of communication carried out by a person can occur ranging from a low level of intentionality, meaning an unplanned act of communication (anything that will be said or anything that will be done in detail and detail), to a truly deliberate act of communication (the communicator expects a response and hopes that the goal will be achieved). Communication occurs in the context of space and time

Communication messages sent by communicators both verbally and non-verbally are adjusted to the place, where the communication process takes place, to whom the message is sent and when the communication takes place.

e. Communication involves predicting the participants of the communication

It is unimaginable if people carry out communication actions outside the norms that apply in society. If we smile then we can predict that the recipient

will reply with a smile, if we greet someone then that person will return our greeting. Such a prediction will make a person calm in the communication process.

f. Communication is a Signal Packet

Verbal and nonverbal behaviors reinforce and support each other. All parts of a messaging system usually work together to communicate a specific meaning. We don't express fear with words while our whole body is relaxed. We don't express anger while smiling. The whole body—both verbally and nonverbally—works together to express our thoughts and feelings.

g. Communication is systemic

Each person contains an internal side that is influenced by cultural background, values, customs, experiences and education. How a person communicates is influenced by several internal things. Internal aspects such as the family environment and the environment in which he socializes influence how he performs communication acts.

h. The more similar the socio-cultural background, the more effective communication will be

If two people communicate from the same tribe, the same education, then there is a tendency for the two parties to have the same material to communicate with each other. Both parties have the same meaning for the symbols that are exchanged with each other.

i. Communication is non-sequential

The communication process is circular in the sense that it does not take place in one direction. Involves a response or response as proof that the message sent is received and understood.

j. Communication is processual, dynamic and transactional

The consequence of the principle that communication is a process is that communication is dynamic and transactional. There is a process of giving and receiving information between the parties who communicate.

k. Communication is an Adjustment Process

Communication can only occur when the communicators use the same signal system. You won't be able to communicate with others if your language system is different. However, this principle becomes especially relevant when we realize that no two people use the exact same gesture system. Parents and children, for example, not only have different words, but also have different meanings for the terms they use.

l. Communication is irreversible

Everyone who carries out the communication process cannot control in such a way the effect caused by the message sent. Communication is irrevocable, if someone has said hurt others, then the effect of hurt will not just disappear on the other person.

m. Communication is not a solution to problems

In the sense that communication is not the only panacea that can be used to solve problems.

Definition of Islamic Boarding School

An Islamic boarding school is an Islamic da'wah institution that has a traditional character, which provides the function of teaching, understanding, appreciation, and experience in Islamic teachings with an emphasis on the importance of religious morals as a guide in daily life. Islamic boarding schools play a role as a religious education institution and also as a community of students who study Islamic religious knowledge. In addition to being synonymous with Islam, Islamic boarding schools also have authenticity and Indonesia characteristics. In developing educational institutions with a religious focus such as Madrasah, it is necessary to avoid falling into the excessive flow of changing times, especially in the phenomenon of commercialization of educational services (Agus Maimun, Agus Zaenal Fitri, 2010)

Forms of Communication Applied by Coaches in Improving the Character of Ansharussunnah Islamic Boarding School Students

Character formation in Islam, also known as Islamic morality, is based on the Quran and the hadith of the Prophet. Thus, the concept of good and bad in Islamic character has standards set by the Qur'an and the Prophet's

Hadith, not by the general view of human beings. When measured by human standards, what is considered good or bad can vary. A person's actions or attitudes may be considered right and good by one individual, but can be seen differently by others. And vice versa, what is considered bad by one individual, may be considered good by others.

Communication is an important part of our daily lives, starting from the moment we wake up until we go back to sleep. Communication activities continue around the clock. Communication involves the process of conveying information involving two main parties: the communicator as the sender of the message, and the communicant as the recipient of the message. In the process of character formation, good communication between communicators and communicants is required.

