Organisational Communication in Islamic Education: A Case Study of Madrasah Aliyah Salafiyah Cirebon

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Abstract: This study provides an in-depth analysis of organisational communication within Islamic education, focusing on Madrasah Aliyah (MA) Salafiyah Cirebon. Employing a qualitative case study approach, the research integrates triangulation methods, including interviews, observations, and document analysis, to explore the educational communication processes and challenges at MA Salafiyah. Data were collected over two months, involving purposive sampling of key participants such as the Principal, Vice Principal of Curriculum, teachers, students, and administrative staff. The findings reveal a complex network of formal and informal communication channels among school leaders, educators, students, parents, alumni, and external stakeholders, emphasising their critical role in school operations and community building. Psychological, physical, cultural, and environmental barriers were identified despite effective internal communication dynamics. The study underscores the importance of utilising diverse communication media to mitigate these barriers, with significant implications for enhancing the quality of Islamic education. Continuous evaluation and adaptation of communication practices and active stakeholder involvement are essential for achieving educational excellence. However, the study's focus on a single institution limits the generalizability of the findings, indicating the need for broader research across various educational settings. Future studies should incorporate quantitative analyses to complement the qualitative data and examine the impact of specific interventions on educational outcomes.

Abstrak: Penelitian ini memberikan analisis mendalam tentang komunikasi organisasi dalam pendidikan Islam, dengan fokus pada Madrasah Aliyah (MA) Salafiyah Cirebon. Menggunakan pendekatan studi kasus kualitatif, penelitian ini mengintegrasikan metode triangulasi, termasuk wawancara, observasi, dan analisis dokumen, untuk mengeksplorasi proses komunikasi pendidikan dan tantangan yang ada di MA Salafiyah. Data dikumpulkan selama dua bulan, melibatkan purposive sampling dari peserta kunci seperti Kepala Sekolah, Wakil Kepala Kurikulum, guru, siswa, dan staf administrasi. Temuan mengungkapkan jaringan komunikasi formal dan informal yang kompleks di antara pimpinan sekolah, pendidik, siswa, orang tua, alumni, dan pemangku kepentingan eksternal, yang menekankan peran kritis mereka dalam operasi sekolah dan pembangunan komunitas. Meskipun dinamika komunikasi internal efektif, terdapat hambatan seperti faktor psikologis, fisik, budaya, dan lingkungan. Studi ini menekankan pentingnya menggunakan berbagai media komunikasi untuk mengatasi hambatan tersebut, dengan implikasi signifikan untuk meningkatkan kualitas pendidikan Islam. Evaluasi dan adaptasi berkelanjutan dari praktik komunikasi, bersama dengan keterlibatan aktif pemangku kepentingan, sangat penting untuk mencapai keunggulan pendidikan. Namun, fokus studi pada satu institusi membatasi generalisasi temuan, menunjukkan perlunya penelitian yang lebih luas di berbagai lingkungan pendidikan. Studi masa depan harus menggabungkan analisis kuantitatif untuk melengkapi data kualitatif dan meneliti dampak intervensi spesifik pada hasil pendidikan.

1. Introduction

The significance of educational communication in Islamic institutions in Indonesia is profound, shaping not only academic learning but also students' moral and character

development.[1,2] These institutions integrate secular education with Islamic teachings, necessitating a systematic and well-planned approach to communication between educators and students.[3] Effective communication within Islamic boarding schools (pesantren) is crucial for the holistic development of students, fostering both academic excellence and strong moral values.[4,5] As the number of pesantren grows and their influence in Indonesia's educational landscape increases, understanding their communication practices becomes increasingly important.[6,7]

Communication occurs everywhere and at all times, but in education, it has become a crucial element for achieving the desired educational outcomes.[8] It is well-known that in the educational environment, interactions occur between educators and students, among students themselves, and between educators and other school components such as other teachers and administrative staff, forming a communication network within the school organisation.[9] It is evident that educating individuals without communication or teaching without speaking is impossible; thus, the educational process is inherently linked to communication.[10] Therefore, communication must be conducted with established elements and principles to ensure the educational process runs smoothly without significant obstacles.

