



DESCRIPTIVE STUDY: COMMUNICATION IN LEARNING AT BOARDING SCHOOL-BASED HIGH SCHOOLS IN INDONESIA

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Abstract:

This study aims to analyze the comparison of communication patterns in five boarding school-based junior high schools in Indonesia, namely Raudlatul Musthofa Junior High School, Insan Cendekia Madani Junior High School, Al-Kausar Boarding School, Al-Hikmah Boarding School Batu, and Dwiwarna Boarding School. Using a descriptive qualitative approach, this research explores teacher-student communication patterns in supporting learning and character building. Data was collected through literature study from relevant journals and theses. The results show that effective communication between teachers and students contributes significantly to the learning process. However, there are challenges such as semantic barriers, ecological barriers, and limited time for personal interaction. By overcoming these challenges, each school can create a more conducive learning environment. This research provides insights for the development of communication strategies in the context of boarding school education in Indonesia.

Keywords: Educational Communication, Boarding School, Communication Patterns

INTRODUCTION

As social creatures, humans are unable to survive alone without the help of others. To meet their needs, communication is one of the tools to fulfill human needs. According to Harold D. Laswell stated communication as an answer to the question: "Who says what in which channel to whom with what effect?" which means 'Who delivers what, through which medium, to whom, with what impact?'. According to Laswell, communication includes 5 main components. The 5 components are: communicator, media, message, communicant, and effect. This model underlines the importance of understanding the purpose of communication and the results it achieves. With this review, it can be concluded that communication is a mechanism that involves the exchange of messages with the aim of understanding, influencing, or building connections.

In the life cycle, communication interactions have started even before the baby is born, more specifically when the baby is still in the womb. The fetus in the womb has begun to respond to stimuli that arise from the surrounding environment, can be through sound, vibration, and even begin to recognize the voice of his mother. In the second trimester of pregnancy, fetal hearing has begun to develop, and in the third trimester, the fetus is able to recognize its mother's voice, and can even interact with certain sounds, such as the sound of conversation or the sound of music. This is an early form of communication.

From birth, communication continues to develop periodically. Newborns communicate through non-verbal cues, such as crying to express their discomfort or needs, and reacting to physical touch and sounds. Verbal communication skills progress as the child grows, starting with babbling to uttering the first words. Thus, the communication process begins in the prenatal stage (in the womb) and then

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develops rapidly after the baby is born, supported through various forms of interaction. Therefore, communication is an essential element of everyday life.

Communication can occur anywhere, including the family environment, the environment of friends, even in the school environment communication can also occur. In the world of education, communication activities are something that is inherent with educational activities themselves. Because the educational process takes place through communication activities. The communication factor greatly influences the development of the teaching and learning process. In the learning process between teachers and students there will be an interaction between them. To achieve learning interaction, of course, there is clear communication between the teacher as a teacher and students as learners, so that the two activities of teaching (teacher effort) and learning (student tasks) are united to achieve the desired learning objectives. Communication that is well established between teachers and students will lead to effective results. All the words and behavior of the teacher will affect the students, because the teacher is actually *digugu lan imitated*.

Teachers are very instrumental in helping the development of students to realize their dreams and goals optimally. This statement arises because not all parents have good abilities in terms of knowledge, experience, and time availability. Thus, parents hand over their children to teachers at school with the hope that the child will get optimal teaching and education. In this regard, teachers need to pay attention to individual students because each student has a different character. Thus, communication is one of the keys to success in the world of education.

Communication is very important for every human being, without communication it will make it difficult to interact with other people. Likewise in schools where the learning process involves teachers and students with interactions that connect the two. Psychology expert Dr. Deddy Mulyana states that "The main need for spiritually healthy humans is the need for friendly social relationships, which can only be fulfilled by building good relationships with others". A bad communication relationship means that communication will not happen.

Nana Sudjana suggests that there are 3 communication patterns that can be used or that occur in the process of teacher and student interaction as follows:

1. Communication as action or one-way communication.

In communication, the teacher acts as a giver of action and students as recipients of action. Teachers are active, students are passive. Teaching is seen as an activity of delivering learning materials.

2. Communication as interaction or two-way communication.

In this communication, teachers and students can play a role, namely the giver of action and the recipient of action. Both can give and receive each other. This communication is better than the first, because the activities of teachers and students are relatively the same.

