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Communication and Dakwah in Islamic Educational Institutions

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ARTICLE INFO	ABSTRACT
Volume: 3	Communication and da'wah are play an important role in the success of Islamic education institutions. Communication is the process of delivering ideas that are horizontal, vertical or diagonal. Effective communication efforts can be carried out by fulfilling all elements of communication consisting of communicators, messages, channels, sources, and effects. In addition, it is necessary to take a persuasive approach and emotional closeness by increasing communication skills for da'wah. The form of effective communication at educational institutions is inter-professional-collaborative communications, associative-accommodative and interpersonal communication, this form of communication must be adapted to the shared of organizational culture.
KEYWORD	
Communication, Da'wah, and Islamic Education	

1. Introduction

As a social process, communication has an important role to express the intention to the communicant. Based on the research results, organizational communication, work motivation and compensation together have a significant effect on teacher performance. Therefore, communication in educational organizations needs to be continuously maintained and its quality improved to be better. The important role of communication in Islamic educational institutions also determines the implementation of management functions. Communication according to Gibson is a) downward communication, b) upward communication, c) horizontal communication and d) diagonal communication. Downward communication is communication carried out by a higher structure to a lower one, this communication can be delivered in writing or verbally. If delivered in writing, it can be in the form of memos, assignment letters, orders and so on. Upward communication is carried out by providing advice both verbally and in writing, through forums, meetings, conferences, deliberations, work meetings. Horizontal communication is communication that occurs between units that function as coordination, while diagonal communication is communication that cuts between units in an organization which is usually carried out if no downward, upward or horizontal communication channels are found.

Communication is very important in educational organizations, the leadership must provide sufficient space so that communication can be carried out without obstacles. Communication channels, both formal and non-formal, must exist and function properly so that parts of the organization can interact and synergize to achieve organizational goals. The message contained in the communication if not conveyed properly will have fatal consequences because it fails to capture the meaning. Formal and informal communication play a very important role in the world of education. Handayani suggests that

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school leaders must improve informal communication, choose the right communication model and utilize communication components to achieve goals. Communication is not only needed for the principal to convey messages, but also for teachers so that constructive and open two-way communication can be established.

Teachers must utilize informal communication to improve their skills and all school members need to adapt to existing organizational communication in order to have the same perception. As a social institution, educational institutions require a combination of communication models that best suit the conditions and characteristics of all members of the organization. Therefore, all management functions must be accompanied by effective communication so that all messages are conveyed properly. The general management functions are planning, organizing, actuating and controlling, all of these functions can be maximized if there is good communication between units and school residents. This communication is of course carried out by choosing the most appropriate model with the culture and values adopted by the educational institution. Handayani's research found that informal communication greatly helps the integration and synergy of all manageme nt functions and also all units related to achieving common goals. Informal communication is very important to be able to reach data and information that is not conveyed in formal meetings.

Communication must be maximized by finding and using the fastest w ay of communication with members of the organization in the school to get top-down, horizontal and diagonal feedback so that fast, accurate and reliable information is obtained. The information that has been obtained is then processed, analyzed and used as material for further planning. In educational organizations, informal communication is often stronger in influence than formal communication, and not infrequently formal communication is just a formalization of informal communication.

Organizations that experience problems in communication will be hampered in their performance and ineffective due to delays and inconsistencies in the desired message with the received one. Organizational communication also determines the climate and culture of the organization which is the culmination of various values that are adopted and become shared beliefs in the organization. Organizational culture must be realized, maintained and used together and supported by good communication. This article wants to reveal two things, efforts that can be made by the leadership of Islamic Educational Institutions to strive for effective communication and forms of effective communication in Islamic educational institutions.

2. Literature Reviews

2.1 Communication

Communication is the process of exchanging information, ideas, thoughts, feelings, or messages between two or more individuals or groups. This process can occur verbally, in writing, or non-verbally through various media and channels. Effective communication requires a clear sender and a receiver who understands the message well, along with feedback to ensure that the message has been received and understood as intended by the sender.

2.2 Da'wah

Da'wah, in the context of Islam, is the act of inviting or calling others to understand, practice, and follow Islamic teachings. This process often involves spreading religious messages, values, and principles of Islam through various methods such as lectures, discussions, literature, and media. The goal of dawah is to expand the understanding of Islam and enhance faith and righteous deeds in the lives of individuals and communities.

