

Interpersonal Communication of PAI Teachers in Forming Discipline and Responsibility Characters among for Childhood

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ABSTRACT

Interpersonal communication has an important role in the educational process, especially in forming children's character. Islamic Religious Education (PAI) teachers have a big responsibility in educating and guiding children at school. Through effective interpersonal communication, PAI teachers can instill the values of discipline and responsibility in children. This research aims to examine the role of Islamic Religious Education (PAI) teachers' interpersonal communication in shaping the discipline and responsibility of middle childhood children at MI Islamiyah. This research uses a qualitative approach type case study research (case study). Research data uses primary and secondary data, data sources use informants, observations and documents. Data collection techniques use interviews, observation and documentation. The data was analyzed using the Miles and Huberman analysis method by condensing the data, presenting the data and drawing conclusions. Validation uses triangulation of sources, techniques and time. The results of this research show that PAI teachers' interpersonal communication in forming the character of discipline and responsibility in middle childhood children at MI Islamiyah has five ways, namely generating understanding, enjoyment, influence on attitudes, good relationships, and generating action.

Introduction

Education is a conscious and planned effort of teachers to advance the learning process in inside and outside the classroom, with the aim of developing student potential. Through education, people's potential can be developed, their spirit and willingness fostered, so that a nation's generation can discover and

maximize its various potentials to achieve comprehensive community development (Sareong and Supartini, 2020). Communication plays a very important role in everyday life. If we carefully observe people's daily activities, we will find that they spend most of their time communicating, either through conversations, reading newspapers, listening to the radio, watching TV or movies, and others. Communication is not limited to spoken words but includes all forms of interaction such as smiles, head nods, gestures, expressions of interest, and similar attitudes and feelings (Pohan and Fitria, 2021). Teachers play a very important role in the learning process. Teachers play a very important role in achieving educational goals, especially in the field of communication (Ardiawan and Heriawan, 2020).

The importance of communication in the teaching and learning process cannot be underestimated. The success of the teaching and learning process depends on good communication between educators and students. Even when students are in mid-childhood, what teachers say during instruction can have a lasting impact. Children at this age tend to imitate what they see and hear. Therefore, effective communication by teachers is necessary to improve the quality of the teaching process.

Communication is an integral part of everyone's daily life. In this case, the role of the environment is important in shaping interaction patterns between individuals. An unsupportive environment can damage established good habits and ultimately affect one's mindset and behavior. In addition, technological developments also play a role in changing lifestyles, making individuals more individualistic. Basically, the family is the first environment for communication because it is a small group with the closest interaction (Muslimah, 2017).

Communication within the family, especially between parents and children, is very important. If communication goes well, parents can more easily control children's development, and children become more understanding and obedient to the rules set. In addition to the family, the school environment also has an important role in shaping communication (Dini, 2022). Communication consists of verbal and nonverbal communication. In the context of learning, verbal communication is often used, but nonverbal communication is also important because not all students can convey what they feel. As social beings, humans always communicate to talk, exchange ideas, convey, and receive information (Lombu and Lase, 2023). Interpersonal communication or interpersonal communication is very influential in shaping self-concept and developing a good personality. In the context of education, effective interpersonal communication from teachers can help students in the process of finding solutions to the problems they face. Educational communication is the process of delivering messages related to education to succeed learning activities from teachers to students.

Teachers have an important role in the learning process, especially in formal educational institutions. Teachers are not only educators, but also role models that students see and emulate in the social and learning process. Good communication in learning is needed to shape the character of discipline and responsibility of students, especially in middle childhood.

Middle childhood, or middle childhood, is in the age range of 6-11 years. At this stage, children experience various transitions in cognitive, emotional, and social aspects. They begin to form self-concepts, self-regulation and social responsibility. Differences in individual development and environment also affect their behavior. As students, they are required to have responsibility and discipline in carrying out school tasks (Wong and Kurnianingrum, 2018). In middle childhood, between the ages of 6 and 12, children are in a crucial phase of development. During this time, they begin to develop social skills, cognitive abilities and moral values that will form the basis of their character in the future (Ginting and Hosio, 2022). Education plays an important role in shaping a person's knowledge, experience and skills. Character education, which emphasizes moral values, is very important to be applied in learning to form students who behave well. Character education from an early age helps form a person with noble character. Good character reflects a strong personality and is able to face the challenges of life.