Previous studies have documented integrating academic education and Islamic teachings in pesantren (Islamic boarding schools). Hastasari highlights how Islamic schools in Indonesia systematically combine these two aspects through effective communication between the school and its students. This integration is crucial for instilling Islamic values and behaviours, with teachers serving as direct student role models. At Muallimin Muhammadiyah Yogyakarta, two-way communication is emphasised, fostering empathy and mutual trust among students, thereby enhancing their overall educational experience.[11]

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[1] Ummah Karimah, "Pondok Pesantren Dan Pendidikan: Relevansinya Dengan Tujuan Pendidikan," *MISYKAT: Jurnal Ilmu-Ilmu Al-Quran, Hadist, Syari'ah Dan Tarbiyah* 3, no. 1 (2018): 137–45, https://doi.org/10.33511/misykat.v3n1.137.

[2] Chunhong Zhang et al., "Environmental Impact of Information and Communication Technology: Unveiling the Role of Education in Developing Countries," *Technological Forecasting and Social Change* 178 (2022): 121570, https://doi.org/https://doi.org/10.1016/j.techfore.2022.121570.

[3] Jhonattan Miranda et al., "The Core Components of Education 4.0 in Higher Education: Three Case Studies in Engineering Education," *Computers & Electrical Engineering* 93 (2021): 107278, https://doi.org/https://doi.org/10.1016/j.compeleceng.2021.107278.

[4] Alper Aslan, "Problem- Based Learning in Live Online Classes: Learning Achievement, Problem-Solving Skill, Communication Skill, and Interaction," *Computers & Education* 171 (2021): 104237, https://doi.org/https://doi.org/10.1016/j.compedu.2021.104237.

[5] Marcos Fernández-Gutiérrez, Gregorio Gimenez, and Jorge Calero, "Is the Use of ICT in Education Leading to Higher Student Outcomes? Analysis from the Spanish Autonomous Communities," *Computers & Education* 157 (2020): 103969, https://doi.org/https://doi.org/10.1016/j.compedu.2020.103969.

[6] Orit Karnieli-Miller, "Reflective Practice in the Teaching of Communication Skills," *Patient Education and Counseling* 103, no. 10 (2020): 2166–72, https://doi.org/https://doi.org/10.1016/j.pec.2020.06.021.

[7] Chien-wen Shen and Jung-tsung Ho, "Technology-Enhanced Learning in Higher Education: A Bibliometric Analysis with Latent Semantic Approach," *Computers in Human Behavior* 104 (2020): 106177, https://doi.org/https://doi.org/10.1016/j.chb.2019.106177.

[8] Hamzah B. Uno and Lina Lamatenggo, *Teknologi Komunikasi Dan Informasi Pembelajaran* (Jakarta: Bumi Aksara, 2010).

[9] Wina Sanjaya, *Media Komunikasi Pembelajaran* (Jakarta: Kencana Prenada Media Group, 2012).

[10] Indiawan Seto Wahyu Wibowo, *Semiotika Komunikasi* (Jakarta: Mitra Wacana Media, 2011).

[11] Chatia Hastasari, Benni Setiawan, and Suranto Aw, "Students' Communication Patterns of Islamic Boarding Schools: The Case of Students in Muallimin Muhammadiyah Yogyakarta," *Heliyon* 8, no. 1 (2022): e08824, https://doi.org/https://doi.org/10.1016/j.heliyon.2022.e08824.

Empowerment communication within pesantren has also been explored, mainly through cooperative programs for community harmonisation. Sulaiman found that comprehensive and continuous empowerment communication significantly improves economic empowerment and community development. This approach involves humanistic, dialogical, and participatory methods, from motivation and knowledge dissemination to skill enhancement through training and partnerships.[12] Such strategies effectively reduce negative stigma and foster social harmony.

