

## Improving Ustaz and Ustazah Communication Skills for Students at TPQ Rojaul Khoir Griya Mijen Permai Semarang

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**Abstract:** This research aims, firstly, to provide knowledge and understanding to ustaz and ustazah about the importance of communication while at the same time providing reinforcement on how to apply communication skills in the learning process to santri or students and secondly to find out the results of implementing the communication skills that teachers have in the learning process. The method used in this research is descriptive-analytical using a participatory approach. The research instrument used interviews. The subject of the activity is the teachers and the field of education. Activities to improve the communication skills of ustaz and ustazah for students of TPQ Rojaul Khoir, Mijen Semarang were carried out for four days and were attended by 40 participants consisting of teachers, prayer teachers in the field of education, and other managers. After carrying out a workshop to improve communication skills for ustaz and ustazah, the activity continued with evaluating and preparing a follow-up program using brainstorming. The importance of communication strategies taught by students at TPQ Rojaul Khoir to improve learning quality is a common concern, so communication skills should be part of implementing activity programs at TPQ Rojaul Khoir. After communication skills were implemented in learning activities, there was a change for the better; namely, the class was more controlled, and the learning process was more meaningful.

**Keywords:** Communication Skills, Ustaz and Ustazah, Santri or Students

**Abstrak:** Penelitian ini bertujuan untuk pertama, memberikan pengetahuan dan pemahaman kepada para ustaz dan ustazah tentang pentingnya komunikasi sekaligus memberikan penguatan bagaimana mengaplikasikan keterampilan komunikasi dalam proses pembelajaran terhadap para santri atau siswa dan kedua untuk mengetahui hasil dari pengimplementasian keterampilan komunikasi yang telah dimiliki pengajar dalam proses pembelajaran. Metode yang digunakan dalam penelitian ini yaitu deskriptif analitis dengan menggunakan pendekatan partisipatoris. Instrumen penelitian menggunakan wawancara. Subjek kegiatan yaitu para pengajar dan ketakmiran bidang pendidikan. Kegiatan

peningkatan keterampilan komunikasi ustaz dan ustazah terhadap santri TPQ Rojaul Khoir, Mijen Semarang dilaksanakan selama empat hari dengan diikuti oleh 40 orang peserta yang terdiri dari para pengajar, ketakmiran musala bidang pendidikan, dan pengelola lain. Setelah dilaksanakannya lokakarya peningkatan keterampilan komunikasi bagi para ustaz dan ustazah, kegiatan kemudian dilanjutkan dengan evaluasi dan penyusunan program tindak lanjut dengan menggunakan metode curah gagasan (brainstorming). Pentingnya strategi komunikasi yang dilakukan oleh pengajar dalam membelajarkan santri di TPQ Rojaul Khoir dalam meningkatkan kualitas pembelajaran menjadi perhatian bersama sehingga keterampilan komunikasi menjadi bagian dalam pelaksanaan program-program kegiatan di TPQ Rojaul Khoir. Setelah ilmu keterampilan komunikasi diimplementasikan dalam kegiatan pembelajaran, terdapat perubahan ke arah yang lebih baik yakni kelas lebih terkendali dan proses pembelajaran lebih bermakna.

**Kata Kunci:** Keterampilan Komunikasi, Ustaz dan Ustazah, Santri Atau Siswa

## Introduction

Education is an important thing that must be considered in one's life. This is because, through education, a person can have various abilities, skills, and knowledge that can be useful for his life. Law Number 20 of 2009 Chapter 3 states that "Education national functioning for develop abilities and shape the character and civilization of the nation dignified in the frame to make smart life nation, aiming for development potential participant educate so that become man Which belief and pious to Lord The Almighty, noble, healthy, knowledgeable, capable, creative, independent, And become inhabitant country Which democratic as well as responsible answer." With supplies of knowledge owned, a person is expected to be able to face various challenges solving various life problems so that the life he lives will be easier, more focused, and successful, especially success life in hereafter (Andriyani, Noviya, Maslahah, & Suud, 2023). Therefore, someone needs to demand knowledge from an early or young in institutional education, which not only teaches knowledge of general solely, but also in institutional education, which teaches knowledge of religion (Hamzah, 2022). Education and coaching religion on time, age early, and school are very important for the growth and development soul of the child. Coaching faith from early habituation with an Islamic environment is an effort to instill religious influence in their still unstable souls in determined institution education; usually, the people old consider various matters like cost education, distance travel, environment school, and curriculum which is taught (Darmawan, Issalillah, Retnowati, & Mataputun, 2021). One of the Islamic religious education institutions recommended for age children (7-12 years), which is often found (including in the Semarang City area), namely the Al-Qur'an Education Park (TPQ). This is based on information from Bahrul Fawaid, the chairman of Badko TPQ City Semarang period 2019-2024 in *radarsemarang.jawapos.com* that TPQ in Semarang City at the moment amounts to 1,168

institutions), affordable costs, and has curriculum Which clear based on Letter Decision Director General of Islamic Education Number 91 of 2020 is the Garden Al-Quran Education or commonly known by the abbreviation TPQ.