Discipline and responsibility are two important character traits in education. Discipline helps children understand the importance of rules and regulations, while responsibility teaches them to take responsibility for their actions. PAI teachers have an important role in disciplining and teaching responsibility to students through effective interpersonal communication. In middle childhood, good interpersonal communication is very important because at this age children want to be heard more than listening. Interpersonal communication has an important role in the educational process, especially in the character building of middle childhood age children.

Islamic Religious Education (PAI) teachers have a great responsibility in educating and guiding children at school. Through effective interpersonal communication, PAI teachers can instill the values of discipline and responsibility in children. Good communication between teachers and students not only involves the delivery of subject matter, but also involves deep and understanding interactions. Teachers must be able to be role models and sources of inspiration for their students, create a conducive learning environment, and encourage children to behave in a disciplined and responsible manner. Based on preliminary research on grade II students of MI Islamiyah Simorejo Widang Tuban, it was found that the discipline and responsibility of students had begun to form. They rarely come late, obey school rules, participate in religious activities, are active in learning, and use

good language when talking to teachers. Based on this background, the researcher is interested in the title "Interpersonal Communication of PAI Teachers in Shaping the Character of Discipline and Responsibility in Middle Childhood Age Children at MI Islamiyah Simorejo Widang Tuban.

Method

This research uses a qualitative approach with the type of case study research (case study) and is descriptive. Qualitative research methods with this type of case study research to find meaning, investigate the process, gain understanding and deep understanding ranging from individuals, groups, or certain situations in accordance with the research objectives to determine the interpersonal communication of PAI teachers in shaping the character of discipline and responsibility in middle childhood age children MI Islamiyah Simorejo Widang Tuban.

The data used in this study are primary data from interviews with PAI teachers of grade II, head of madrasah, 2 student guardians and 2 students in accordance with the problems studied. Furthermore, secondary data includes documentation, journals, books, and related articles. The data sources used by researchers are informants, observations and documents related to the research.

Data collection techniques include interviews, observation and documentation. Observation is done by directly observing the interpersonal communication of PAI teachers with children of middle childhood age at school and in class. Interviews were conducted to obtain information related to how the teacher's interpersonal communication in shaping the character of discipline and responsibility of middle childhood age children. Documentation includes school profiles, lists of teachers and grade II students and photos of activities at MI Islamiyah Simorejo Widang Tuban. As for data analysis in this study, techniques such as data condensation, data display, and data verification were used. To ensure the validity of the data, a triangulation test of sources. Techniques and time.

Result and Discussion

Result

To obtain data on the interpersonal communication of PAI teachers in shaping the character of discipline and responsibility in middle childhood age children at MI Islamiyah Simorejo Widang Tuban, the first step taken by researchers was to conduct structured interviews with the head of the madrasah, PAI teachers, students, and parents. Furthermore, researchers verified statements from informants through direct observation in the classroom and outside the classroom at MI Islamiyah. Researchers also strengthen the findings from

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interviews and observations by documenting the information needed during the data collection process. Based on observations in the field, researchers found that PAI teachers always try to have effective and efficient interpersonal communication skills in shaping the character of discipline and responsibility.

Researchers found signs of interpersonal communication of PAI teachers in shaping the character of discipline and responsibility in middle childhood age children at MI Islamiyah based on data from interviews, observations and documentation, and according to Stewart L. Tubbs and Sylvia Moss in Jalaluddin Rahmat, interpersonal communication raises five things, namely understanding, pleasure, influence on attitudes, improved relationships and actions.

1. Understanding or message can be understood

Interpersonal communication raises the understanding of the communicant's ability to understand the meaning of the message given by the communicator. Through effective interpersonal communication, the message conveyed can be received clearly and understood by the recipient, resulting in the same understanding between the communicator and the communicant. This understanding is important to ensure that the purpose of communication is achieved and the message is not misinterpreted.