3. Many-way communication or communication as a transaction.

That is communication that not only involves dynamic interaction between teachers and students but also involves dynamic interaction between one student and another. The teaching and learning process with this communication pattern directs the teaching process that develops student activities optimally, so that

students learn discussion, active, simulation is a strategy that can develop this communication.

In the pattern of a learning communication, some teachers (communicators) have not been able to convey their messages well, so students (communicants) will also find it difficult to understand and interpret the messages conveyed by the teacher. The difficulty of students in understanding this message can be caused by several things, one of which is the situational context. This can be corrected by sensitivity by the communicator to the communicant's reaction expressed through his body language. Basically, communication is a message delivery activity. The communication process involves two parties, each of which aims to build a meaning so that both understand what is communicated.

In this study, researchers examined some communication in learning from various Boarding School-based junior high schools. This research uses qualitative methods because the data sources analyzed are journals and theses that are relevant and in-depth and have a focus on understanding phenomena descriptively. This method allows researchers to interpret non-numerical information in a detailed and comprehensive manner.

RESEARCH METHODS

Pada This research uses a qualitative approach with the aim of examining phenomena intensively through descriptive data analysis. This qualitative method allows researchers to explore information from various sources in detail, resulting in a comprehensive understanding of the issue being studied. According to Sugiyono (2017), qualitative methods are used to understand social phenomena in depth and thoroughly. Qualitative research is suitable for exploring the meaning, thoughts, or experiences of individuals that are difficult to measure quantitatively. Meanwhile, according to Moleong (2019), emphasizes that qualitative methods are used to examine natural objects where the researcher acts as the main instrument. This method is very effective for producing descriptive data in the form of written or spoken words that relate to meaning and context.

With several expert perspectives on qualitative research, researchers finally chose qualitative methods for the following reasons:

1. Descriptive and Interpretative Approach:

The qualitative method is suitable if applied because this research aims to deepen the meaning, context, and patterns contained in the journal or thesis being analyzed.

2. Varied and Relevant Data Sources:

The data taken comes from journals and theses that have descriptive information, concept analysis, or phenomena that cannot be directly assessed.

3. Suitability to Research Objectives:

Qualitative methods provide the freedom to explore complex details from relevant sources, allowing researchers to develop more understanding than using quantitative methods.

4. Deep Perspective Advantage:

If the purpose of the research is to understand the meanings and patterns in text data, qualitative methods are a very appropriate choice of approach to produce a comprehensive analysis.

The method of data gathering in this research was conducted through a literature study. This research literature study analyzes various academic journals and theses that are relevant to the research topic. These sources were selectively sorted on the basis of their credibility and relevance, in order to provide a more in-depth and comprehensive overview of the phenomenon under study.

Data collection through journals and theses conducted by researchers is taken from previous studies that have been tested and verified. The journals used by the researcher also contain more rigorous and data-driven analysis, while the theses provide a more localized and contextualized perspective that is appropriate to the specific research area. By integrating these two sources, the researcher was able to obtain more varied sources and broaden the horizons to support the analysis and research findings.

The use of this method also provides a variety of strong theoretical foundations so that it can strengthen the truth of the research results, because the data collected comes from sources that have proven quality, relevance, and accountability.

RESULTS AND DISCUSSION

Result

This section describes some of the main findings from various studies on the role and effects of communication in learning in boarding schools. The data presented are obtained from the analysis of literature and studies that have been collected:

1. Raudlatul Musthofa Junior High School

Raudlatul Musthofa Junior High School is a boarding school located in Rejotangan, Tulungagung, with a total of 350 students and 35 teachers. Not only focusing on academic aspects, this junior high school also explores student character development through holistic learning. In this context, communication between teachers and students plays a very important role in creating the desired learning outcomes.

Communication between teachers and students at Raudlatul Musthofa Junior High School is quite good. Teachers are not only teachers, but also mentors who are closer to their students. An open and friendly communication approach makes students feel comfortable to interact, ask questions, and share opinions. Not only delivering subject matter, teachers also play an active role in student character building. This effective communication is supported by regular trainings attended by teachers, which are useful for improving the ability of teachers to communicate with students effectively and better.