TPQ (Park Education Al-Qur'an) is a type of education in religious Islam non-formal Which aims to participant educate capable reading, writing, memorizing, and practicing content Al-Qur'an. The TPQ manager must notice factors supporting the successful implementation of learning to reach established competencies. Wrong One-factor support success implementation learning Which important related competence Ustad and a female teacher that is the ability to communicate (Dewi, 2019). The role of communication in learning is very important and cannot be ignored. Communication acts as a foundation in process learning. It can influence other aspects of activity learning like interest, Study participant education, activity Study participant education, comfort, Study participant education, pleasure Study students, and the achievement of understanding of knowledge or information the participant educates (Hosnan, 2016).

If communication experiences obstacles or disruptions, then the following things will happen. (1) Lack of understanding or misunderstanding. Student Possible No understand or to mean with something Which other information Which delivered by Ustaz/ustazah because of the language used too complex, unclear, or inappropriate for the level understanding they. (2) Chaos in learning. If the information conveyed is clear or disjointed due to technical problems or other disruptions, then learning can become chaotic, and students need to understand the taught material. (3) Lack of motivation to learn. Lack of appreciation, attention, or feedback from Ustaz/ustazah can weaken the motivation And Spirit of Study students. (4) Flavor frustration. Ustaz/ustazah Which angry person and swearer will cause students to feel frustrated, stressed, anxious, and scared so that activity Study No walk with Good Because student No focus/concentration on learning activities. (5) Feeling bored and learning becomes unpleasant. Ustaz/ustazah, who is too rigid and uncommunicative, causes students to feel fed up and reluctant to participate, making it Uncomfortable learning. (6) Low academic achievement. If the obstacle~~st~~communication are in progress in the long term, this can impact students' low academic achievement because they need help understanding the information.

Based on the interviews that the community service team conducted in TPQ Rojaul Khoir Griya Mijen Permai on July 3-5, 2023, with teacher seniors, obtained information that problem communication between teachers and students in TPQ Rojaul Khoir still exists even though it is not a constraint Which Serious, but become attention Which needs to be completed especially in face child Which too quiet type, too active, fearful, or shy (Sidik & Sobandi, 2018). To finish problem communication in TPQ, Rojaul Khoir also creates learning so that more effective to produce student *output that is by* hope curriculum TPQ, so required effort improvement skills communication ustaz/ustazah to student TPQ through the *Ustaz Communication Skills Improvement program and Ustazah Towards Students at TPQ Rojaul Khoir Griya Mijen Beautiful Semarang*.

Previous research related to improving communication skills was first conducted by Safitri (2018). "*The Influence of Ustaz's Effective Communication on the Understanding of Material in Students at Islamic Boarding Schools.*" Effective communication between Ustaz and students greatly influences the understanding of the material delivered. This study shows that simple and clear language helps students understand the lesson better. Ustaz and Ustazah have good interpersonal communication skills and can build strong relationships with students, increasing their motivation to learn. Second, "*Dialogical Approach in Improving the Quality of Communication between Ustaz and Santri in Islamic Boarding Schools.*" A study by Mujtaba and Syifa (2019) revealed that a dialogic approach to communication between Ustaz and santri could create a more open and participatory learning environment (Umar, 2012). This study emphasizes the importance of active listening, providing positive feedback, and allowing students to express their thoughts as part of the learning process (Harahap, 2022).