Related to the interpersonal communication of PAI teachers in shaping the character of discipline and responsibility in middle childhood age children can cause understanding or messages can be understood, the researchers conducted interviews with PAI teachers as informants 2 on Monday, June 10, 2024. He said:

"Ibu selalu menerapkan beberapa keterampilan dalam berkomunikasi di kelas dapat menimbulkan pengertian, diantaranya saya membuat pesan yang lengkap dan mudah dipahami oleh anak-anak, kemudian saya selalu menyesuaikan pesan-pesan nonverbal dengan pesan-pesan verbal. Seperti saya berpesan kepada anak-anak agar membuang sampah pada tempatnya, saya harus memberikan contoh tidak hanya lewat ucapan tetapi gerakan tangan saya membuang sampah di tempat sampah. Selanjutkan ibu berusaha mendapatkan umpan balik tentang pesan yang ditangkap oleh lawan komunikasi. Itu cara ibu memberi komunikasi interpersonal untuk membentuk karakter disiplin dan tanggung jawab". (Interview with Mrs. Ma'rufatun Hasanah, S.Pd, MI Islamiyah PAI Teacher, on June 10, 2024)

Based on information from informant 2, it is revealed that the interpersonal communication of PAI teachers in shaping the character of discipline and responsibility in middle childhood age children at MI Islamiyah is quite good in causing understanding or messages can be understood, because the teacher has good communication skills, so that students can easily understand what the teacher says in class and outside the classroom.

Furthermore, the researcher interviewed grade 2 students on Wednesday, June 05, 2024 in class during recess. He said:

“Ketika Ibu guru berbicara dengan kita terkait disiplin dan tanggung jawab saat di sekolah maupun di luar sekolah, saya merasa mudah memahami apa yang disampaikan ibu guru, ibu guru memberikan contoh dan nasihat-nasihat kepada teman-teman dengan bahasa yang mudah dipahami dan diterima baik oleh teman-teman terkait disiplin dan tanggung jawab”. (Interview with Naura Lutfiah Mahmudah, 2nd grade student of MI Islamiyah, on June 05, 2024)

Based on information from Naura Lutfiah Mahmudah, interpersonal communication between teachers and students has resulted in good understanding. This is because PAI teachers use simple and easy-to-understand language when explaining about the character of discipline and responsibility that students should have at school.

From the statements of several informants, it can be concluded that the interpersonal communication of PAI teachers in shaping the character of discipline and responsibility of middle childhood age children has a fairly good quality. This can be seen from the teacher's ability to deliver clear messages, which students can understand well. Teachers do this by delivering lessons in a complete and easy-to-understand manner, ensuring nonverbal messages are in line with verbal messages, and repeating information as needed so that students understand what is conveyed. In addition, middle childhood children have good memory and require special attention and effective approaches in communication regarding the implementation of discipline and responsibility at school. Children at this age tend to learn a lot from their surroundings, including parents and teachers, by continuing to show discipline and responsibility.

2. Pleasure

Interpersonal communication causes this pleasure when communication is not only well received, but also provides satisfaction and happiness to both parties, both communicants and communicators. Researchers conducted an interview with the PAI teacher on Monday, June 10, 2024 at 16.00 WIB at the PAI teacher's house, he said:

“Dalam membangun suasana yang menyenangkan saat berkomunikasi dengan siswa. Saya selalu selingi dengan guyongan-guyongan, menceritakan kejadian yang lucu, saya juga sering melakukan permainan serta *ice breaking* dengan anak-anak sebelum memulai pelajaran, agar anak tidak merasa bosan dan suasana kelas menjadi kondusif sehingga membuat anak-anak ceria”. (Interview with Mrs. Ma'rufatun Hasanah, S.Pd, MI Islamiyah PAI Teacher, on June 10, 2024)

This is also in line with the opinion of Elvina Arum Azzalia Maharani, saying:

“Ketika saya berada di kelas, saya merasa senang sekali karena ibu guru sudah masuk, Ibu guru selalu berpakaian rapi, sopan, bersih serta ibu guru selalu baik kepada kita. Ibu guru tidak pemarah, kalau marahpun akibat kita yang sering bertingkah banyak, ibu guru juga selalu memanggil kita dengan sapaan sayang dan berpenampilan baik dalam proses pembelajaran. Sehingga saya dan teman-teman senang sekali dengan guru PAI ketika kita berkomunikasi di kelas maupun diluar kelas”. (Interview with Elvina Arum Azzalia Maharani, 2nd grade student of MI Islamiyah, on June 05, 2024)

Based on the information above, Mrs. Ma'rufatun Hasanah, S.Pd revealed that the teacher's interpersonal communication with students to shape the character of discipline and responsibility provides a pleasant atmosphere in communication. Because PAI teachers can be facilitators who create a pleasant atmosphere. In addition, Elvina Arum Azzalia Maharani said that the learning atmosphere that takes place in the classroom is in a pleasant atmosphere so that when PAI teachers explain related to the character of discipline and responsibility to students, they feel happy and comfortable when given advice. Mrs. Ma'rufatun Hasanah also said:

“Dalam membangun komunikasi yang menyenangkan di kelas, ibu membantu siswa ketika mengalami kesulitan untuk menerapkan karakter disiplin dan tanggung jawab dengan mendekatinya, dengan memberikan penjelasan khusus kepada siswa yang sering melanggar kedisiplinan. Sehingga siswa tidak merasa susah tetapi senang untuk menerapkan kedisiplinan dan tanggung jawab pada siswa”.