The Guidance Counseling (BK) teacher at Raudlatul Musthofa Junior High School has a very important role in supporting the emotional development and mental development of students. Not only do they provide consultation to students with problems, but they also provide a space for open sharing for anyone who wants to talk or share their feelings or problems they are facing. This shows the school's commitment to creating a more inclusive and supportive atmosphere among school members.

Although the communication between teachers and students at Raudlatul Musthofa Junior High School is quite good, there are still some shortcomings related

to intensive interaction. The teachers in this junior high school do not stay 24 hours with the students in the dormitory. The presence of teachers is limited to school hours only, after which students interact more with the boarding school administrators who are responsible for student activities outside of school hours. This reduces the opportunity for students to get closer and interact directly with teachers, especially in certain circumstances that require more in-depth guidance. From the aspect of developing students' skills, Raudlatul Musthofa Junior High School also supports students to actively participate in competitions outside of school. These activities not only aim to hone students' academic and physical skills, but also help students in developing communication and mental skills to be more courageous and strong. By participating in various competitions, students can learn to interact with other participants with more confidence.

2. Insan Cendekia Madani Junior High School

Insan Cendekia Madani (ICM) Junior High School in South Tangerang, Banten, is a boarding-based school that implements the National Curriculum with Cambridge Curriculum for some compulsory subjects such as Math, English, and Science. As a boarding school, students are required to live in the dormitory for the duration of their education. Communication between teachers and students is structured to create effective communication and support the learning process. In addition, ICM also implements a gender-grouped class system. This approach allows teachers to customize communication and teaching methods to suit the specific needs of male and female students, creating a conducive learning environment.

Teachers at ICM not only play a role as teachers in the classroom, but also in guiding dormitory life. Interactions that occur outside formal class hours, such as religious activities and daily life in the dormitory, strengthen the relationship between teachers and students. This encourages open communication between the two, so that communication can be more in-depth and can help in the formation of student character.

ICM also implements the Madani Curriculum, which integrates Islamic values in the learning process. Teachers play an active role in delivering material by combining 2 aspects, namely spiritual and academic, so that communication includes Islamic moral and ethical development.

Through several extracurricular activities, such as the Al-Qur'an program and Arabic language learning, teachers can interact with students in a broader perspective. This allows for more varied and in-depth communication, which can help students develop their skills.

However, there are some challenges that can affect the effectiveness of communication in the school environment. Different backgrounds, languages and cultures between teachers and students can lead to misunderstandings in communication if not managed properly. In addition, some students may feel shy or afraid to interact with teachers or other students, especially if there is a significant gap in age and authority. These feelings can be an obstacle to effective communication which results in a lack of student participation in learning. Teachers' time constraints and busy schedules, such as their role in dormitory life, can also

limit their time to interact individually with each student. This can affect the quality of communication as well as the attention given.

Overall, Insan Cendekia Madani Junior High School has agreed to improve communication and guidance to students through various programs and activities. However, several challenges such as the diversity of student characteristics and limited human resources need to be overcome in order to achieve optimal effectiveness in the learning and coaching process.

One important aspect of communication at ICM is the ideal teacher-student ratio of 1:12, with 2 teachers for 24 students. This ratio makes it easier for teachers to communicate personally with their students, so that communication can run more effectively.

3. SMP Al-Kausar Boarding School

Al-Kausar Junior High School is a boarding-based school located in Sukabumi, West Java. According to the 2019/2020 school year report, it enrolled 46 new students. This reflects the school's focus on maintaining a small but quality student community. At Al Kausar Boarding School, communication between teachers and students is structured to build close relationships and support students' academic and character development. Teachers play an active role as educators and mentors in students' daily lives, forming a conducive learning atmosphere and encouraging students' activeness in the learning process.

However, some challenges in communication can also arise. Limited time for personal interaction between teachers and students outside of formal class hours can hinder the opportunity for teachers to explore the individual needs of each student. In addition, by implementing technology-integrated learning system, such as Learning Content Management System (LCMS), there is a possibility that not all teachers and students have the same level of skill or comfort in utilizing the technology, which may affect the effectiveness of communication in digital-based learning process.

To face these challenges, it is necessary for Al Kausar Boarding School to strengthen efficient communication strategies between teachers and students, as well as provide continuous training for teachers in integrating learning technology, so that the learning process can take place optimally.