Teacher/Ustaz or teacher's role Which very important in education. The teacher's job is to teach or give material and build participants' education to become a child with good ethics and attitudes. Djamarah (2015) said that a teacher's duties apart from teaching also educate. Teaching means transferring *knowledge* to students by providing several learning materials in class or a particular room. Educating is the transfer of values, namely an effort to guide and develop students to become competent, active, creative, And independent. So, can it be said that quality Teachers determine the quality of education. "As good as whatever existing curriculum, but if the quality of teachers is still inadequate so education No will walk by hope" (Hosnan, 2016). One of the indicators of a competent teacher is being able to create a comfortable learning atmosphere and pleasant. To create an atmosphere Study Which comfortable and enjoyable for students, a teacher must own communication skills. Matter This because communication is a very important factor in implementation activity learning. The learning process will meet obstacles if the teacher lacks communication skills (Khasanah, 2023). Of course, achievement competence learning will not be achieved well. Sani And Rahman (2020: 6) convey that success in conveying information to students part big is determined by effective communication. If communication between teachers and students happens effectively, then enthusiasm for students in learning will increase. Effective communication helps people learn more easily, strengthen relationships between teachers and students, and create a positive atmosphere in the learning environment. Article 1 number 20 of the 2003 National Education System Law No. 20 states that learning is a process of interaction between students and teachers with various source studies in an environment Study" (A. Kurniawan, 2023). That is important once a teacher/cleric has skills in communication. Skills communication (*communication skills*) is skills, abilities, or abilities that a person has in communicating effectively, pleasantly, and interesting ( team communication practical, 2014). Skills Communication can be divided into three categories, namely skills. Communication oral, communication writing, and communication nonverbal. In learning at TPQ, Rojaul Khoir, whose students are elementary school-age children, a teacher, Ustaz/ustazah, will use more oral communication to learn students or his students, combined with nonverbal communication as

strengthening in conveying information or lesson materials. Palm Suandi (2018) stated that skills- skills Which required in speak covering (1) pronouncing sound Language with Good And, (2) pronouncing words with right, (3) stating Something clearly, (4) a good speaking attitude, (5) having a good tone speak Which pleasant, (6) use words appropriately by the stated intent, (7) using sentences effectively, (8) organizing main ideas well, (9) knowing when to speak, and when to listen to the other person, (10) speak wisely and listen talk politely.

In applying verbal and nonverbal communication to child age school base in TPQ Rojaul Khoir, an Ustadz/ustazah must notice things following so that communication He did together for a student in learning can be effective and create atmosphere learning Which comfortable for participant educate. Things mentioned in among them are as follows.

1. Speak at a tempo that is fast enough. It means slow down tempo talk; No like moment speak with adults. This is because, according to Kadir (2021), children who struggle to understand other people's conversations at age 6-12. Therefore, teachers must strategize that is in among others and use method experiment so that children can understand the lesson given with find Alone essence material lesson. Natalina & Gandana (2019) Child difficult to understand talks person due to a lack of vocabulary in children, parents often speak very fast.
2. Speaking with diction that children can understand, accompanied by with smile as form attitude friendly teacher to students. This is done so that children understand the material That the teacher delivers, builds an impression in the student's mind, and creates a fun learning atmosphere. According to Hosnan (2016), the teacher must create a situation Study Which enjoyable or conducive to creating an effective learning process. Efforts between others a) develop a classroom climate free from tension, b) treat participants as individuals who have self-esteem, c) provide value objectively, and d) appreciate the results of participants' work. Give attention to the child and respond well to every attitude or saying the child does. "Child needs to obtain attention and praise behavior on his achievements Which Good, Good in House and also inschool." (Hosnan, 2016). Give attention to others by asking about news, asking What becomes a difficulty, giving touch like wiping head and shoulders, giving congratulations, giving good wishes, giving advice, expressing feelings of worry, and so on. As for responding with Good, like responding to requests according to what is needed, answering questions, giving treatment based on love, Darling, And others, and so on. "Involve self You For help student reach results. Point students to improve skills in the teaching and learning process. Help students achieve their personal goals and continue monitor development they" Sustainable.
3. Be generous in praising children, especially those with achievements and improvements in learning achievement. "Praising others means giving award on performance Work person other. Matter This will give Spirit to somebody for more increase performance his work" (Djamarah, 2015). Words of praise include good, great, steady, smart, child pious/pious

woman, good kid, beautiful/handsome kid, diligent child, outside normal, super, etc. Sustainable (2020: 18) reveals that when students study in a class that values and honors, they look at academic ability and push to continue to follow the learning process.