Based on the above statement, Mrs. Ma'rufatun Hasanah stated that in creating a pleasant communication atmosphere in the classroom, she tries to help students who have difficulties in applying the character of discipline and responsibility. By approaching students personally and giving special explanations to those who often break the rules, Mrs. Ma'rufatun succeeded in making students feel more comfortable and happy in applying discipline and responsibility. This approach shows the importance of effective interpersonal communication in supporting students' positive character development.

3. Influence on attitudes

Interpersonal communication is the process of exchanging messages between individuals that allows them to relate, understand and influence each other. One important aspect of interpersonal communication is how the messages received can influence the attitudes and behavior of the communicants. Mrs. Ma'rufatun Hasanah, S.Pd, said:

“Untuk menimbulkan pengaruh pada sikap kepada anak-anak, ibu selalu memberikan contoh keteladanan, kebiasaan, nasihat dengan memberi contoh akhlak Rasulullah yang begitu mulia untuk dijadikan contoh dan teladan, tidak hanya itu, saya selalu memberikan motivasi kepada anak-anak agar selalu menjadi pribadi yang memiliki disiplin dan tanggung jawab dalam kehidupan sehari-hari”.

Based on information from Mrs. Ma'rufatun S.Pd as PAI teacher at MI Islamiyah revealed that the interpersonal communication of PAI teachers and students in influencing attitudes, is good enough, one of which is by always giving exemplary examples to them such as, telling the morals of Rasullullah which are exemplary and applied in everyday life. Furthermore, Mrs. Mu'asyiyah S.Pd.I. MA, she said:

“Dalam upaya guru membentuk anak-anak memiliki karakter disiplin dan tanggung jawab melalui komunikasi interpersonal guru PAI, menurut saya ya mba, guru berusaha merubah sikap dari buruk kearah yang lebih baik, dengan cara menasehati siswa agar selalu berbuat disiplin dan tanggung jawab baik disekolah maupun di rumah, dengan menaati peraturan, mengerjakan tugas yang diberikan oleh guru serta berbakti kepada orang tua, taat beribadah, selalu menjaga kebersihan”. (Interview with Mrs. Mu'asyiyah. S.Pd.I. MA, Head of Madrasah MI Islamiyah, on June 04, 2024)

This was also conveyed by Naura Lutfiya Mahmudah, a grade 2 student, saying:

“Ketika kami dikelas, apabila ada teman yang berbuat kesalahan, seperti tidak mengerjakan PR, malas belajar, ribut dikelas, terlambat masuk kelas dan kesalahan lainnya. Ibu guru selalu menasehati kami agar kami sadar bahwa sikap yang dilakukan itu salah dan dapat merugikan diri sendiri. Ibu juga selalu mengingatkan kita lewat diskusi, cerita terkait harus memiliki karakter disiplin dan tanggung jawab, sehingga menimbulkan kesadaran bagi saya dan teman-teman”.

From the statements conveyed by the informants above, it can be concluded that interpersonal communication between teachers and students is good enough to influence attitudes. All of this is applied by teachers in their interactions with students to encourage an attitude of discipline and responsibility in middle childhood age children, through role models, giving advice, and giving trust and responsibility to students.

4. Improved relationships

Interpersonal communication is the bridge that connects individuals to each other. In every interaction, be it in school, family or the workplace, effective communication plays an important role in forming and strengthening

relationships. This process is not just about exchanging information, but also about creating a deeper connection.