In this context, supervisors and ustadz have a very important role in shaping the character of their students. Through communication, the supervisor can form the character of the student in accordance with the expectations of the parents, which is based on the Quran and As-Sunnah. The success or failure of the formation of the character of the students depends largely on the communication approach applied by the supervisor.

Regarding the communication applied in shaping the character of

students, the author conducted an interview with Ustadz Bustamin, S.Pd.I, the leader of the Ansharssunnah Islamic Boarding School, who emphasized the importance of effective communication that is in line with the teachings of the Quran and hadith. He highlighted that supervisors must use methods during learning or taklim that ensure students understand the content, resulting in positive changes in their character. In addition, the supervisor also exemplifies good behavior as a form of nonverbal communication. This approach is in line with the concept of communication in the Qur'an which emphasizes clear and convincing communication to make a lasting impression on the listener.

Therefore, the role of communication of supervisors or teachers is very important in character formation, both in schools and Islamic boarding schools. When effective communication is implemented, it helps in the development of the character of the students according to expectations. According to Ustadz Anshar, communication is mainly one-way, coupled with religious lectures that focus on character education, and nonverbal communication through behavior, allowing students to imitate the character of their supervisors.

Based on the above explanation, the types of communication used by supervisors to shape the character of students are divided into verbal and nonverbal. This approach is also supported by Ustadz Ramlan, who

emphasized the importance of two-way communication, where students listen to instructions from their supervisors, and supervisors provide positive examples for their students to follow. This communication approach emphasizes the role of supervisors as role models for students.

Observation during the teaching and learning process and other activities requires supervisors and teachers to set an example for their students in dressing, behaving, and behaving, because students tend to imitate what their supervisors show. Another communication method used to provide character education is through religious lectures or taklim sessions, which are carried out regularly in Islamic boarding schools. This session covers topics such as ethics, biography, aqidah, and fiqh, in line with the teachings of the Quran and As-Sunnah to form students with good ethics.

In addition, supervisors impose sanctions on students to enforce discipline and responsibility, with the aim of providing learning experiences and shaping the character of students. The sanctions vary depending on the type of violation committed by the student, such as violations related to beliefs, worship, ethics, and other matters related to the pesantren. This sanction is not to punish students, but to provide lessons and teach them responsibility. This classification of sanctions reflects the intention to provide appropriate and coaching

punishments, in line with the purpose of character formation and responsibility for students.

Overall, the forms of communication applied by supervisors in improving the character of students are divided into verbal and nonverbal communication. Verbal communication includes religious lectures during taklim sessions and two-way communication between supervisors and students. Nonverbal communication includes enforcing rules through sanctions and mentors setting examples in dress, attitude, and behavior.

The Role of Coach Communication in Improving the Character of Students

The ability to communicate effectively with students is an important aspect that must be possessed by a Coach. The role of communication Coaches in improving the character of students is considered crucial in the learning process, with the aim that students can actively develop their potential in various aspects, including spirituality, self-control, personality development, intelligence, noble character, and skills that are useful both for themselves and in society.

In this study, an interview was conducted with Ustadz Anshar, a supervisor of the Ansharussunnah Islamic Boarding School, who emphasized the importance of communication in his role as a coach. He emphasized that a good relationship between coaches and students is very

important, because coaches replace the role of parents for students. Coaches must ensure mutual understanding with students, because the success of students is greatly influenced by the extent to which coaches guide them.

A similar statement was also delivered by Ustadz Bustamin, the Head of the Ansharussunnah Islamic Boarding School, who emphasized the importance of communication in the development of students. Because students live far from their parents, coaches are the ones they need to communicate when there is something that needs to be conveyed.

The results of the interview show that not only the communication role of the coach is important, but also the basic communication skills that every coach must have. The students felt that the coaches at the Islamic boarding school carried out their roles well, both in communication and in daily actions. Although there are students who initially feel awkward in communicating with the coaches, the role of the coaches to approach the students makes the relationship between the coaches and the students better.

