COMMUNICATION PROCESS THROUGH THE QURAN SMART PROGRAM IN SHAPE CHILDREN'S ISLAMIC CHARACTER AT RIMBA INDONESIA SCHOOL, BANDUNG DISTRICT

Inggar Prayoga
Universitas Komputer Indonesia, Bandung, Indonesia

M Adri Almufariddun Saifullah
Universitas Komputer Indonesia, Bandung, Indonesia

Abstract

This study aims to understand the use of the Smart Al-Quran Program in verbal and non-verbal communication to shape the Islamic character of children and to look at the teacher's use of spoken and written language and intonation in this process. In this study, a qualitative approach was used with a descriptive study method. Data collection involved literature study, field observations, in-depth interviews, and documentation. The results of the study show that through a variety of integrated verbal communications, the Smart Al-Quran program is effective in shaping children's Islamic character. Various aspects of the communication approach such as persuasive language, appreciation, intonation, written language, stories, and interactions with the natural environment work together to create an in-depth and meaningful learning environment. This allows not only an intellectual understanding of the Quran, but also the application of Islamic values in daily actions, forming a strong, ethical and adhering to religious principles.

Key words : Verbal Communication, Teachers, Students, Islamic Character, School

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1. Introductions

Sekolah Rimba Indonesia is an educational institution that has a unique concept in learning, by integrating nature as the main curriculum. This school was founded by Ustaz Hanan Attaki as the founder, with management by the Pemuda Hijrah Indonesia Foundation. The main aim of establishing the Indonesian Rimba School is to produce a young generation who not only focuses on academic values, but also develops interests, talents and noble Islamic character to become future leaders with morals and character (Fajar, 2022)

In order to optimize the development of the Smart Al-Quran program at the Indonesian Rimba School, it is necessary to conduct research on the influence of verbal communication in shaping children's Islamic character through the Smart Al-Quran program. This research will discuss in more detail how verbal communication can help in shaping children's Islamic character through the Smart Al-Quran program, as well as what factors influence the effectiveness of verbal communication in learning the Al-Quran. This research is important because it will provide insight into the effectiveness of the programs at the Indonesian Rimba School in shaping children's Islamic character. By understanding the problems that arise in the implementation of these programs, this research can provide appropriate recommendations and solutions to improve the character education approach in these schools.

2. Literature Review

Verbal communication is communication that uses words, whether orally or in writing. Verbal communication is most widely used in relationships between humans, to express feelings, emotions, thoughts, ideas, facts, data and information and explain them, exchange feelings and thoughts, debate and quarrel with each other (Bekiner, 2021)

Verbal communication is the exchange of information through spoken or written words. This communication involves the use of language and helps individuals to understand the meaning contained in messages conveyed by other people (Hadiani, 2021)

This form of oral communication can occur in the form of conversations, speeches, presentations, discussions, and so on. Written verbal communication occurs when messages are conveyed through written or printed media such as letters, memos, email, etc. This form of written communication is often used in business, academic and administrative situations (Malyuga, 2016). However, in today's digital era, verbal communication can also occur through social media, online chat and instant messaging applications. The combination of oral and written forms of verbal communication can have different effects on the effectiveness of communication and the message recipient's perception of the message sender

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3. Method

This study uses a qualitative method approach descriptive. This type of research is basic research that describes the results of research that has been carried out by researchers. Six informants, consisting of 3 key informants and 3 supporting informants, were selected through a purposive sampling technique. Data collection involved literature study, field observations, in-depth interviews, and documentation. Data analysis includes data reduction, data presentation, drawing conclusions, and testing the validity of the data through triangulation and verification by informants. Qualitative research often uses a holistic approach, which allows researchers to understand social phenomena thoroughly and in depth. Apart from that, qualitative research also emphasizes the validity and trustworthiness of the data, by paying attention to aspects such as credibility, transferability, dependability and confirmability.