4. No judging, shouting, and anger at children who make mistakes and haven't succeeded in reaching the target Study. Give motivation And Spirit to students to repair themselves, including not giving a bad impression to children such as bold, naughty child, ignorant child, stubborn, difficult set, stupid, stupid, lazy person, And others. If the teacher does That, the student will fall, impacting trust. Then, the student will consider the action the is making, which may be done to another person. "Ability to control emotion obtained by the child throughimitation and practice (habituation). In the imitation process, the ability person And the Teacher to control his emotions is very influential on the child." (Hosnan, 2016)
5. Be patient with the face child Who is too active and a child who is too passive by constantly giving positive responses and guidance so that the child has a positive role in the activity study. Sustainable instructs students to succeed in Study. Avoid comments negative to bad behavior and low performance shown by students You. Use positive words in give comments. Commenting positively will build confidence. Create a situation where you believe they can progress and succeed. Positive expressions and encouragement for your student's success are a driving force that is very influential and provides aspirations for other students to achieve.
6. To maintain the enthusiasm of students to learn so that they don't.. fed up or return focus Study, once in a while teacher should be creative in learning, for example, by telling stories of prophets and apostles, folk tales, or other stories Which own message moral. Then Can Also do a game of team riddles to addoutlook and practice Power, remember, make/color calligraphy, sing songs, memorize Asmaul Qur'an husna/para prophet/angel, play roles, And other and so on.
7. Own enthusiasm in teaching. Sustainable "A teacher's enthusiasm for teaching is a factor that is important to foster motivation in students. When You see insufficient enthusiasm so, students will show matter similar."
8. Do communication in learning with something things that makes students feel interested. "Recognize your interests, students. You. Use various examples in your learning that are related to their interests to make them still motivated in learning. Matter Which is interesting for students, for example, by involving the characters Upin Ipin, Nusa Rara, or film cartoon Which other, game Which currently popular played at that time, the childhood situation faced by students moment that, and so on.

Important for a teacher to recognize the character and psychology of the students. This is done so that teachers or teachers can weave communication effectively. Get to know your

audience Because knowing and understanding the recipient's (message characteristics means an opportunity for communication success (Natalina & Gandana, 2019).

## Methods

The method used in this research activity is descriptive-analytical. The analytical descriptive method is a research method that reveals existing problems, processes data, analyzes, interprets, draws conclusions, and provides suggestions, which are then discussed systematically so that existing problems can be understood (Creswell & Creswell, 2018).

The approach used in improving communication between ustaz and ustazah towards students uses a participatory approach. The participatory approach is a continuous cycle of activities that runs in a spiral (Hanurawan, 2019). The steps taken are as follows. *First* problem identification. This activity begins with a general background of thinking about the need for change or empowerment related to the problems the participant group members face. After going through the group discussion process, the participant group submits an identification of a series of problems that interest them. *Second*. Action planning. After completing the problem identification, action planning is carried out as a joint effort by the participant group members to take action to resolve the problems experienced together. *Third, Implementation of action*. After careful planning, the researcher and participants implement the plan with mutual agreement. *Fourth*, evaluation of the results of the action. Researchers and participants reflect together on the results of the activities carried out. The weaknesses and shortcomings of the consequences found in the results of the implementation of the action are evaluated together for further activities if necessary.

## Results and Discussion

To improve the communication skills of ustaz and ustazah at TPQ Rojaul Khoir, the research team conducted communication skills improvement activities in the form of workshops. Communication skills improvement activities for ustaz and ustazah the ustazah for the students in the form of a workshop was held for four days, namely Tuesday to Friday, July 18 to July 21, 2023, in prayer room Rojaul Khoir Home Mijen Beautiful City Semarang. Forty participants followed this activity in accordance agreement in activity coordination, which has been done previously. Activity filled by several source person with material: improvement communication with various perspectives. The first resource person was Asep Firmansyah, M.Pd.; the second was Dr. H. Kasmuri, M.Ag., And the third was Irma Monica, S.Pd.

In the first part, on Tuesday, July 18, 2023, activities opened by the host, then started by reading In the Name of Allah. After That, the speaker First, Asep Dear Mr. Firmansyah, M.Pd., conveys the Improvement Skills in Communication from the Aspect of Linguistics material. In his presentation, Asep Firmansyah, M.Pd. conveyed various matters around improvement skills in communication between others that is important to increase skills speaking as a communication tool in interacting. The main communication tool is the Indonesian language; the

importance of getting used to speaking Indonesian to children according to language rules. This is so that children, since childhood, I have been speaking Indonesian well and correctly; the need to use vocabulary that children can understand. Matter This is done so that the child has no difficulty digesting information; important to have clarity in conveying every word, as vocal, which is clear so that the child is capable of catching the Meaning of information listened to; important to use effective sentences so that children are not confused in understanding information; the need for nonverbal language to support the message or information conveyed. This is so that children understand Children become stronger in receiving the information conveyed (Sudarto, Rosmalah, & Rizky, 2022).