2.3 Islamic education

Islamic education is the process of teaching and learning aimed at instilling Islamic values, principles, and knowledge in individuals. This education encompasses various aspects of life, including faith (aqidah), worship (ibadah), morality (akhlaq), and knowledge, with the goal of shaping individuals who are faithful, knowledgeable, and righteous. Islamic education can be conducted in various institutions such as madrasahs, pesantrens, schools, and through informal education within families and communities.

3. Methodology

This research is a literature study conducted by reviewing relevant theories through communication books, in addition, a review of scientific journals related to effective communication efforts and their forms that can be carried out in Islamic educational institutions was also conducted. The journals reviewed were obtained from Google Scholar and the National Electronic Library of the Republic of Indonesia. This research is not intended to test someone's thoughts in literature books, but rather to determine the level of readability of someone's thoughts in literature books or to determine the level of understanding of the text. The stages of the process are carried out in several steps; first, determining several books related to the research topic, second, looking for basic/primary data and third, searching for contextual knowledge so that the research conducted is not in a vacuum but its interrelation and interconnection with other fields and research are visible.

3.1 Effective Communication Efforts

Mc. Crosky Larson explains that effective communication can be achieved by prioritizing high accuracy in communication. This accuracy can be achieved with clarity of intent and purpose, speaking firmly, empathizing with the communicant, respecting each other and listening well. In effective communication, many things must be considered, namely empathy, positive attitudes and mutual support, striving for equality between the communicant and the communicator. This effective communication can be achieved with reciprocal communication and mutual respect between the communicant and the commune, in addition the message conveyed must be clear and easy to digest and understand, using an easily accepted method, paying attention to applicable ethics and norms can also be accompanied by humor. In addition, effective communication efforts can also be done non-verbally by emphasizing physical appearance, expression and giving touch. Effective communication is done by utilizing important elements and important elements of communication. This communication has the characteristic of making it easier for people to receive and convey messages. Effective communication can be done by using an empathetic communication model or better known as The Empathic Change Communication Style (ECCo-Style) which was discovered by Duren.

Leaders in educational institutions who have emotional competence will easily influence others. ECCo-Style has several components that are its measuring dimensions, namely expressing empathy, being aware of one's own verbal communication, being aware of one's own nonverbal communication, developing reliability and safeness, using anger and anxieties as stimuli for alterations and praising good work. These six components must be attempted to be owned by the leaders of educational institutions so that communication remains well established. So it can be concluded that the efforts that need to be made are building empathy with all educational citizens. Communication management is part of the discipline of applied communication science, therefore the characteristics of management and communication always adjust to the conditions in which they are applied, so the efforts made are also not the same between organizations, but there are efforts that are commonly made. Among them is using ECCo-Style because it is in accordance with the characteristics of the world of education which requires more social life skills. Actually, this theory is a combination of several empathy skills in the workplace which are then developed and synergized with other disciplines.

On the other hand, large organizations require efforts to open horizontal and diagonal communication channels, because of their characteristics where people in units are unique so that they require a lot of variation in communication. In accordance with the research of Dody Hermana and Ujang who consider it important for leaders to see psychological motives in addition to the need to communicate in the organization, it is also considered important to know carefully the psychological situation of each member in the school organization so that the most effective way to communicate with the individual concerned can be determined. Effective communication can be attempted by fulfilling all elements of communication, namely communicators, messages, channels, sources and effects and sources of communication. If all these elements are considered and used, effective communication efforts can be implemented even though they need adjustments to the existing situation and conditions. Yodiq explained that if communication is applied in the world of education, leaders of Islamic educational institutions must continue to strive for effective communication by conducting interpersonal communication in order to create emotional closeness so that it is easier to convey messages between superiors and subordinates.

Carl Hovland and Weiss stated that one of the determinants of effective communication is credibility which consists of two elements, expertise and trust. Expertise in communication can be seen from intelligence, cleverness and experience while trust can be seen from honesty, a kind person, ethical, polite and friendly in communicating.

Some of the above characteristics are the main requirements for successful communication in educational institutions. It is undeniable that the communicator must have empathy and honesty, politeness and friendliness because with these characteristics the person being communicated with will feel safe and comfortable and provide the necessary information that the information provided may exceed the information needed.