3. Results and Discussion

3.1. Spoken Language

In this approach, the teacher provides a more in-depth explanation regarding the importance of understanding the Al-Quran in everyday life and provides an understanding of the revelation of the verses of the Al-Quran.Apart from the verbal communication approach, giving appreciation or rewards is also an important aspect in shaping children's Islamic character through the Smart Al-Quran program. Teachers use rewards in the form of Islamic motivational words and appreciation to encourage students to achieve learning goals, for example the saying *"Masya'allah"*, and *"Sholih/Sholihah"*. Every time students achieve an achievement or make a serious effort, they are given direct appreciation. verbally as a form of positive support. The teacher's facial expression when giving appreciation has a big impact on students. A sincere facial expression, smile, or appreciative look in the eyes can make students feel valued and motivated. Teachers who show positive facial expressions also build strong relationships with students.
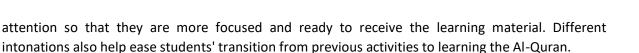
The teacher's body movements can also communicate appreciation. For example, giving a student a light pat on the shoulder, giving a hug, or nodding the head as a sign of approval can be powerful nonverbal acts of appreciation. Teacher gestures such as raising a thumbs up, raising a hand in victory, or even standing as a special sign of appreciation can send a clear message of appreciation and happiness for a student's achievement. Apart from physical gestures, the use of symbols such as giving certificates or gold stars as appreciation is also a strong form of nonverbal appreciation. This symbol can be used as a reminder of achievements and motivate students to achieve more.

The use of stories in Al-Quran learning is an effective approach in shaping children's Islamic character at the Indonesian Rimba School. Teachers use the stories of the prophets and personal experiences to explain the meaning and relevance of Islamic values contained in the Al-Quran. These stories help students imagine and feel connected to the teachings of the Al-Quran

3.2. Intonation

Information obtained from interviews with Smart Al-Quran teachers highlights the importance of variations in voice intonation in stimulating students' interest and attention. By using a slightly higher or more energetic intonation at the beginning of the lesson, the teacher is able to attract students'

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attention so that they are more focused and ready to receive the learning material. Different intonations also help ease students' transition from previous activities to learning the Al-Quran.

The use of voice intonation in the verbal communication process through the Smart Al-Quran program at the Rimba Indonesia School, Bandung Regency has significant implications in shaping children's Islamic character. Varied intonation helps increase student interest and engagement, create a conducive learning environment, and deal with difficult situations effectively. By using the right intonation, teachers are able to create positive and supportive learning experiences, facilitate students' understanding of the teachings of the Al-Quran, and overall form strong Islamic character in children at the Rimba Indonesia School, Bandung Regency.

The use of voice intonation also plays an important role in creating a conducive learning atmosphere. As explained by the Smart Al-Quran teacher, relaxed intonation at the beginning of learning helps create a comfortable and supportive environment. On the other hand, the use of firm intonation provides the necessary direction for students so that they remain focused and disciplined during learning. The balance between relaxed and firm intonation creates an effective and positive learning environment.

3.3. Written Language

The use of written language has an important role in handling conflicts between students constructively. Students are asked to express their feelings in the form of letters which are then discussed together with role play. This approach allows students to resolve conflicts through reflection and guided dialogue. Written language is also used as a means of venting between students, creating space for them to express their feelings and get support from friends class.

The use of written language has also been proven to help build a more personal relationship between teachers and students. Teachers at the Rimba Indonesia School, Bandung Regency, provide feedback through letters containing motivational messages. This creates a closer relationship between teachers and students, while providing support and inspiration to understand the Al-Quran and develop Islamic character.

Although the use of written language has many benefits, there are several limitations and challenges that need to be overcome. One challenge is adapting the communication approach according to the student's developmental level. Additionally, it is worth considering that students may better understand verbal/oral communication at a higher level. Providing sufficient resources and support for the creation of written language materials is also an important consideration.

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4. Conclusion

1. The Smart Al-Quran program at the Rimba Indonesia School in Bandung Regency has experienced a significant increase in using spoken language as an important tool in forming children's Islamic character. Verbal communication approaches, the use of Al-Quran stories, and interaction with the natural environment are key elements that are effective in providing in-depth understanding, motivation, and strong relationships between students, teachers, and the teachings of the Al-Quran.

2. Various approaches to the use of written language, such as visualizing values through posters, handling conflicts with letters and role plays, as well as personal feedback from teachers, all contribute to the formation of positive and ethical Islamic character. Although challenges such as adapting communication based on student level need to be overcome, the use of written language through this program provides great potential in forming a young generation with noble character and practicing Islamic principles.

3. In learning the Al-Quran at the Rimba Indonesia School, Bandung Regency, the use of voice intonation by teachers through the Smart Al-Quran program has had a significant impact in shaping children's Islamic character. Varied voice intonations not only increase students' interest and attention, but also create a conducive learning environment and help overcome difficult situations. By utilizing appropriate intonation, teachers can create a positive learning experience, support understanding of the Al-Quran, and shape students' Islamic character effectively.

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