The interaction between caregivers and students in Islamic boarding schools is another crucial aspect of educational communication. Wahyuningsih observes that verbal and non-verbal communication are integral to the educational process, with caregivers often playing a primary role. Gender-specific communication dynamics are also noted, where interactions between male students and male caregivers and female students and female caregivers differ in frequency and closeness due to structured curricula and established norms.[13] These differences highlight the importance of understanding gender-specific communication practices within the Madrasah.

Despite significant progress in understanding educational communication in pesantren (Islamic boarding schools) and madrasahs, several limitations and gaps remain. Most studies provide descriptive analyses of communication patterns but lack comprehensive evaluations of their long-term impact on student outcomes. Furthermore, the influence of leadership policies on the effectiveness of communication and the quality of education within these institutions has not been extensively explored.[14] Additionally, the impact of technological advancements on traditional communication methods in pesantren requires further investigation, especially as modern tools increasingly interact with conventional teaching methods.[15]

This study aims to address these gaps by providing an in-depth analysis of organisational communication in Islamic education, specifically at Madrasah Aliyah (MA) Salafiyah Cirebon. Using qualitative research methods, including focus group discussions and interviews with principals, students, and teachers, this study offers a deeper understanding of the communication dynamics within Islamic educational institutions, particularly at the Madrasah Aliyah level.

2. Method

2.1. Research Design or Methodology

This research is a qualitative study with a case study approach focusing on the educational communication process at Madrasah Aliyah Salafiyah Cirebon and ways to overcome its challenges. The methodological framework used in this study integrates a triangulation approach, which includes interviews, observations, and document analysis, to provide a comprehensive insight into educational communication in Islamic

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[12] Adhi Sulaiman and Dadi Ahmadi, "Empowerment Communication in an Islamic Boarding School as a Medium of Harmonization," *Jurnal Komunikasi: Malaysian Journal of Communication* 36 (December 2020): 323–38, https://doi.org/10.17576/JKMJC-2020-3604-20.

[13] Linda Nur Wahyuningsih and Rio Febriannur Rachman, "Communication of Caregivers and Santri at Islamic Boarding Schools in a Gender Perspective," *Kanal: Jurnal Ilmu Komunikasi* 9, no. 1 (2020): 9–15, https://doi.org/10.21070/kanal.v9i1.628.

[14] Miftahul Khairani, Maisah, and Kasful Anwar Us, "Islamic Boarding School Leaders' Policy Analysis in Raising the Standard of Islamic Education in Jambi Province," *IJIERM: International Journal of Islamic Education, Research and Multiculturalism* 5, no. 1 (2023): 213–42.

[15] Faisal Faliyandra, "Model Komunikasi Pendidikan Di Sosial Media Pada Era Perkembangan Teknologi," *Islam Universalia: International Journal of Islamic Studies and Social Sciences* 1, no. 3 SE-Articles (January 2020), https://doi.org/10.56613/islam-universalia.v1i3.140.

educational institutions. This methodology allows for an in-depth exploration of the subject matter, thereby adding significant nuance to the research findings. The research was conducted over two months.

2.2. Procedures

This research involved purposive sampling to select participants representing various roles in the educational process, including the Principal, Vice Principal of Curriculum, teacher representatives, students, and pupils directly involved in the learning environment at MA Salafiyah Cirebon. This approach aimed to understand the educational communication at the institution.

2.3. Tools and Technologies

The primary tools used in this study were digital platforms for interviews (Zoom and WhatsApp) and observational equipment. These tools facilitated direct and indirect data collection methods, ensuring versatility and adaptability in data gathering during the pandemic.

2.4. Data Collection and Analysis

Data collection combined direct methodologies, such as face-to-face and virtual interviews, with indirect methodologies, including field observations. Triangulation was employed to enhance the validity and robustness of the data by using multiple sources and techniques. The data was then analysed through thematic analysis, identifying prominent themes and patterns in interview transcripts, observation notes, and documents. This analysis was deductive, based on existing literature, and inductive, allowing for new themes. The iterative coding, categorisation, and theorisation process ensured accuracy and depth in interpretation.