In the second part, on July 19, 2023, the material was filled by Dr. H. Kasmuri, M.Pd. He delivered material regarding *Improving Communication Skills from a Religious Aspect*. In his presentation, Dr. H. Kasmuri, M.Ag., conveys various things about improving communication skills. Another thing is the importance of speaking politely and ethically. This reflects a Muslim who believes and has morals as exemplified by the prophet, "Whoever believes to Allah and the Last Day, let him speak good or "shut up" (HR. Bukhari); the need own intention Which good that is for give benefit to person other through the information we convey and the intention to please others. It will be worth worship and will yield rewards. For the perpetrator, the teacher is a figure for his students. Because of That, a Teacher (cleric/female teacher) must own an example or example That is Good for for his students; among them is speaking good words (his words have good meaning) and benefits for others). There is a saying that states that teachers pee stand, students pee run; words delivered by teachers through Language are media in conveying knowledge from a teacher to a student (Rozalena, 2020). Of course, ability and communication an important capital that must continue to be honed because knowledge, which he conveyed to a teacher, God willing, will get endless rewards even if the teacher has to die. Ash Hurairah RA said: The Messenger of Allah said: "If man That dies world so break up all his charity except three: namely alms *jariyah*, beneficial knowledge or pious children who pray to him." (HR. Muslim).

In the third part, Thursday, July 20, 2023, the event was filled by Irma Monica, S.Pd. He is the CEO or owner of the institution Study The Sun Education, Which is in Wonolopo, Mijen, Semarang. In his presentation, Irma Monica, S.Pd. Explain the importance of understanding child psychology as effort increases *skills in communication with children*. A Teacher needs to understand the development of elementary school students, namely 7 to 12 years old. In his presentation, Irma Monica, S.Pd. Convey things as follows. Communication between teachers and students must be intertwined with Good. Matter This supports success learning to achieve learning competencies. So from that, communication skills need to be improved; teachers are not only on duty as teachers but Also as parents who have a role as educators. Therefore, important very make children feel comfortable in activity learning; positive things that teachers can do are give praise and attention. No, to shout or scold students who do wrong or are difficult to control. Teachers can give advice gently without judging. Will but, If still just, the Teacher Can give a light reprimand while accompanying it with understanding the impact of which can cause something



detrimental; reduce threatening words that can make students No believe themselves And reluctant to explore. Make students cheerful, happy and fun in activity learning (Ariani, 2017).

Irma Monica's statement aligns with the opinion of somebody Who states that teaching needs creativity. Creativity is the covering use method accompanied by special tips, blending various methods, given variations of playing, telling stories, singing, and using media to interest others.

From various results study, motivation influence performance Study. Several forms of motivation can be utilized to direct students' learning in class, as follows. 1) Giving numbers. The numbers are as follows. Symbol or value of students' learning activities results, 2) Prizes giving something to someone else as a reward or souvenirs/mementos. Present can given to students who achieve high achievement, ranking one, two, or three. The present can be in book writing, book reading, pencil, ballpoint pens, and other things. In this way, students are motivated to Study. 3) competition. Make atmosphere competition. 4) Praise.Praise is given according to work results or achievements, not made up. Praise will enlarge one's soul and make children more enthusiastic about learning. 5) Interest. Great interest has an impact on learning activities. Students interested in an eye lesson will study it seriously because they are attracted. The child educates easy memorizing lessons, which piqued his interest. The learning process will run smoothly if accompanied by interest. Because of that, teachers need to raise interest protege so that the lessons given are easy for students to understand. Method arousing students' interest, including the following. a.) provide an understanding of the need for the child to be educated so that he is willing to learn without coercion, b.) connectmaterial lessons, given with problem experiencethat students have, so that students can easily accept lessons, c.) provide opportunities for students to get good learning outcomes by providing a creative and conducive learning environment, d.) using various types of form And technique teach in context difference individual child educate (Djamarah, 2015).

Age children (6-12 years) are as follows.

1. Enjoy playing. This characteristic/psychology requires teachers to SD for educational activities that include games moreover for the lower class.
2. Like move. That person can Sit down for hours, whereas a child age SD can sit quietly, most long around 30 minutes.
3. Like Work in a group.
4. Like feel or do, for child SD explanation Teacher about material lesson will more understood if the child carries out by yourself.
5. Difficult to understand Contents talks person other. Teachers can use method experiments so that children can understand the lesson Which given with find Alone core the lesson.
6. Like be noticed.