When two individuals communicate, they not only convey messages to each other, but also share feelings and thoughts. For example, at MI Islamiyah Simorejo Widang Tuban, an Islamic Education teacher interacts with students not only to teach subject matter, but also to build trusting relationships. Through a personal and empathic approach, the teacher is able to create a comfortable atmosphere for students, so that they feel valued and listened to. The researcher conducted an interview with a grade 2 student, on Wednesday, June 04, 2024 in class, he said:

“Saya merasa ibu guru selalu memantau teman-teman saya, apabila ibu guru mengajar selalu memperhatikan kami, kalau ada yang berbicara di kelas, ibu guru langsung memanggil teman saya yang berbicara. Ibu guru selalu menasehati agar kami bisa lebih disiplin saat di kelas, selain itu, ketika ada tugas ibu guru selalu mengingatkan kita agar mengerjakan tugas dengan baik dan mengumpulkan tepat waktu. Kalau ada teman kami yang tidak mengerjakan ibu guru selalu memberi nasehat dan bertanya kenapa tidak mengerjakan tugas. dengan itu kami merasa sangat diperhatikan oleh ibu guru”. (Interview with Elvina Arum Azzalia Maharani, 2nd grade student of MI Islamiyah, on June 05, 2024)

Based on information from Elvina Arum Azzalia Maharani, interpersonal communication between teachers and students can be considered good in building relationships. The teacher's attention to students contributes to the improvement of the relationship, so that students feel cared for in terms of discipline and responsibility, both at home and at school. Furthermore, Mrs. Ma'rufatun Hasanah S.Pd as a PAI teacher at MI Islamiyah, said:

“Dalam membentuk hubungan yang baik terhadap siswa, yang Ibu lakukan Nak yaitu dengan selalu mendorong siswa untuk aktif dengan mengajukan pertanyaan dan terus mengajak siswa agar aktif dengan mencari apa yang diminati serta apa yang dirasakan kemudian menanggapi semua hal yang disampaikan mereka, seolah-olah semua hal itu penting dan menarik bagi Ibu, saya selalu bertanya kepada siswa terkait alasan siswa terkadang melanggar tata tertib di sekolah, terkadang saya juga mengadakan diskusi agar siswa-siswi selalu meningkatkan karakter disiplin dan tanggung jawab dengan selalu menjalankan kewajiban di sekolah”.

Based on information from Mrs. Ma'rufatun Hasanah, S.Pd, interpersonal communication between teachers and students has been well established. This is due to the open attitude of PAI teachers, who make students a place to discuss and respect their opinions.

From this statement, it can be concluded that the teacher's interpersonal communication in shaping the character of discipline and responsibility in middle childhood age children at MI Islamiyah is going well. PAI teachers are always open, pay attention to students, and actively engage students in conversation by asking questions and finding out their interests. Middle childhood children are able to feel various attitudes, both positive and negative, and tend to dislike being compared to others, including peers. Therefore, PAI teachers need to establish a good relationship with children at this age.

5. Action

Interpersonal communication elicits action according to the topic discussed. Through message clarity, openness, empathy, collaboration, motivation, and clear delivery of goals, individuals can achieve better understanding and take appropriate action. Elvina Arum Azzalia Maharani, said:

“Saya berangkat kesekolah jam 06.30, kami selalu melaksanakan piket sesuai jadwal masing-masing, ibu guru akan mengabsen terlebih dahulu, setelah itu kami melaksanakan sholat dhuha berjamaah. Setiap hari sebelum memulai pelajaran membaca surah-surah pendek, Kami selalu bersemangat ketika belajar di sekolah, selalu mengumpulkan tugas tepat waktu, mengikuti kegiatan ekstrakurikuler dan sebelum pulang kami sholat dhuhur berjamaah”.

Based on the interpersonal communication of PAI teachers, student discipline and responsibility have been well formed. MI Islamiyah students have generally carried out their duties well at school, performed the worship required by Allah SWT, and applied the teachings taught by their teachers in their daily lives. Hal tersebut juga disampaikan oleh Ibu Ma'rufatun Hasanah, beliau mengatakan:

“Saya selalu memberikan contoh serta nasehat-nasehat yang baik kepada siswa, Ibu selalu mengingatkan agar berbuat baik dan menaati aturan dimanapun berada, ibu juga mendorong siswa-siswi agar selalu mengaplikasikan ilmu yang didapatkan untuk diamalkan dalam bentuk perbuatan”

Furthermore, the researcher interviewed Mrs. Rahmatus Sa'diyah, she said:

“Anak saya ya mba, semenjak diberi motivasi dan nasihat oleh ibu guru PAI, anak saya sudah mulai banyak perubahan, Sholat lima waktu setiap hari, selalu membantu saya dirumah, kalau selesai bermain mainannya langsung diberaskan, kalau ada sampah juga dibuang di tempat sampah, saya senang sekali mba dengan perubahan anak saya”

Based on the results of interviews with informants, the researcher concluded that interpersonal communication is good enough in motivating action. The advice and examples given by teachers help students apply it in their daily lives, perform worship, and practice the discipline taught in PAI lessons in class.