Honesty is one of the requirements for effective communication and greatly helps the message to be conveyed to the communicant properly. Honesty will make other people who are communicated with willing to follow and carry out the messages conveyed because of trust. Delivering messages that are done gently, politely and impartially will increase the credibility of communication, especially if the delivery is done in a gentle manner. Efforts to carry out effective communica tion can also be done by eliminating our identity and assuming that we are not a scientist, this is necessary so that the person we are communicating with is willing to answer everything we want, this effort is actually an effort to carry out empathy as wel l as possible for the communicator because if the communicant feels less safe in communicating then they will be closed to important information that may be sought. Of course all communicators will be happy if they get a lot of information needed from the communicant, so the requirement for good feedback is the ability to empathize with the communicant. Based on the explanation above, it can be concluded that efforts made by leaders for effective communication and preaching in Islamic educational institutions can be done by improving skills, experience, empathy, honesty, ethics, politeness, emotional intelligence and individual skills and the credibility of the information to be conveyed.

3.2 Forms Of Effective Communication

Effective is doing something correctly according to the previously expected target or according to what is desired. Communication in Islamic educational institutions is actually a da'wah communication if it is aimed at changes in the communicant expected by the communicator. When viewed from a theoretical perspective, there are many forms of effective communication that can be done in educational institutions, but of course it requires adjustments to the goals and climate of the educational organization.

3.2.1   Interprofessional-colla-borative communication is communication that occurs between disciplines owned by an organization that is carried out collaboratively. The emphasis on collaboration as one of the characteristics of educational institutions is a manifestation of the social and humanistic nature of school citizens. This collaboration is an inseparable part of Interprofessional communication of educational institutions because with the establishment of good communication between teachers, for example, who have different disciplines, there is mutual greeting and connection between materials and knowledge. If there has been an offense between materials, then there is a connection and integration even though at first it was only done individually between tea chers. Furthermore, of course, it is only directed towards integration and mutual filling by educational institutions.

3.2.2   Associative-accommodative communication is actually a form of social communication, but because of its interconnected functions in educational institutions and often these two forms become one unit, it is called associative-accommodative communication. In essence, associative communication is used to interact between individuals or groups, but because the conditions received and faced often occur together with the situation conveyed, the two terms are combined into associative-accommodative communication. This communication is a communication that functions as a glue between school residents, therefore this communication is characterized by mutual respect and mutual support.

3.2.3   Interpersonal communication in the world of education is very important and useful, for example interpersonal communication between the principal and teachers. This type of interpersonal communication will be an alternative channel if the choice of social, vertical and horizontal communication is not possible to implement. Effective communication in Islamic educational institutions must pay attention to the content, targets, anticipated impacts, supporters, appropriate delivery methods, have more than one goal, and be integrated with the monitoring system. Attention to the content to be communicated needs to be done by first analyzing the content of the message to be delivered, this analysis needs to be done by inviting dominant stakeholders or colleagues who have more knowledge of the content of the message to be delivered. This analysis also includes communication targets, so there is segmentation first using mapping during the analysis. People who are accustomed to using analysis in every communication will be wiser and their arguments will be accepted because they have been well prepared. Communication between educational organizations greatly influences all elements and management processes, the central point of success of educational institutions lies in good communication of all stakeholders who influence their development. Having good communication will increase public trust in the existence of educational institutions, and will also help promote the institution to the public well.

Therefore, communication must be understood and implemented by all members of educational institutions. Aris Febri Rahmmanto said that all forms of communication are basically a process that involves the personality, attitudes and behavior of people involved in the organization, besides that it is also necessary for the organization to carry out two-way persuasive communication and provide motivation to members of the organization.

4. Conclusion

Communication and preaching play a very important role in the success of Islamic educational institutions. Communication is the process of conveying ideas, concepts, whether horizontal, vertical or diagonal. Effective communication efforts can be made by fulfilling all elements of communication consisting of communicators, messages, channels, sources, effects and sources of communication. In addition, it is necessary to carry out a persuasive approach and emotional closeness by improving communication and preaching skills in the educational environment. Forms of effective communication in educational institutions are interprofessional-collaborative communication, associative-accommodative communication and interpersonal. Islamic educational institutions must be able to combine various forms of communication according to the characteristics and culture of the organization used.

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