7. Enjoys imitating. Children look for a figure that they often imitate. Look And meet. They then imitate Which person They want to imitate (Kadir, 2021).

In the fourth part, July 21, 2023, an evaluation and answer around implementation activity and act carry on compile program activity Which customized with improving communication skills in the learning process between the Lecturer Community Service (KPD) team and the teachers along with manager TPQ Rojaul Khoir. Activity compile The program of activities based on the results of this workshop is intended to form sustainability activity KPD in implement workshop, Which has been implemented previously (Yanti, Melati, & Zanty, 2019).

Its implementation, evaluation, and preparation activities program uses the method of rainfall idea (*brainstorming*). The brainstorming method is a technique that utilizes technique creativity in looking for a settlement from a problem certain with gathering ideas spontaneously from the group members. According to Osborn, the outpouring of opinion, in a way, generally aims to finish the problem Which currently happening. This member group is expected to carry out discussions to find map ideas in agreement on an idea Which agreed in a way together (Niasih, Romlah, & Zhanty, 2019). The objective of existence implementation rainfall opinion is to gather several opinions, information, and experience, which will then be used to create a mind map. This method is a means to share ideas and thoughts about how communication can contribute to process learning, which is more quality (Maudi, 2016). As a process, discussion through method rainfall idea makes an effort to create a situation such that appearance, so that make all over member group feel involved in a way active in every stage of development in formulate program learning through improving communication skills. This is also so everyone feels part of the determinant program learning from TPQ Rojaul Khoir and Not only users. Thus expected that every individual will participate in responsible answers to the achievementobjective together And can build strength (*collective power*) (Yuniarti, 2016).

1. Stages in the activity formulate the program through method rainfall idea or brainstorming; there are several steps. France M. Royan, in his book *Success, Become Sales Supervisor Great* (2012), mentioned five easy brainstorming methods. Method: (1) Individually, explore ideas or ideas that come to mind. (2) Write them all down on paper, withoutexception. The quality of the idea is not the main thing, but it emphasizes several ideas that come to mind. (3) Express the ideas in front of a group of friends. Try not to criticize ideas owned by one person; however, listen to all explanations related to the idea. (4) Collect all ideas and note them on paper. Then, develop ideas by listening to opinions or suggestions from member groups other. (5) For map ideas or map information from ideas collected in the group. Explanation forms activity will done in the workshop to improve the ustaz's communication skills And Ustazah against students in TPQ Rojaul Khoir.

2. Explanation of some *stakeholders* involved in the workshop to improve the ustaz's communication skills and female teacher to student in TPQ Rojaul Khoir Home Mijen Beautiful, Mijen, Semarang. Following role each- each.

Stages done in the activity workshop This in detail can be described as following.

Building atmosphere is a process of building an atmosphere training so that more liquid (Not rigid), communicative, and conducive, as well as woke up interaction and cooperation Which synergistic between participant with team executor and facilitator (Choridah, 2013). A built atmosphere is intended so that No There is no distance between participants, the facilitator, and the implementation team and between participants. Themselves. The methods used in this atmosphere-building activity are *self-reflection*, *brainstorming*, and *role-playing*. His approach uses a model approach education of adults, better known as the *andragogy approach (participatory training)*. Cycle *participatory training* can illustrated with images as follows.

In this atmosphere-building process, four activity processes are carried out: studies introduction, introduction, analysis self, And contract Study. Each processing activity, in a short way, can described as follows.

a. Studies Introduction

This activity is an initial explanation of the whole thing. Process activity training and also program improvement skills communication, will implemented. Studies introduction This is intended so that all over subject assistance know the description of general all process activity program empowerment public Which will be done.

In-session studies introduction This explanation material delivered by team executor program Work devotion Lecturer (KPD) includes things as follows.

1. Explanation about description of general program Work Devotion Lecturer (KPD), principle base Work program Devotion Lecturer (KPD), And principle implementation program Community Service Work Lecturer (KPD).
2. Explanation about forms of activity Which will carried out in the Lecturer Community Service Program (KPD), which includes: (1) communication management training; (2) *life skills* training; (3) practical technical guidance (Bimtek) *life skills*; (4) Practice Experience Field (PPL); (5) monitoring and evaluation (Monev) of program implementation; (6) evaluation and compilation program act carry on (*follow up*); and (7) giving business capital stimulant.
3. Explain the number of *stakeholders* involved in the Lecturer Community Service program activities (KPD) following each role.

b. Introduction

Building togetherness and understanding between fellow participants, or between participants and the implementing team, and A facilitator is necessary for a learning process.