Discussion

Interpersonal communication is an important aspect of children's learning and character building, especially in middle childhood. This age, which ranges from 6 to 11 years old, is a critical period in children's cognitive, emotional and social development. During this time, children begin to develop more complex thinking abilities, social skills, and an understanding of moral values and responsibility.

Islamic Religious Education (PAI) teachers have a great responsibility in educating and guiding children at school. Through effective interpersonal communication, PAI teachers can instill the values of discipline and responsibility in children. Good communication between teachers and students not only involves the delivery of subject matter, but also involves deep and understanding interactions. Teachers must be able to be role models and sources of inspiration for their students, create a conducive learning environment, and encourage children to behave in a disciplined and responsible manner.

Researchers have presented data on interpersonal communication of PAI teachers in shaping the character of discipline and responsibility of middle childhood age children MI Islamiyah Simorejo Widang Tuban. Researchers first discussed the findings about the interpersonal communication of PAI teachers in shaping the character of discipline and responsibility in middle childhood age children at MI Islamiyah Simorejo Widang Tuban. Researchers found signs of interpersonal communication of PAI teachers in shaping the character of discipline and responsibility in middle childhood age children at MI Islamiyah according to Stewart L Tubbs and Sylvia Moss in Jalaluddin Rahmat causing five things including: understanding, pleasure, influence on attitudes, better relationships and actions.

1. Understanding or messages can be understood

Interpersonal communication raises understanding is the ability of the communicant to understand the meaning of the message given by the communicator. Through effective interpersonal communication, the message conveyed can be received clearly and understood by the recipient, resulting in the same understanding between the communicator and the communicant. This understanding is important to ensure that the purpose of communication is achieved and that the message is not misinterpreted.

In the context of middle childhood, effective interpersonal communication is crucial for developing the character of discipline and responsibility. At this age, children are in a significant stage of cognitive and social development. They begin

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to understand more complex concepts and have the ability to communicate better. Therefore, it is important for teachers and parents to convey messages clearly and precisely.

When PAI teachers use good interpersonal communication, they can help children understand the values of discipline and responsibility more effectively. The message delivered must be clear, complete, and easy for children to understand. Teachers also need to use nonverbal messages that are consistent with verbal messages to ensure children receive the information correctly. Repeating messages as needed also helps children remember and understand what is conveyed. Children at this age have strong memories, but they also need consistent repetition and explanation to strengthen their understanding. Thus, effective interpersonal communication not only helps children understand the message delivered, but also forms their character of discipline and responsibility positively through clear and precise understanding. Based on the results of an interview with Mrs. Ma'rufatun Hasanah S.Pd, a grade 2 Islamic Religious Education teacher, on Monday, June 10, 2024, explained that effective interpersonal communication is very important in forming the character of discipline and responsibility in middle childhood children. Mrs. Ma'rufatun Hasanah explained that in communicating, always adjust nonverbal messages to verbal messages. The example given is teaching children to throw away trash in its place not only through speech but also through actions, such as hand movements to throw away trash. Clear and structured messages help children understand instructions better.

Effective interpersonal communication is used by teachers to shape the character of discipline and responsibility in middle childhood children. Through examples and understanding in communication, children are taught to develop good habits and be responsible for their actions. In line with the results of Amalia et al.'s research, it explains that there is a significant relationship between interpersonal communication and messages conveyed by teachers and parents influencing a person's character and personality (Amalia and Natsir, 2017). This is reinforced by Muflicha's theory which explains that in teaching and learning activities, interpersonal communication is a must in order to create a good relationship between teachers and students. The effectiveness of communication in teaching and learning activities is highly dependent on teachers and students. However, because teachers hold control in the classroom, the responsibility for effective communication in the classroom lies with the teacher's skills in communicating with students (Sidik and Sobandi, 2018).

