



Dormitory Supervisor Communication Strategy in Developing Student Morals

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Abstract

Communication strategy is used in the world of da'wah so that what is conveyed can run smoothly and the message can be communicated. This research is motivated by the problem, there are still many students who live in dormitories who violate the rules, such as not praying on time, being lazy in worship, not understanding the importance of morals, not being able to respect guests, and lacking civility in their daily lives. This research aims to determine the communication strategies used by female dormitory supervisors in developing student morals at the junior high school level in Indonesia. This research uses a qualitative method with a case study type. Data sources were taken from ten informants through direct interviews using a set of interview protocols. The informants consisted of dormitory supervisors and students who lived in the dormitory. All interview data was analyzed thematically using the Milles & Hubberman Interactive Analysis Model technique. Research findings found four strategies implemented by dormitory coaches in developing students' morals. These strategies are providing advice, setting an example, carrying out good habits or training, and giving punishment if it does not comply with Islamic rules. Apart from that, the results of this research can be used as a reference for anyone who wants to manage a dormitory at school.

INTRODUCTION

Strategy is the achievement of goals which is the preparation of learning steps, utilization, and learning resources, all of which are directed towards achieving goals (Sanjani, 2021; Siregar, 2021). Every activity that requires abilities and demands for these abilities is a learning strategy activity. The ability to motivate students to want to learn and change is one learning strategy (Hasan, 2012). The term strategy is widespread in various aspects of people's lives, including in the fields of communication and da'wah (Rajab, 2014; Husein, 2017; Astuti & Fatmawati, 2021; Estuningtyas, 2021).

Communication must at least contain the same meaning between the two parties involved. Among the meanings of communication is a process of exchanging information between individuals through a system of symbols, signs, or behavior (Mailani et al., 2022). Communication is also defined as a way to communicate ideas with other parties, either by chatting, writing, or writing correspondence. By

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communicating, humans also try to carry out their obligations (Lanani, 2013; Purwanti, 2017; Siregar, 2018; Mailani et al., 2022). This needs to be based on the fact that the role of communication is very necessary in social life, even in the teaching and learning process, because of the teaching and learning process. In essence, communication is a process of conveying messages from the source, messages from teachers or trainers through certain channels or media to the recipients of the message, namely students (Sinaga & Prasetyo, 2020).

Communication strategies in moral development learning are also a combination of a series of activities in the dormitory, equipment, materials, and time used by students in the dormitory. This communication can occur when preparing lesson materials and how the supervising teacher organizes a series of activities in the dormitory. Communication in dormitories has a very important role in the process of socializing and learning at school (Erawaty & Bahari, 2013; Farhan & Azizah, 2019; Wulandari, 2020; Muzaki & Sembodo, 2020; Handayani et al., 2021). Apart from that, schools are also formal educational institutions that essentially aim to change students' behavior, manners, morals, and speech. The process of changing behavior and speech is changed through communication strategies used by dormitory coaches.

Characteristics in coaching students are determined by the coaches involved in it. What is conveyed by the instructor, how is it conveyed and what is the student's response (Farhan & Aziah, 2019; Muzari & Mustofa, 2020; Wulandari, 2020). Changing students to be better is a big challenge for boarding school administrators (Tolib, 2015; Salmon et al., 2024; Aini et al., 2024; Wulandari & Mustifa, 2024). Coaches will face many challenges, especially those caused by differences in background which will influence how they coach their students, such as differences in culture, language, habits, and also the reasons why students enter the dormitory (Kenttä et al., 2020).

Based on initial studies, it was found that there were still many students who violated dormitory rules, such as praying on time, joking when praying, and lazing around in dormitory activities. Then, some students still do not understand the meaning of straightening rows or straightening rows in prayer, and there are still many obstacles experienced by coaches in moral development. This research is important to study and become reading material for dormitory supervisors.

METHODS

This research uses qualitative methods with a case study approach (Bartlett & Vavrus, 2016; Martell, 2017; Marshall et al., 2020; Engkizar et al., 2022). Data sources were taken from ten informants through in-depth interviews who were selected using techniques purposive sampling. Informants consisted of dormitory supervisors, school principals, and students who lived in the dormitory. According to Engkizar et al., (2018); Sultanik et al., (2022); Febriani et al., (2022) The selection of informants must meet four criteria, namely, they are still active in the field being researched, have competence related to the problem being researched, are willing to take the time to provide information to researchers, and honestly provide information according to the facts that occur in the field.