Participatory. Do introduction can help create an initial atmosphere leading to togetherness and openness between participants (Rizta & Antari, 2018). The purpose of the introduction is so that among the participants to create an atmosphere of familiarity and openness, awakening communication, which is conducive and participatory, as well as building mentality so that participants have courage and can get used to speaking in a way straightforward forum without flavorafraid and inferior (Noermijati et al., 2024).

The introductory session was guided directly by the facilitator. Process introduction done with stages as follows:

The facilitator invites everyone involved in the training management group, which consists of from facilitator, team implementer, and all participants, to participate directly in the session Introduction. The facilitator explains the process implementation introduction. After done process introduction, to ensure the implementation of all program activity improvement communication skills according to expected plans and objectives, required contract workshop (A'yuni & Muhammad, 2023). Activity This is a process for building agreements between the participant, with facilitator, the team implementer, and also between the participants themselves, which are related to the rights and obligations that must be enforced together during the program activities to improve the communication skills of male and female teachers towards the students of TPQ Rojaul Khoir (Ruhaniah, Khoerotunisa, & Saefudin, 2024). In the training principle, a person matures, which uses the andragogy approach (*participatory training*). This puts forward equality (*equality*), the spirit of giving to each other, and high awareness from all components involved in the activity (Handayani, Masfuah, & Kironoratri, 2021).

To evaluate all over implementation activity workshop improvement skills communication Ustad and the teacher of the students of the Rojaul Khoir Griya Mijen Permai TPQ as well as to formulate follow-up *activities* from this activity, it is considered important to hold it evaluation and compilation activity act carry on (*Follow Up*). Activity This important is done with Meaning And objective as follows.

As material input for the repair of various deficiencies that occurred during the implementation of the program, which includes, among others: (1) readiness of the activity implementation team, (2) the effectiveness of the methods and approaches used in implementation activity, (3) effectiveness material, method, approach, media, equipment and equipment other Whichused; (4) participation subject participant and *stakeholders*.

1. As media for evaluating level success implementation activity.
2. As a medium to evaluate various obstacles during the implementation program.
3. As media for formulate activity act carry on (*follow up*) post finished activity workshop improvement skills communication Ustad and female teacher to student TPQ Rojaul Khoir Mijen Permai Residence.

Evaluation Activities and Preparation of Follow-up Activities (*Follow-Up*) was held on Sunday, July 23rd, 2023, 13.00-15.00 WIB, located at the Rojaul Khoir Mosque Mijen Permai Residence, Mijen District, Semarang City. Activities This was followed by the implementing team for the Lecturer Community Service activities, the participants of the activity, the management of TPQ Rojaul Khoir, and representatives from the arrogance of Rojaul Khoir. Evaluation and Preparation Agenda Action Activities Carry on (*Follow Up*) are as follows.

- a. Exposure results in implementation activity improvement Ustaz and Ustazah's communication skills towards students Rojaul Khoir TPQ, Mijen Permai Village, Mijen District City Semarang.
- b. Evaluation implementation program. Team Work Devotion Lecturer requests all participants and present stakeholders to directly and openly convey criticism, suggestions, ideas, thoughts, and thoughts about the process implementation activity that has already been implemented. From several criticisms and input, so can conclude several notes evaluation as follows.
  1. Election time implementation activity workshop improving the communication skills of Ustaz and Ustazah towards the students of the Rojaul Khoir Griya Mijen Permai TPQ Subdistrict Mijen City Semarang viewed a s not enough right because it is carried out during the day. This is because people at the activity location are generally busy with various activities.
  2. Method, approach, and material in implementation activity Already viewed Enough effective. Will, but the expected media used Can be more varied, for example use audiovisual so that delivery material workshops are more interesting. In general, the implementation of workshop activities improved Ustaz and Ustazah's communication skills towards TPQ students Rojaul Khoir Home Mijen Beautiful Subdistrict Mijen City Semarang can run smoothly and support from the parties Which related Also very Good. Still, several obstacles become constraint acceleration achievement target programs like Which has been delivered.