4. SMP Al-Hikmah Boarding School Batu

At SMP Al Hikmah Boarding School Batu, communication and interaction between teachers and students are organized to build close relationships and support students' academic and character development. Teachers act as educators as well as mentors in students' daily lives, creating a supportive learning atmosphere and encouraging students' active involvement in the teaching and learning process.

However, some barriers to communication may occur. Limited time for personal interaction between teachers and students outside of formal class hours can reduce opportunities for teachers to understand the individual needs of each student. In addition, with the implementation of technology-based learning system, such as Learning Content Management System (LCMS), there is a possibility that not all teachers and students have the same comfort level or proficiency in using the technology, which may affect the smooth communication in digital learning.

To deal with these obstacles, it is necessary for SMP Al Hikmah Boarding School Batu to continue to develop effective communication strategies between teachers and students, as well as provide continuous training for teachers in utilizing educational technology, so that the learning process can take place optimally.

5. Al-Azhar Syifa Budi Junior High School

Al-Azhar Junior High School is a boarding-based school with a modern Islamic concept with locations spread across Indonesia. Communication between teachers and students at Al-Azhar Syifa Budi Junior High School plays an important role in the learning process and character building of students. Teachers function as active companions in students' educational journey, not only providing academic direction but also nurturing their emotional and social development. This approach creates a safe, comfortable and supportive learning atmosphere, encouraging students to actively participate in learning while building important social and communication skills for the future.

However, there are some challenges in communicating between teachers and students at SMP Al-Azhar Syifa Budi. One of the challenges that has been identified is that not all students have high motivation to learn, especially in Al-Azhar Syifa Budi Junior High School Solo. This can affect the effectiveness of the interaction between teachers and students, as students with low motivation tend to be less responsive to communication and guidance from teachers.

In addition, some parents of students expressed concerns regarding the school's readiness to implement health protocols during face-to-face learning (PTM). These concerns can affect communication between teachers, students and parents, especially in building trust and ensuring a smooth learning process.

To overcome these obstacles, it is necessary for Al-Azhar Syifa Budi Junior High School to continue to improve effective communication strategies between teachers and students, as well as actively involve parents in the education process to create a better learning atmosphere and support the optimal development of students.

6. SMP Dwiwarna Boarding School

SMP Dwiwarna Boarding School adopts a boarding education system that allows intensive interaction and communication between teachers and students. This environment is structured to create a supportive learning atmosphere, where teachers act as both teachers and mentors in students' daily lives.

Teachers at SMP Dwiwarna Boarding School are expected to have a democratic and sympathetic attitude, so as to create a pleasant learning atmosphere. This approach motivates students to participate more actively in the learning process, feel comfortable if they ask questions or express opinions, so that communication between teachers and students becomes more effective.

In addition, this school places great emphasis on extracurricular activities and self-development programs that involve interaction between teachers and students outside of formal lesson hours. Activities such as social services, religious studies, and life skills training are designed to strengthen interpersonal relationships and communication between teachers and students, while at the same time shaping students' characters who are religious and care about others.

Overall, communication between teachers and students at SMP Dwiwarna Boarding School is supported by an intensive boarding education system, a democratic teaching approach, and various self-development activities that strengthen positive interactions between teachers and students.

Although SMP Dwiwarna Boarding School has tried to create a very conducive learning environment through a fairly conducive communication between teachers and students, some barriers in communication can still arise. One of the most common barriers is the semantic barrier, where differences in understanding of terms or language used can lead to misinterpretation between teachers and students. In addition, ecological barriers, such as unfavorable physical environmental conditions, can also affect the effectiveness of communication. To overcome these challenges, efforts are needed for teachers and students to always improve their communication skills, including active listening skills and conveying messages clearly, as well as creating situations conducive to effective interaction.

Discussion

Communication between teachers and students at Raudlatul Musthofa Junior High School, Insan Cendekia Madani Junior High School, Al-Kausar Boarding School, Al-Hikmah Boarding School Batu, Al-Azhar Syifa Budi Junior High School, and Dwiwarna Boarding School plays a crucial role in creating a constructive learning environment that supports students' character development. At **Raudlatul Musthofa Junior High School**, located in Rejotangan, Tulungagung, the communication relationship between teachers and students is good. Not only do teachers function as teachers, but they also participate as mentors who are close to students, using an open and friendly communication approach. The Guidance and Counseling (BK) teacher at this school plays a significant role in supporting students' emotional and mental development by providing a discussion space for anyone who needs support for their feelings or problems. Even so, the limited time to interact outside formal class hours is a challenge, as teachers do not stay 24 hours with students in the dormitory.