After the interviews were completed with all informants, the process of transcribing the interview data was carried out for control taken according to the objectives and needs of the research data. According to Sivakumar, (2020); Helena et al., (2020); Alfarikh et al., (2021) Thematic analysis is one of the analytical techniques that researchers can use to Analyze the results of the interview so that they can be seen clearly and are easy for readers to understand. The entire thematic analysis process is reinforced with documentation.

RESULT AND DISCUSSION

Based on the results of interviews conducted with ten informants, the results of the analysis found that there were four things that dormitory coaches implemented in developing students' morals. These four strategies can be seen in figure 1, below.

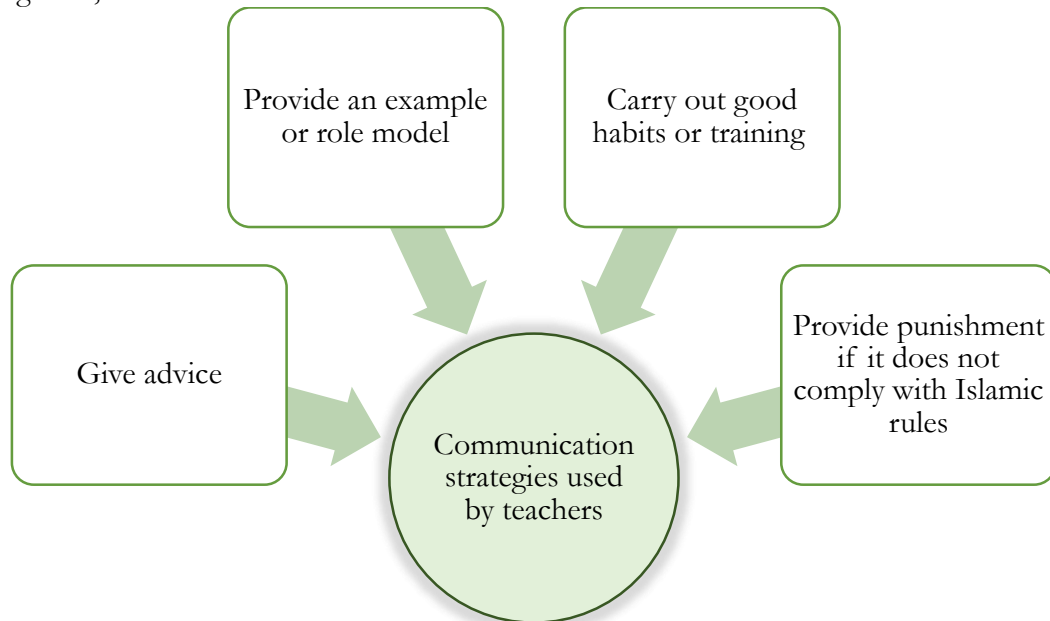


Fig 1. Communication strategies used by teachers in building morals

Based on figure 1, the author can explain that after holding in-depth interviews with informants, there are four strategies implemented by dormitory coaches in developing students' morals. These strategies are providing advice, providing an example, carrying out good habits or training, and giving punishment if it does not comply with Islamic rules. Next, the author will describe quotes from interviews with informants based on the identification approach and strategy above. The interview description displayed is a quote from a short statement from the informant when the interview was conducted. Even though the interview quotations were conveyed by informants in slightly different languages, they have more or less the same aim and meaning.

First, the strategy that teachers can use to foster good morals in students is by providing advice. Communication that can be done verbally is in the form of advice to students. Dormitory supervisors can tell Islamic stories and explain the wisdom contained therein and what morals can be emulated. This first strategy was conveyed by the informant as in the following interview excerpt.

...Good communication is very important for a dormitory supervisor in providing advice to students. The choice of kind and gentle words can touch the hearts of students so that students can easily understand the message conveyed by the teacher (I-1). ...As a dormitory coach, there are strategies that I can use to foster morals in students through good communication directly to learners. So that when communicating, I insert messages of Islamic moral advice so that they can be embedded in the students (I-2).

This advice method is a method that is quite effective in forming students' faith and preparing them morally, mentally and socially, and feelings (Fatimatuzuhroh et al., 2019; Hasbullah et al., 2019; Hawa et al., 2021; Sobry & Fitriani, 2022). Giving advice can have a big influence on opening a child's heart to the nature of things, encouraging him towards good and positive things with noble morals, and making his soul aware of Islamic principles (Rishan et al., 2018; Kasmar et al., 2019; Mahrum et al., 2023).