Activity improvement skills Communication between Ustaz and Ustazah towards students of TPQ Rojaul Khoir Home Mijen Beautiful District Mijen City Semarang is A sustainable process done through several tiered stages, so it takes quite a bit of time. However, because existence demands administration, which must be filled, implementation activity in the field has time constraints (Lestari, 2020). To ensure *sustainability* or sustainability activity improvement skills communication between Ustaz and Ustazah towards the students of TPQ Rojaul Khoir Griya Mijen Beautiful Mijen District, Semarang City, then together- several activities were formulated as follow-up (*follow-up*) up) from activity improvement skills communication Ustaz and Ustazah to student TPQ Rojaul Khoir Home Mijen Beautiful Subdistrict Mijen City Semarang (Asikin & Junaedi, 2013). Based on the results of joint deliberation with all participants, community leaders, and input from social assistants, several things were determined agreement and activity act

continued as follows (Adama & Mufidah, 2022). With the end activity improvement skills Communication between Ustadz and Ustadzah towards students of TPQ Rojaul Khoir Home Mijen Beautiful Subdistrict Mijen City Semarang, so task And responsibility participant to implement the communication skills that have been known And understood in activity learning in TPQ Rojaul Khoir by curriculum Which has determined (Sani & Rahman, 2022).

Leader And management team follow up activity This with mentoring Ustad and Ustadzah in implementing the existing curriculum and formulated post-activity improvement skills. Ustadz communication and this female teacher (Wulandari, Wijayanti, & Budhi, 2018). All components in TPQ, Rojaul Khoir, and the devotion of the education sector to always evaluate implementation activity learning based on communication skills and provide solutions to new problems happening in the field (D. Kurniawan, 2014).

After one month, the researcher conducted a check in the form of an interview regarding the impact of implementing the communication skills that the ustaz and ustazah had obtained. The result is improvements and increases in the quality of learning activities, especially in controlling students who are too active and students who are too quiet.

## Conclusion

From research on communication skills improvement activities of Ustadz and Ustadzah towards students of TPQ Rojaul Khoir Griya Mijen Permai, Mijen District, Semarang City, the following conclusions can be drawn.

Communication problems between teachers and students at TPQ Rojaul Khoir still exist; however, they are not a serious obstacle but a concern that needs to be resolved, especially when dealing with children who are too quiet, active, fearful, or shy.

Then, before the team carried out the activity of improving the communication skills of the ustaz and ustazah towards the students, this was carried out over four days, namely Tuesday to Friday, July 18 to July 21, 2023, taking place at the Rojaul Khoir Musala, Griya Mijen Permai, Semarang City. Several speakers filled the activity with different materials, namely improving communication with various perspectives. The first speaker was Asep Firmansyah, M.Pd.; the second was Dr. H. Kasmuri, M.Ag., and the third was Irma Monica, S.Pd.

After the communication skills improvement workshop for the ustaz and ustazah was held, the activity continued with the evaluation and preparation of a follow-up program. The team and the related teaching managers used the brainstorming method to implement the follow-up program. The brainstorming method is a method that utilizes creativity techniques to find solutions to a particular problem by collecting ideas spontaneously from group members. The purpose of implementing brainstorming is to collect several opinions, information, or experiences, which will then be used to create a mind map. This method is a means to share ideas and concepts about how communication can contribute to a better quality learning process. As a process, discussion through the brainstorming method seeks to create a situation so that all group members feel

actively involved in every stage of development in formulating learning programs through improving communication skills. This is also so that everyone feels themselves as part of the determinants of the learning program from TPQ Rojaul Khoir and not just users. Thus, it is hoped that each individual feels responsible for achieving common goals and can build *collective* power.

After the formulation of the communication skills-based curriculum has been determined, it remains to be implemented in the learning process at TPQ Rojaul Khoir Griya Mijen Permai, Semarang City. In implementing the communication skills-based learning process, there will be a need for assistance from the head of TPQ or the authorized party whose results will be used as evaluation material so that it will be better in the future.

The results of the review through post-workshop interviews (six months later) obtained information that the activity of improving the communication skills of ustaz and ustazah for students of TPQ Rojaul Khoir Griya Mijen Permai, Mijen District, Semarang City, which was carried out had benefits and influences on the teachers. After having knowledge and understanding of communication skills, the teachers' communication skills have improved. Several indicators indicate this; first, the choice of words, intonation, and gestures are increasingly structured so that the communicant (interlocutor) can better understand the message, especially by the students in general and other parties. Second, the teachers are increasingly familiar and close to the students. This situation is a support in achieving learning competence. To realize healthy, active, and communicative interactions between teachers and students that impact the success of learning activities, the TPQ management strives to continue to apply the knowledge and understanding of communication skills that they possess.

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