Insan Cendekia Madani Junior High School in South Tangerang, Banten, implements a gender-qualified class system, which allows teachers to customize communication and teaching methods to suit the specific needs of male and female students. Beyond their role as classroom teachers, teachers at ICM also act as life coaches in the dormitory, strengthening relationships through interactions outside of formal class hours such as religious activities and daily activities in the dormitory that can strengthen the relationship between teachers and students. However, challenges such as differences in background, culture, and language between teachers and students can cause misinterpretation in communication if not managed properly. In addition, limited time and teachers' busy schedules outside the classroom, such as dormitory activities, can also limit their opportunities for personal interaction with each student, affecting the quality of communication and attention given.

SMP Al-Kausar Boarding School in Sukabumi, West Java, with a focus on a small but quality student community, strives to create close relationships between teachers and students to support students' academic and character development. Teachers act as active educators and mentors in students' daily lives, creating a

supportive learning environment and encouraging active student participation in the learning process. However, the limited time for personal interaction between teachers and students outside formal class hours, as well as the gap in comfort level or skills in utilizing learning technology, are challenges that can affect the effectiveness of communication in digital learning.

SMP Al-Hikmah Boarding School Batu, with a similar approach, seeks to create a close relationship between teachers and students to encourage students' academic and character development. Teachers play an important role as educators and mentors in students' daily lives, creating a supportive learning atmosphere and encouraging active student participation. However, similar challenges arise regarding the limited time for personal interaction between teachers and students outside formal class hours, as well as the level of comfort or skill in utilizing learning technology, which can affect the quality of communication.

Al-Azhar Syifa Budi Junior High School, with its modern Islamic touch based on dormitories, places communication between teachers and students as an important element in the learning process as well as the development of student character. Teachers act as active companions who not only provide academic guidance, but also support their emotional and social well-being. This approach creates a safe, comfortable and productive learning environment, encouraging students to actively engage in learning and build essential social and communication skills for the future. However, low motivation to learn for some students as well as parental concerns regarding the school's readiness to implement health protocols during face-to-face learning, may affect communication between teachers, students and parents.

SMP Dwiwarna Boarding School, with its boarding education system that allows intensive interaction and communication between teachers and students, is designed to create a conducive learning atmosphere. Teachers are expected to have a democratic and sympathetic attitude, which can create a pleasant learning atmosphere and encourage students to participate more actively in the learning process. In addition, this school emphasizes the importance of extracurricular activities and self-development programs that involve interaction between teachers and students outside the classroom, such as social services, religious studies and life skills programs, which are designed to strengthen interpersonal relationships and communication between teachers and students and shape students' religious and caring characters. However, challenges such as semantic and ecological barriers can affect the effectiveness of communication, making it important for teachers and students to improve their communication skills and create an environment conducive to effective interaction.

Overall, although each school has its own approach and challenges in building communication between teachers and students, all are committed to creating a conducive learning environment and supporting students' character development through effective and meaningful interactions.

CONCLUSION

Communication between teachers and students in boarding schools, such as Raudlatul Musthofa Junior High School, Insan Cendekia Madani, Al-Kausar

Boarding School, Al-Hikmah Boarding School, and Dwiwarna Junior High School, plays a crucial role in creating a supportive learning environment. Teachers act not only as teachers but also as mentors who support students' academic, emotional and character development. Schools such as Raudlatul Musthofa Junior High School provide a sharing space for students to share problems, while Insan Cendekia Madani integrates spiritual and academic values in learning. Even so, there are still some challenges, such as limited time for teacher interaction outside of school hours, cultural barriers, and the low motivation of some students to learn. Nonetheless, good communication efforts, supported by teacher training, supporting facilities and extracurricular programs, have helped students develop their social, mental and communication skills. Every school can overcome these challenges with the right strategies to create more inclusive and deeper relationships between teachers and students.

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