2.5. Reliability and Validity

Established research procedures were followed to ensure the reliability and validity of the study, and triangulation methods were applied. This approach facilitated cross-verification of data and findings, thereby enhancing the credibility of the research.

3. Result and Discussion

3.1. Educational Communication Process at MA Salafiyah Cirebon

An analysis of the educational communication processes at MA Salafiyah Cirebon, conducted through observation and interviews, reveals a highly structured and diverse system of internal and external communication within the school. Internal communication occurs among school members and is divided into several types, each with specific purposes and implementation methods.

First, communication between the Principal and teachers takes place vertically, where the Principal provides instructions, assignments, guidance, and explanations about task execution to the teachers. This communication can be formal, such as through announcements or circular books, but it also includes informal interactions like home visits or playing badminton together to strengthen personal relationships. Second, communication between the Principal and the administrative staff also occurs within an official context, involving the provision of instructions, orders, information, reprimands, or praise according to each individual's duties. Third, communication between the Principal and students happens in written and oral forms. This includes announcements, circulars, reprimands, and warnings given to students to regulate their behaviour and ensure they complete school tasks.

Moreover, teacher communication involves meetings during school gatherings, collaboration in guiding groups, or working on joint tasks. Informal communication among teachers is also encouraged to build camaraderie and teamwork. Communication

between teachers and administrative staff tends to be informal, often through meetings or visits, to accomplish various administrative tasks. Meanwhile, interactions between students and administrative staff focus on administrative matters such as certificates, tuition payments, or attendance records. This communication helps maintain smooth operational aspects of the school's administration.

Lastly, communication between students can occur in a formal context within the classroom, such as in discussions or group work, as well as in informal settings outside of class hours. This allows students to interact and build social relationships beyond the formal learning environment.

Overall, MA Salafiyah Cirebon demonstrates that educational communication at the school serves as a tool to facilitate teaching and learning and as a means to strengthen relationships among school members and achieve the common goal of producing quality graduates. This approach underscores the importance of a clear and diverse communication structure in supporting educational institutions' operations and learning processes.

This study explores the educational communication processes at Madrasah Aliyah Salafiyah Cirebon. The school demonstrates a well-structured system of internal and external communication. Internal communication involves the Principal, teachers, administrative staff, and students through various formal and informal interactions. This approach aims to strengthen personal relationships, facilitate effective teaching within the school, and support other research initiatives.[16,17]

In the context of external communication, Madrasah Aliyah Salafiyah Cirebon highlights the school's relationships with various external parties, such as parents, alumni, businesses, and other institutions.

3.1.1. Relationship Between the School and Parents and the Surrounding Community

Madrasah Aliyah Salafiyah Cirebon maintains communication through parent visits for consultations or problem-solving regarding students and to provide suggestions and contributions for the school's improvement. This reflects the school's commitment to actively involving parents in their children's education. Additionally, efforts to involve educational figures and the community in enhancing the school's quality demonstrate the integration of the school with the surrounding community to support its growth and reputation.[18]

3.1.2. Relationship Between the School and Alumni

Alumni are expected to contribute by sharing their success experiences to motivate students and staff and broaden their perspectives. This illustrates the school's efforts to build a sustainable network with alumni to support educational development.

3.1.3. Relationship Between the School and the Business/Work Sector

The school invites successful business/work sector figures to motivate everyone. Moreover, the school actively prepares students for the workforce by sending them for

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[16] Laurensus Arliman S, Ernita Arif, and Sarmiati, "Pendidikan Karakter Untuk Mengatasi Degradasi Moral Komunikasi Keluarga," *Ensiklopedia of Journal* 4, no. 2 (2022): 143–49.

[17] Selamat Riadi and Sunyianto, "Efektivitas Komunikasi Dalam Pendidikan Stipap," *KOMUNIKOLOGI: Jurnal Pengembangan Ilmu Komunikasi Dan Sosial* 4, no. 2 (2020): 121–30.

