

Communication Strategies of Islamic Education Teachers in Instilling Islamic Values in Fourth-Grade Students at SDN 2 Bugi, Sorawolio District, Baubau City

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ABSTRACT

This study examines the communication strategies employed by Islamic Education teachers in instilling Islamic values in fourth-grade students at SD Negeri 2 Bugi. The need for effective communication strategies arises from the observed low application of Islamic values among students, which manifests in less polite behavior, low discipline, and ineffective teacher-student interactions. To address this issue, the fourth-grade Islamic Education teacher utilizes various communication strategies during classroom learning. This research adopts a descriptive method with a qualitative approach. The data sources include one class teacher and fourth-grade students at SD Negeri 2 Bugi. Data collection was conducted during the Islamic Education learning process, with interviews carried out after class sessions. The study was conducted from January 24 to March 23, 2025. Data analysis techniques were used to interpret the findings and provide insights into the effectiveness of the teacher's communication strategies in fostering Islamic values among students.

Keywords: *Communication strategies, Islamic values, Islamic Education, student behavior, qualitative research.*

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INTRODUCTION

Communication is a fundamental human social activity. It is in human nature to seek connections with others to overcome isolation and gain knowledge about their surroundings. Communication refers to the process of conveying messages from one person to another, either directly or indirectly, to inform or influence attitudes and opinions. It plays a crucial role in human life, enabling individuals to interact with one another through various forms of communication, ranging from simple to complex (Pohan & Fitria, 2021).

From the perspective of the communication process, education is an integral part of communication, as teaching involves two main components: the teacher as the communicator and the students as the communicants (Latifah et al., 2020). Both parties engage in verbal communication to ensure mutual understanding. Effective communication occurs when there is alignment between the message conveyed and the message received. In this context, teachers and students can be compared to the concept of mutualistic symbiosis, in which both parties benefit from their interaction. This relationship is built upon shared information and direct, face-to-face communication. The teacher, as the communicator, expects feedback from students regarding the ideas or messages conveyed, with the ultimate goal of influencing their attitudes and behaviors. This aligns with Affandi's perspective, as cited in (Mesiono, 2021), which states that the general functions of communication are informative, educative, persuasive, and recreational.

Islamic values hold significant importance due to their profound impact on shaping children's behavior in daily life. The primary goal of instilling Islamic values is to integrate

religious principles into everyday activities, influencing students' decision-making processes, behaviors, and social interactions (Sari & Haris, 2023). Therefore, Islamic education plays a crucial role in reinforcing these values among children. Various methods can be employed to instill religious values, including the habituation and exemplary methods (**Risnawati & Priyantoro, 2021**). The habituation method involves consistently engaging children in religious activities, such as praying before and after lessons. Meanwhile, the exemplary method requires educators and parents to serve as role models by demonstrating positive attitudes and behaviors that children can observe, imitate, and incorporate into their daily lives.

An effective communication strategy is essential in this process. A strong teacher-student communication dynamic fosters a deeper understanding of Islamic teachings. Therefore, teachers at SD Negeri 2 Bugi must implement communication methods that go beyond merely delivering information; they should also incorporate persuasive and motivational approaches to ensure that Islamic religious values are comprehended and embraced by students.

Observations at SD Negeri 2 Bugi revealed several challenges in teachers' communication strategies when instilling Islamic values. These challenges include students' low adherence to Islamic teachings, as evidenced by behaviors such as lack of manners, low discipline, and ineffective teacher communication. The strategies employed tend to be monotonous, leading to student passivity and a lack of interest in religious teachings. Furthermore, a moral decline among students is evident, marked by increasing negative behaviors, such as a lack of respect for teachers and low awareness of religious obligations. Additionally, technological advancements present further challenges for teachers in conveying Islamic religious values effectively.

Literature Review

According to Abdul (2017a) in his book *Learning Strategies*, the term "strategy" originates from both nouns and verbs in Greek. As a noun, *strategos* is a combination of the words *stratos* (military) and *ago* (leader). As a verb, *stratego* means to plan or organize actions. Mintzberg and Waters, as cited in Irsyad & Qomariah (2017), define strategy as a general pattern of decisions or actions. They state that strategies are realized as patterns in a stream of decisions or actions.

A strategy must be able to provide clear and accessible information to the general public. It should always address six key aspects, namely:

- (What?) What actions will be taken?
- (Why?) Why is this strategy necessary?
- (Who?) Who will be responsible for implementing the strategy?
- (How much?) What are the costs associated with the strategy?
- (How long?) How much time is required to implement the strategy?
- (Output?) What results can be expected from the strategy?