2. Pleasure

Interpersonal communication that creates pleasure occurs when communication is not only well received, but also provides satisfaction and

happiness to both parties, both the communicant and the communicator. When communication takes place in a pleasant way, the atmosphere becomes more positive and interpersonal relationships become stronger. Pleasure communication can strengthen relationships, create a sense of mutual respect, and increase motivation and enthusiasm in interacting. This is important in the context of education, where teachers who communicate in a pleasant way can increase student interest and participation in the teaching and learning process.

The results of an interview with Elvina Arum Azzalia Maharani, a grade 2 student, on Wednesday, June 5, 2024, revealed that the learning atmosphere in the classroom was very pleasant. When the Islamic Religious Education teacher explained about the character of discipline and responsibility, students felt happy and comfortable. This pleasant atmosphere makes students more open to receiving advice and direction from the teacher. By creating a pleasant atmosphere and providing good examples, teachers can help students develop the character of discipline and responsibility. Students who feel appreciated and cared for tend to be more motivated to follow the rules and demonstrate good behavior.

Mrs. Ma'rufatun Hasanah S.Pd also said in an interview with the researcher that giving special attention to students who have difficulty in implementing the character of discipline and responsibility is very important. By approaching students personally, teachers can provide more specific and detailed explanations about the importance of discipline and responsibility. Students feel supported and appreciated, so they are more motivated to implement discipline and responsibility without feeling burdened or pressured.

At MI Islamiyah, middle childhood children enjoy learning in a positive and pleasant environment. A pleasant atmosphere in the classroom makes them more motivated to learn and apply the values taught. A positive relationship between teachers and students is very important at this age. Teachers who provide special attention and support can build strong and positive relationships, which greatly affect the social and emotional development of children.

3. Influence on attitudes

Interpersonal communication is the process of exchanging information between individuals that can result in changes in attitudes and behavior in the recipient of the message (communicant) after receiving the message from the sender (communicator). In the context of education, especially at MI Islamiyah Simorejo Widang Tuban, interpersonal communication carried out by Islamic Religious Education teachers has an important role in shaping the character of discipline and responsibility in middle childhood students. Islamic Religious Education teachers at MI Islamiyah Simorejo Widang Tuban act as models, mentors, and facilitators in the learning process and character formation. They convey the values of discipline and responsibility through various methods of

interpersonal communication, including lectures, discussions, moral stories, and practical activities. Through lectures, teachers convey important values in a structured and systematic way. Lectures provide an opportunity for teachers to explain the concept of discipline and responsibility in depth. Discussions allow for two-way interaction between teachers and students. Through discussions, students can ask questions, share opinions, and gain a better understanding of the importance of discipline and responsibility. Moral stories are an effective activity for teaching values. Teachers use stories from Islamic teachings or stories of inspiring figures to instill the values of discipline and responsibility. Involving students in practical activities helps them apply the values they have learned. For example, group projects or daily tasks that require cooperation and individual responsibility.

Interpersonal communication carried out by Islamic Religious Education teachers at MI Islamiyah Simorejo Widang Tuban has a significant impact on forming the character of discipline and responsibility in middle childhood children. This was confirmed by Mrs. Mu'asyiyah S.Pd.I MA, as the head of the madrasah, who stated that interpersonal communication of Islamic Religious Education teachers at MI Islamiyah Simorejo Widang Tuban is very influential in forming this character. Through a personal approach, giving advice, and emphasizing core values, Islamic Religious Education teachers are able to produce positive changes in attitudes in students. Students feel supported and appreciated, and are more motivated to apply the values of discipline and responsibility in their daily lives. Based on the results of observations and documentation carried out on June 5, 2024 in class 2 of MI Islamiyah, it can be seen that Islamic Religious Education teachers are very active in interacting with students, both individually and in groups. Teachers often approach students who have difficulty understanding the material or who show undisciplined behavior, give praise, and verbally motivate students who show disciplined and responsible behavior. Middle childhood children showed an increase in discipline after receiving advice and direction from Islamic Religious Education teachers. They become more obedient to school rules, such as arriving on time, maintaining order in the classroom, and completing assignments on time. This shows that effective interpersonal communication can help children understand the importance of discipline and responsibility and apply them in their daily lives.

4. Better relationships

Interpersonal communication is a bridge that connects individuals to each other. In every interaction, be it in the school environment, family, or workplace, effective communication plays an important role in forming and strengthening relationships. This process is not only about exchanging information, but also about forming deeper relationships.