[18] Armando Andika Kotangon, Bernhard Tewal, and Greis M Sendow, "ANALISIS PENGARUH BUDAYA ORGANISASI, KOMUNIKASI, PENDIDIKAN DAN PELATIHAN TERHADAP KINERJA PEGAWAI SEKRETARIAT DAERAH KABUPATEN MINAHASA TENGGARA," *JMBI UNSRAT (Jurnal Ilmiah Manajemen Bisnis Dan Inovasi Universitas Sam Ratulangi).* 8, no. 1 (July 2021), https://doi.org/10.35794/jmbi.v8i1.32445.

internships or practical work experiences. This reflects the school's efforts in preparing students to face the real world after graduation.[19]

3.1.4. Relationship with Other Institutions

Relationships with other institutions or organisations involve collaborations with MGMP, MKS, MGP, K3S, and K3M (Working Group of Madrasah Principals). The school expands its collaborative network with other schools to share experiences and improve educational quality. Additionally, relationships with private and government agencies demonstrate the school's involvement in utilising external resources to support educational activities and school development.[20]

Madrasah Aliyah Salafiyah Cirebon has a structured, outward-oriented communication approach to build strong partnerships with various stakeholders. This expands the school's educational reach and enhances the quality and relevance of its education, which aligns with contemporary demands and community needs.

Based on the above findings, the study shows that the educational communication process at MA Salafiyah Cirebon is highly diverse and structured. The interaction between the Principal, teachers, and administrative staff highlights the importance of effective communication in supporting school operations and achieving educational goals. This approach facilitates the learning process and strengthens relationships among school members.[21]

The findings indicate that the effective communication structure at MA Salafiyah Cirebon is critical in supporting the school's operational success and achieving educational goals. Structured internal and external communication helps manage relationships with various stakeholders, such as parents, alumni, and the business community.[22] This study's results align with previous findings on the importance of effective communication in Islamic educational settings. Previous research has shown that boarding school concepts increasingly thrive in Indonesia, focusing on integrating academic education and Islamic character.[23]

Overall, these findings underscore the importance of effective educational communication in enhancing the quality and relevance of education at Madrasah Aliyah Salafiyah Cirebon. This research implies that good communication facilitates learning and builds strong networks with various parties involved in education.[24]

3.2. Barriers to Educational Communication at MA Salafiyah Cirebon

The communication process within educational institutions like Madrasah Aliyah Cirebon is crucial in shaping the learning environment and achieving educational objectives. Effective communication is essential for strengthening positive relationships

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[19] Apriyanti et al., "Exploring the Concept of Nafs in Islamic Counseling: A Comprehensive Analysis of Philosophical Foundations and Implications for Education," *HEUTAGOGIA: Journal of Islamic Education* 3, no. 2 (December 2023): 169–81, https://doi.org/10.14421/hjie.2023.32-03.

[20] Wahyu Hidayat and Nur Hidayat, "Islamic Boarding School Management: A Comprehensive Analysis of a Special Program for Fostering Students' Disciplinary Character in Madrasah Ibtidaiyah," *HEUTAGOGIA: Journal of Islamic Education* 3, no. 2 SE-Articles (December 2023): 225–36, https://doi.org/10.14421/hjie.2023.32-07.

[21] Sulaiman and Ahmadi, "Empowerment Communication in an Islamic Boarding School as a Medium of Harmonization."

[22] Rico Rico et al., "Komunikasi Pendidikan Dan Vokasi Dalam Meningkatkan Kualitas Pengetahuan Enterpreunership Peserta Didik Sekolah Menengah Kejuruan," *Syntax Literate: Jurnal Ilmiah Indonesia* 6, no. 1 (2021): 375–94.

[23] Hastasari, Setiawan, and Aw, "Students' Communication Patterns of Islamic Boarding Schools: The Case of Students in Muallimin Muhammadiyah Yogyakarta."