Strategy is essentially a process of planning and management aimed at achieving specific goals. However, in achieving these goals, a strategy should not only serve as a guide but must also provide an overview of the operational steps and techniques required for execution (Hadi, 2019). Etymologically, the word "communication" comes from Latin, derived from *cum*, a preposition meaning "with" or "together with," and *unus*, a numeral meaning "one." These words reflect the fundamental meaning of communication as a process that connects individuals, enabling them to share information and understanding (Taufik, 2020). Communication can be defined as the process of establishing a shared meaning between a communicator and a communicant. Furthermore, communication plays a crucial role in human life as a fundamental social process. It is considered fundamental because every individual, whether in primitive or modern societies, relies on communication to maintain

agreements regarding social norms and rules (Masdul, 2018). Communication goes beyond the mere exchange of ideas; it is a structured process used to convey messages and influence the opinions or behaviors of the message recipient.

Communication is an essential human activity that facilitates the understanding of messages between a communicator and a communicant. The outcome of this interaction is feedback, which is also referred to as the effect of communication. Communication activities are not just about delivering information; they are also persuasive in nature. This means that communication involves persuading, inviting, or instructing someone to act in accordance with the conveyed message.

According to Harold D. Lasswell, as cited by Effendy (2020), effective communication must maintain the integrity of its core elements. These elements include: a) Communicator – the person who delivers the message, either directly or indirectly, to an audience. b) Message – the information, ideas, or thoughts being communicated. c) Media – the tools or channels used to deliver the message to the recipient. d) Communicant – the person who receives and interprets the message. e) Effect – the response, acceptance, or rejection of the message by the recipient.

A strategy is a process of delivering information designed to facilitate meaningful interactions, particularly in educational settings. A teacher's communication strategy should demonstrate its practical application and flexibility, adapting to various situations and conditions. As a result, effective communication plays a vital role in educational strategies, supporting learning processes and the achievement of educational goals.

According to R. Wayne Peace, Brent D. Petterson, and M. Dallas Burnett in *Techniques for Effective Communication*, as cited by Effendy (2020), a communication strategy has three primary objectives: a) To secure understanding – ensuring that the communicant comprehends the message. Once the message is understood and accepted, it must be reinforced. b) To establish acceptance – after the communicant has understood and accepted the message, further reinforcement and guidance should be provided. c) To motivate action – after reinforcing the message, the final step is to motivate the recipient to take action based on their understanding.

According to Middleton, as cited by Cangara (2013) in his book on communication planning and strategy, a communication strategy is the optimal combination of all communication elements – including the communicator, message, channel (media), recipient, and effect – designed to achieve the most effective communication outcomes.

The steps involved in a communication strategy include: a) Knowing the audience, which involves considering (1) reference framework factors and (2) situational and contextual factors. b) Composing messages in a structured and strategic manner. c) Establishing methods, which involve (1) redundancy to reinforce key points and (2) canalizing to direct the audience's attention. d) Using appropriate media to enhance message delivery.

Etymologically, religious values derive from two key terms: values and religion. According to Rokeach and Bank, as cited by Asmaun Sahlan, values are a type of belief system that influences how individuals act or refrain from acting based on what is considered appropriate or inappropriate. Religion, on the other hand, is an awareness or belief that arises from one's faith or trust in a spiritual system.

There are several fundamental religious values that must be instilled in students, as the process of embedding these values is the essence of religious education. These values include: a) Aqidah (faith) values. b) Sharia (Islamic law) values. c) Moral values, which encompass: Morals toward Allah SWT, Morals toward fellow humans, Morals toward the environment. Instilling religious values should be done gradually so that they can grow, develop, and become deeply rooted in a child's character. Ahmad Tafsir, citing Al-Nahlawi, outlines several methods for instilling Islamic religious values: a) Hiwar (dialogue and discussion). b) Storytelling based on the Quran and the life of Prophet Muhammad. c) Exemplary method (leading by example). d) Habituation method (reinforcing good habits). e) Ibrah and Mau'izah

method (lessons and advice). f) Tarqhib and Tarhib method (motivation through rewards and warnings). Therefore, it is essential for teachers to develop appropriate communication strategies to ensure that religious messages are conveyed clearly and effectively received by students. In this context, the author seeks to explore and analyze this issue through research titled: "PAI Teacher Communication Strategy in Instilling Islamic Religious Values in Grade IV Students at SDN 2 Bugi, Sorawolio District, Baubau City."

METHOD

This study employs a qualitative descriptive research approach. Qualitative descriptive research aims to produce descriptive data by systematically and accurately presenting facts and characteristics within a particular field. The primary objective of this research type is to systematically describe the facts and attributes of the subject or object under study with precision (Azwar, 2017). This aligns with the present study, as it generates qualitative descriptive data based on the expressions of teachers and fourth-grade students of SD Negeri 2 Bugi regarding their use of communication strategies in teaching Islamic religious studies.