Communication between dormitory supervisors and students in the dormitory is small group communication (Almendingen et al., 2021). However, the coach can change it to interpersonal communication by using a two-way communication or dialogue method, namely the coach becomes the communicator (speaker) and the learner becomes the communicant (receiver of the message). This can be done by dormitory supervisors using a discussion or lecture system with a large audience or group of students. At that time, the dormitory supervisor conveyed messages and advice that could raise awareness and improve good morals in students.

Second, the strategy that teachers can use to foster good morals in students is by providing examples or role models. As stated by the informant in the following interview excerpt.

...The dormitory supervisor becomes a parent for the students while they are in the school dormitory. So, as a dormitory supervisor, I try to provide examples and role models for students, both in terms of behavior, clothing, and words (I-3), ...communication is not only in the form of words, but actions and behavior can be communication for the dormitory supervisor in developing morals learners. The communication referred to here is daily behavior that can be an example for students who live in dormitories (I-4).

Dormitory supervisors can set an example for students by making themselves role models first and providing good examples to students, both in behavior, words and deeds (Jannah, 2019; Irawan et al., 2021; Burhanuddin et al., 2022). This method is the most convincing for the success of the moral, spiritual, and social ethos aspects of students. The lack of role models from educators in practicing Islamic values is one of the factors causing the moral crisis (Ningsih et al., 2023; Putra & Nursikin, 2023; Rahmawati & Surus, 2024). The application of the exemplary method in education is seen as a method that must be applied by an educator as a figure who should be emulated by his students (Khafidah et al., 2020). Faj, (2021); Rijal & Hakim, (2021) said that in various matters in the world of education, exemplary education is very important, even the most important as found in psychology. It can be seen that since childhood, humans, especially children, have the desire to imitate and like to identify themselves with other people, especially their parents and teachers (Rahmi et al., 2021; Warsah et al., 2022; Hasibuan & Anwar, 2023).

Third, the strategy that teachers can use to foster good morals in students is by carrying out good habits or training. As stated by the informant in the following interview excerpt.

...The moral development that I carry out as a dormitory supervisor is through habituation and training. What I mean by habituation is changing student behavior that was previously not good to be better through good communication (I-5), ... extracurricular activities can have a positive influence on students, such as tahfizh activities, English clubs, Arabic clubs (I-6).

The habituation method is one of the tools for conveying da'wah messages which is very important as a basis for good communication, important for forming the character of students, and will also continue to influence students until their old age (Kamil, 2022; Amir & Hastuti, 2023). Instilling habits in students is difficult and sometimes takes a long time. However, everything that has become a habit is difficult to change, therefore it is better than doing bad habits (Kusmanto et al., 2021).

This training method is that students continue to be trained in religious activities in the form of extracurricular activities (Purnomo, 2020; Sari et al., 2024). The strategies used by dormitory coaches in forming students' morals and skills through extracurricular activities such as *tahfidz*, *tahsin*, independent *murojaah*, learning Arabic, English, and skills such as *qasidah* and religious music (Aryati & Khoiri, 2022; Engkizar et al., 2022; Zen et al., 2022).

Fourth, the strategy that teachers can use to foster good morals in students is by giving punishment if they do not comply with Islamic rules. As stated by the informant in the following interview excerpt.

...As a dormitory supervisor, I provide contact with students if they violate the dormitory rules, the punishment aims to educate and deter students so that they can change themselves for the better (I-7), ...communication that can be carried out by dormitory supervisors, apart from verbally, can also be through action, or behavior, for example by giving educational punishment (I-8).

This punishment strategy is about applying punishment to something that affects morals (Nurjannah et al., 2020; Huda & Luailik, 2023). The punishment given is not in the form of physical punishment, but the punishment has a good impact. If punishment like this is given then students will be more disciplined, polite and responsible for their actions. To overcome the large number of students who violate the rules, supervisors collaborate with the dormitory to shape the morale and discipline of students in the dormitory (Bregant et al., 2019).

CONCLUSION

Research findings found four strategies implemented by dormitory coaches in developing students' morals. These strategies are providing advice, setting an example, carrying out good habits or training, and giving punishment if it does not comply with Islamic rules. At least this research can be used as a basis and reference for future researchers to research this problem in different contexts and problems.

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