[24] H Abd Rahim Mansyur and Andi Bunyamin, "Komunikasi Pendidikan Guru Madrasah Ibtidaiyah Dalam Jaringan (DARING)," *Education and Learning Journal* 2, no. 1 (2021): 1–9.

between teachers and students and facilitating a comprehensive learning experience. Previous research has emphasised the importance of a structured communication framework in improving educational outcomes.[25] In the context of the learning process at Madrasah Aliyah Salafiyah Cirebon, several factors impede communication, often referred to as barriers or noises. These factors can be categorised as follows:

The first factor is Internal Factors, which include psychological and physical barriers. Psychological barriers encompass interest, attitude, opinions, beliefs, intelligence, and knowledge. These differences affect how learners receive and process information from teachers. Learners with a high interest in certain subjects and topics tend to learn better than those who do not like or are not interested in them. Physical barriers include fatigue, illness, sensory limitations, and physical disabilities. The physical condition of the learners can affect their ability to receive the messages conveyed by the teacher.

The second factor is External Factors, which include cultural and environmental barriers. Cultural barriers involve differences in customs, social norms, beliefs, and values. These differences can sometimes lead to misunderstandings between teachers and learners. Environmental barriers relate to the situations and conditions around the learning environment. A quiet, relaxed, and comfortable environment positively influences the learning process compared to a noisy, hot, and uncomfortable environment.

The communication processes at Madrasah Aliyah Salafiyah Cirebon often face barriers between the teacher and the learner, leading to ineffective encoding and decoding of messages. To address these challenges, the school employs various tools and media to enhance communication between the school and the community. Direct media plays a significant role in this endeavour, including formal meetings where parents and community leaders are invited to learn about school programs and initiatives to improve education quality. Additionally, events such as Education Week, which showcases students' achievements and creativity, along with school anniversary celebrations involving all parties, are used as means of school promotion. Activities like field trips, educational excursions, walkathons, and leisure cycling further strengthen these communication efforts.

Moreover, indirect media is extensively utilised to bridge communication gaps. This includes printed media such as school bulletins, magazines, newspapers, brochures, leaflets, and booklets. The school also leverages electronic media, including telephone, radio, and television broadcasts, video cassettes, slides, and computers. By employing diverse media, Madrasah Aliyah Salafiyah Cirebon aims to overcome communication barriers and ensure that information reaches all stakeholders effectively.

These comprehensive communication strategies are expected to enhance the learning process at Madrasah Aliyah Salafiyah Cirebon significantly. By reducing barriers to effective communication, the school can ensure its educational goals are achieved more efficiently, fostering an environment where teachers and learners can thrive. The combination of direct and indirect media efforts helps create a more informed and engaged school community, ultimately supporting the institution's overall mission. The main findings of this study highlight several communication barriers at Madrasah Aliyah Salafiyah Cirebon. These barriers, often called noise or interference, include internal and external factors. Internal factors such as psychological barriers (e.g., interest, attitude)

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[25] Ilma Fahmi Aziza, Universitas Islam, and Raden Rahmat, "The Relevance of Islamic Education to Improving the Morality of the Indonesian Nation" 2 (2022): 458–66.

and physical barriers (e.g., fatigue, sensory disturbances) significantly influence how students receive and process information from educators.[26]

Comparing these findings with previous research confirms the consistency in describing the challenges of communication barriers in the educational environment. These studies consistently show that addressing these barriers is crucial to optimising the educational process and ensuring the effective transmission of knowledge.[27]

Madrasah Aliyah Salafiyah Cirebon's use of various communication tools and media demonstrates a strategic approach to overcoming communication challenges. Direct media, such as formal meetings and educational weeks, effectively promote school programs and student achievements. Indirect media, including print materials and electronic platforms, complement these efforts by reaching a wider audience and enhancing community engagement.[28]

The implications of these findings are significant for educational practitioners and policymakers. By addressing communication barriers, not only is the educational experience enhanced, but the school's relationship with the community is also strengthened. Creating an environment that supports effective communication allows Madrasah Aliyah Salafiyah Cirebon to achieve its educational goals better and prepare students for future challenges.[29]

In conclusion, this study highlights the crucial role of effective educational communication at Madrasah Aliyah Cirebon. Educators can optimise the learning environment by understanding and addressing communication barriers and facilitating meaningful interactions to support student development. Future research should explore innovative communication strategies to overcome these challenges and improve educational outcomes in Islamic institutions.