The data in this study focus on communication strategies used by teachers to instill Islamic religious values in fourth-grade students at SDN 2 Bugi. The primary data sources are teachers and fourth-grade students at the school, who contribute to the research through their participation in the learning process.

The data collection for this study was conducted from January to February 2025. The data were gathered during ongoing Islamic religious learning sessions. This study specifically collects data during teaching activities and through interviews conducted after the lessons have concluded.

This study employs several data analysis techniques, including data coding, data presentation, and drawing conclusions based on the research subjects. Data collection methods include the use of audio-visual recording devices and interview sheets, allowing the researcher to document and analyze significant phenomena occurring during the interview process.

FINDINGS AND DISCUSSION

This study aims to identify the communication strategies used by Islamic Religious Education teachers in instilling Islamic religious values in fourth-grade students. Through interviews, observations, and document analysis, various methods applied by Islamic Religious Education teachers were discovered, along with the supporting and inhibiting factors in the process. The results of the study indicate that teachers utilize several effective strategies in instilling Islamic religious values.

One of the key strategies is knowing the audience, which includes understanding students' frames of reference, situations, and conditions. Teachers must establish close relationships with their students, as this connection is essential for effectively carrying out their duties and responsibilities. Without such closeness, the teaching process becomes challenging since students are not robots that can simply absorb information without engagement. Teachers must also assess the physical and mental readiness of students to ensure an effective learning process. The overall classroom environment reflects the students' conditions, making stability an essential factor. If the conditions are well-managed, the learning process will run smoothly; however, if they are not, disruptions in teaching and learning are likely to occur.

Another important strategy is composing messages effectively. Teachers must use language that is easy for students to understand to ensure clarity in message delivery. Wilbur Schramm outlines several conditions for successful communication: (a) The message must be designed and presented in a way that captures students' attention, (b) It must use symbols and references that align with the students' experiences to foster understanding, (c) The message should address the students' personal needs and suggest ways to fulfill them, and (d) The

message should propose solutions that are relevant to the students' social and learning environments to elicit the desired response.

Establishing methods is another strategy used to facilitate the communication of Islamic values. One of the primary techniques employed is redundancy, which involves repeating messages to reinforce understanding and retention among students. This repetition ensures that the values being taught are internalized more effectively.

The use of communication media also plays a vital role in conveying religious values. Teachers must utilize various media to prevent students from feeling bored or disengaged during lessons. Effective communication always involves two parties: the communicator (the teacher) as the sender of the message and the communicant (the students) as the receivers. Communication, whether direct or indirect, serves as an essential tool in transmitting and receiving information or messages (Akib & Perkasa, 2022).

Despite implementing various strategies, this study also identifies both supporting and inhibiting factors that affect the teaching process. A key supporting factor is the use of digital media. The increasing availability of technology allows teachers to deliver Islamic religious values more effectively and engagingly. Sulistyono emphasizes that the successful implementation of a program requires supporting components such as human resources, infrastructure, and budget.

Conversely, a significant inhibiting factor is the lack of interest in learning among students. Teachers often encounter students who lack motivation, making it difficult to engage them in learning Islamic religious values. When students are not interested in learning, they struggle to pay attention to the lessons and remain indifferent to the values being conveyed. As motivators, teachers play a crucial role in inspiring and encouraging students to develop a strong desire for learning and achieving academic success.

Overall, this study demonstrates that the communication strategies implemented by Islamic Religious Education teachers have a positive impact on instilling Islamic religious values in elementary school students. Additionally, the availability of infrastructure facilitates the teaching process. However, the presence of inhibiting factors, such as low student motivation, must be addressed to ensure that the instillation of Islamic religious values is carried out effectively.

CONCLUSIONS

The communication strategies employed by Islamic Religious Education teachers in instilling Islamic values among fourth-grade students are notably effective. These educators demonstrate a nuanced understanding of their audience by considering the students' frame of reference and carefully assessing their situational context. The messages conveyed are strategically crafted to captivate attention through the use of simple yet engaging language, reinforced with motivational elements and repeated exposure to ensure comprehension and retention. Furthermore, the integration of diverse instructional media – such as projectors and tailored teaching aids – enhances the learning experience by aligning with the dynamic conditions of the classroom. Despite these strengths, a significant barrier remains in the form of students' limited interest in learning, which hampers the internalization of religious values. Consequently, the role of the teacher extends beyond instruction, requiring them to serve as motivators who inspire, energize, and foster a genuine enthusiasm for learning within their students.

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