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When two individuals communicate, they not only convey messages to each other, but also share feelings and thoughts. For example, at MI Islamiyah Simorejo Widang Tuban, a PAI teacher interacts with students not only to teach subject matter, but also to build a relationship of mutual trust. Through a personal and empathetic approach, the teacher is able to create a comfortable atmosphere for students, so that they feel appreciated and heard.

This effective communication process creates a closer bond between teachers and students. When students feel that their teachers care about and understand their needs, the relationship that is formed will be stronger. In each learning session, teachers not only provide knowledge, but also praise and motivation that encourages students to excel. This not only increases students' self-confidence but also strengthens their sense of connection with the teacher.

The results of an interview with Elvina Arum Azzalia Maharani on July 5, 2024 showed that good interpersonal communication between teachers and students at MI Islamiyah Simorejo Widang Tuban has a very important role in the formation of discipline and responsibility in middle childhood children. Teachers who are consistent in providing attention and guidance are able to create positive relationships with students. This relationship greatly influences the improvement of students' discipline and responsibility, both in the school environment and at home. When students feel cared for, they tend to be more committed to following the rules and being responsible for their actions. In addition, effective communication also encourages student involvement in the learning process. When students feel appreciated and supported by their teachers, they become more active in participating in learning activities. This creates a conducive learning atmosphere and strengthens students' motivation to learn, so that the character of discipline and responsibility is increasingly internalized in them. Overall, a good relationship between teachers and students through effective interpersonal communication is very important for the development of positive character in children at this age.

5. Action

Interpersonal communication of teachers plays an important role in fostering discipline and responsibility in middle childhood children. In the context of education, effective communication not only includes delivering material, but also interactions that build positive relationships between teachers and students. This contributes to actions taken in accordance with the topics discussed.

Based on interpersonal communication implemented by Islamic Religious Education teachers at MI Islamiyah Simorejo Widang Tuban, students' disciplinary and responsible actions show good results. This is supported by observations and statements from various informants which indicate that Islamic Religious Education teacher communication plays a major role in shaping

students' disciplinary and responsible attitudes. Teachers who are open, provide personal attention, and always support students in carrying out their duties and worship create an environment that supports the development of positive character. In addition, teachers also provide emotional support that makes students feel comfortable and appreciated, which is very important for the social and emotional development of children at this age.

Islamic Religious Education teachers provide strict but attentive supervision, ensuring that students arrive on time, follow class rules, and complete assignments well. This supervision is accompanied by clear directions about the importance of discipline. In addition to teaching discipline with words, teachers also provide direct examples, such as always arriving on time, preparing materials well, and maintaining classroom cleanliness.

Based on interviews with parents of students, Mrs. Rohmatus Sa'diyah, it can be concluded that interpersonal communication carried out by Islamic Religious Education teachers has succeeded in fostering good discipline and responsibility in children. Advice and motivation from teachers, as well as positive behavior that is exemplified, have been internalized by students and applied in everyday life. These positive changes are seen not only at school, but also at home, showing the effectiveness of the teacher's approach in shaping the character of middle childhood children. Parents are satisfied and happy with these changes, which emphasizes the importance of the role of teachers in shaping positive attitudes and behavior in children.

Student actions are the result of interactions that occur in the educational environment, which are greatly influenced by effective interpersonal communication between teachers and students. With support, attention, and good examples from teachers, students can internalize the values of discipline and responsibility, and apply them in everyday life.

Conclusion

Interpersonal communication of Islamic Religious Education teachers in forming the character of discipline and responsibility in middle childhood children at MI Islamiyah Simorejo Widang Tuban has five ways, namely 1) Interpersonal communication creates understanding or messages that can be understood so that it is easier for middle childhood children to understand what is conveyed by Islamic Religious Education teachers so as to form the character of discipline and responsibility in middle childhood children. 2) Interpersonal communication creates pleasure so that Islamic Religious Education teachers can help students develop the character of discipline and responsibility. 3) Interpersonal communication has an influence on the attitudes of middle

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childhood children. Through a personal approach, giving advice, and emphasizing core values, Islamic Religious Education teachers have succeeded in creating positive changes in attitudes in students, especially the character of discipline and responsibility. 4) Interpersonal communication produces a good relationship between Islamic Religious Education teachers and middle childhood children at MI Islamiyah. 5) Interpersonal communication creates action because interpersonal communication carried out by Islamic Religious Education teachers has succeeded in creating good actions of discipline and responsibility in children both in the school environment, family and society.

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