3.3. Organisational Communication in Islamic Education in Madrasah Aliyah Salafiyah Cirebon

The primary objective of this study was to explore organisational communication within the context of Islamic education, focusing on Madrasah Aliyah (MA) Salafiyah Cirebon. This research was guided by the necessity to comprehend how effective communication channels influence educational outcomes and organisational efficiency. Existing literature underscores the importance of structured communication for educational success.[30] The study aimed to identify internal and external communication processes and the barriers faced in implementing these processes. It also examined the interactions between the school and various stakeholders, such as parents, alumni, and the business sector.

The results of this study reveal a multifaceted communication process at MA Salafiyah Cirebon, encompassing both formal and informal channels. Internally, vertical communication between the headmaster and teachers involves instructions, guidance,

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[26] Sulaiman and Ahmadi, "Empowerment Communication in an Islamic Boarding School as a Medium of Harmonization."

[27] Hastasari, Setiawan, and Aw, "Students' Communication Patterns of Islamic Boarding Schools: The Case of Students in Muallimin Muhammadiyah Yogyakarta."

[28] Rico et al., "Komunikasi Pendidikan Dan Vokasi Dalam Meningkatkan Kualitas Pengetahuan Enterpreunership Peserta Didik Sekolah Menengah Kejuruan."

[29] Mansyur and Bunyamin, "Komunikasi Pendidikan Guru Madrasah Ibtidaiyah Dalam Jaringan (DARING)."

[30] M Qomarul Huda and Husnayati Hussin, "ICT Implementation Barriers and Organizational Issues in Islamic-Based Higher Education Institution: The Case of Syarif Hidayatullah State Islamic University (UIN) Jakarta," in *Proceeding of the 3rd International Conference on Information and Communication Technology for the Moslem World (ICT4M) 2010* (IEEE, 2010), A18–25, https://doi.org/10.1109/ICT4M.2010.5971877.

and feedback through formal means like announcements and circulars and informal activities such as social events. Communication with administrative staff is mainly formal, while student interactions incorporate written and verbal methods. However, peer communication among teachers and students is often informal, aiming to build camaraderie and cooperation. External communication with parents, alumni, and the community is facilitated through visits, consultations, and collaborative efforts to enhance school quality and prepare students for the workforce.

Comparing these findings with previous studies, several parallels and distinctions emerge. Like Huda and Hussin (2010), the findings highlight the significance of clear and structured communication in overcoming organisational constraints.[31] However, this study also identifies unique cultural and psychological barriers, such as differences in belief systems and individual student attitudes, which align with findings by Spencer-Rodgers and McGovern (2002) and Battaglia and Annesi (2022).[32,33] These barriers affect the reception and processing of information, thereby influencing the effectiveness of communication strategies. Additionally, this study confirms the importance of interpersonal communication, as noted by Ritonga and Hasibuan (2016), in fostering a supportive and inclusive educational environment.[34]

Notably, this study's results underscore the importance of external stakeholder engagement, which was less emphasised in previous research. The active participation of parents, alumni, and the business community in school activities provides a broader support network for students and staff. This finding contrasts with Aleixo, Leal, and Azeiteiro (2018)[35], who identified financial constraints as a primary barrier. Instead, this study suggests that resource limitations can be mitigated through strategic partnerships and community involvement. Moreover, the role of alumni in motivating current students and providing real-world perspectives further enhances the educational experience, supporting the views of Ikhwanul Muslimin (2023) regarding the benefits of inclusive communication strategies.[36]

The significance of these findings lies in their implications for improving communication strategies within Islamic educational institutions. Effective organisational communication fosters a conducive learning environment, enhancing academic and administrative operations. Identifying psychological and cultural barriers highlights the need for tailored communication approaches considering individual differences and societal norms. These insights are critical for educators and administrators aiming to optimise communication processes and promote a holistic

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[31] Qomarul Huda and Hussin.