From the results of the research and interviews, it can be concluded that:

Coaches replace the role of parents and have an important role in the development of the character of students in Islamic boarding schools.

The role of coach communication is very decisive in the formation of student character, and the success of character formation is highly dependent on the

communication of the coach with the student.

The role of coach communication in various activities in Islamic boarding schools, such as learning methods, taklim activities, two-way communication, and sanctions, is very influential in shaping the character of students.

Supporting factors and obstacles faced by the Supervisor in the process of Character Development of students

In the process of fostering the character of students at the Ansharussunnah Islamic Boarding School, the Trustees and ustadz sometimes face several obstacles that slow down the process. These factors can come from the students themselves or from the surrounding environment.

Ustadz Bustamin, the Head of the Ansharussunnah Islamic Boarding School, highlighted that one of the inhibiting factors is the motivation of students who only come from their parents' encouragement to enter the boarding school. This makes the change in the character of students slow because they do not fully have internal motivation. For example, some students may be reluctant to clean the environment unless told to do so or if they are made angry first. Coaches must familiarize students with the correct manners through habituation and taklim. Another factor is the interaction between students who have similar characters, which can make it difficult

to change positively. The solution is to separate students with bad character so that they do not influence each other.

Another inhibiting factor is the influence of the outside environment, as conveyed by Ustadz Irfan Jaya. Students who are often allowed to go home can experience a change in character after returning to the cottage. The coach must regulate student permits and provide sanctions to ensure discipline. Discipline enforcement is important to develop a strong character among students.

In addition to these factors, Ustadz Ramlan also highlighted the problem of the lack of number of coaches. With 36 students per coach, coaching is hampered. Finance is also an inhibiting factor, because some guardians of students do not pay education fees. This affects the operations of Islamic boarding schools and their ability to recruit additional coaches.

Although there are various inhibiting factors, there are also supporting factors that help develop the character of students at the Ansharussunnah Islamic Boarding School. Habituation of manners, taklim activities, adequate facilities and infrastructure, and attention to the health of students are important supporting factors. Coaches must create an environment that supports positive character growth among students.

By understanding these supporting and inhibiting factors, the Trustees can develop more effective strategies to foster the character of students and

create an environment that supports their growth optimally.

CONCLUSION

From the results of interviews, observations, and data collection, the author concludes that, the description of the character of Islamic boarding school students, namely like students in general, varies greatly, some enter the boarding school because of the wishes of both parents and some enter the boarding school because of their own desires where the percentage of students entering the boarding school because they are forced to be greater. So there are most students who are still difficult to manage because they are not used to the culture in Islamic boarding schools. However, the Trustees hope that the character of the students can change for the better with the character formation process carried out, so as to create students with good morals.

The role of communication of the Supervisor at the Ansharussunnah Islamic Boarding School plays a very important role in shaping the character of students through learning methods, taklim activities, two-way communication, sanctioning, and subjective roles as a substitute for parents. Therefore, the coach's communication approach is the main key in achieving the expected character formation goals. The form of communication implemented by the

Trustees is to implement verbal and non-verbal communication in accordance with Islamic teachings. Verbal communication applied in the form of taklim activities and the use of easy-to-understand language and non-verbal communication applied by the Trustees is to provide good examples starting from dressing, behaving, and behaving so that they can be emulated by the students. Then another method used in shaping the character of students is by providing sanctions for those who violate the rules, so that students get a deterrent effect, lessons, and can be responsible for the actions that have been done.

The supporting factors of the Supervisor in building the character of the students are by habituating good manners to the students, the existence of taklim activities about manners which are carried out twice a week, the existence of facilities and infrastructure, and in the health factor where the Islamic Boarding School collaborates with one of the health clinics so that it can be a solution for the physical health of the students. The inhibiting factors are because most of the students enter the cottage because they are forced to, when the students are equally bad when they meet, influence from the outside, and the lack of coaches and depleted finances.

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