[32] Julie Spencer-Rodgers and Timothy McGovern, "Attitudes toward the Culturally Different: The Role of Intercultural Communication Barriers, Affective Responses, Consensual Stereotypes, and Perceived Threat," *International Journal of Intercultural Relations* 26, no. 6 (November 2002): 609–31, https://doi.org/10.1016/S0147-1767(02)00038-X.

[33] Battaglia Massimo and Annesi Nora, "Barriers to Organizational Learning and Sustainability: The Case of a Consumer Cooperative," *Journal of Co-Operative Organization and Management* 10, no. 2 (December 2022): 100182, https://doi.org/10.1016/j.jcom.2022.100182.

[34] Syaira Arlizar Ritonga and Effiati Juliana Hasibuan, "Komunikasi Interpersonal Guru Dan Siswa Dalam Mengembangkan Bakat Dan Kreativitas Anak Autis Di SLB Taman Pendidikan Islam (TPI)," *JURNAL SIMBOLIKA: Research and Learning in Communication Study* 2, no. 2 (October 1, 2016), https://doi.org/10.31289/simbollika.v2i2.1030.

[35] Aleixo, Leal, and Azeiteiro, "Conceptualization of Sustainable Higher Education Institutions, Roles, Barriers, and Challenges for Sustainability: An Exploratory Study in Portugal."

[36] Ikhwanul Muslimin, "Optimalisasi Mutu Pendidikan Islam Melalui Strategi Komunikasi Organisasi Dalam Bingkai Kepemimpinan Dan Perilaku Kerja Yang Inklusif," *Jurnal Manajemen Pendidikan Islam* 2, no. 1 (2023): 28–44, https://doi.org/https://doi.org/10.37348/aksi.v2i1.348.

educational experience. Caution is advised in generalising these findings beyond the specific context of MA Salafiyah Cirebon, as cultural and institutional differences may influence communication dynamics.

In interpreting these findings, it is essential to consider the methodological limitations of this study. While the qualitative approach provides in-depth insights, it may not capture the full complexity of communication processes in larger or differently structured institutions. Future research should employ mixed-method approaches to validate these findings across diverse educational settings. Additionally, longitudinal studies could provide a more comprehensive understanding of how communication strategies evolve and their long-term impacts on educational outcomes.

The implications of this study are far-reaching, particularly in enhancing the quality of Islamic education through improved communication strategies. Educational institutions can foster a more collaborative and supportive environment by addressing internal and external communication barriers. The active involvement of various stakeholders, including parents, alumni, and the business sector, is crucial. These findings underscore the need for continuous evaluation and adaptation of communication practices to meet the evolving needs of the educational community, ultimately contributing to the broader goal of educational excellence in Islamic contexts.

4. Conclusion

This study aimed to provide an in-depth analysis of organisational communication in Islamic education, specifically at Madrasah Aliyah (MA) Salafiyah Cirebon. The findings reveal a complex network of formal and informal communication among school leaders, teachers, administrative staff, students, parents, alumni, and external stakeholders, highlighting the critical role of these interactions in ensuring smooth school operations and fostering a supportive community environment. Despite effective internal dynamics characterised by vertical and horizontal exchanges, several communication barriers were identified, including psychological and physical factors, cultural differences, and environmental conditions. The study underscores the importance of employing various communication media to overcome these barriers and emphasises the substantial implications for enhancing the quality of Islamic education through improved communication strategies. Active stakeholder involvement is essential for achieving educational excellence, necessitating continuous evaluation and adaptation of communication practices. However, the study's focus on a single institution limits the generalizability of the findings, suggesting the need for future research across a broader range of schools and the inclusion of quantitative analyses to complement the qualitative data. Further research is recommended to explore communication strategies in diverse educational settings and examine the impact of specific interventions on educational outcomes, thereby enhancing the effectiveness of Islamic educational institutions in contributing to the broader educational landscape.

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