

## The Forms of Organizational Communication toward the Sustainable Development Era through the Utilization of Technology in Islamic Educational Institutions

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### ABSTRACT

This study aims to find out the forms of organizational communication in supporting the use of technology as an effort to the goals of sustainable development in Islamic educational institutions. This study take place at SMAS Islam Sunan Gunung Jati Tulungagung as an Islamic educational institution that seeks to integrate technology into the learning process and strengthen Islamic culture. This study used a descriptive qualitative approach with participant observation methods, in-depth interviews, and documentation. The data analysis used an interactive model through data reduction, data exposure, and verification of findings. The results of the study showed that: (1) The organizational communication at SMAS Islam Sunan Gunung Jati Tulungagung takes the form of vertical (top-down and bottom-up), horizontal, and diagonal communication, all of which contribute to strengthening internal and external coordination. (2) The digital communication media used in that school, such as WhatsApp, email, and online learning platforms, accelerates the flow of information and expands access to learning. (3) The participatory and interactive forms of communication have been proven to encourage the involvement of teachers, students, and management in developing technology-based learning innovations that remain based on Islamic values. Thus, organizational communication not only has a role as a means of conveying information, but also as a strategy in integrating technology, strengthening Islamic cultural identity, and realizing sustainable education.

Keywords: Organizational Communication, Educational Technology Integration, Islamic Education Institutions, Digital Learning Innovation

### Introduction

A communication within an organization is the foundation for its operational success, especially in context education Which own objective transformation character and science. School, as institution education Islam

traditional, own dynamics organization Which very different with school or institutions education other. In In Indonesia, schools have played a central role in developing a generation that not only has knowledge academic, but Also knowledge religion Which deep and ethos life Islamic. One of the schools that has had an influence in the world of Islamic education is SMAS Islam Sunan Gunung Jati in Tulungagung. in Tulungagung. School This known as Wrong One institution who does not only focus on knowledge religion but also integrate education character And Islamic values in every aspect of its activities.

The communication at has a crucial role in aligning the interests and activities of the students, teachers, and staff. However, the challenges in organizational communication at this school are quite complex, particularly in integrating Islamic values with modern communication techniques that may be unfamiliar. for part its members. Communication Which effective in institution like This No just works as tool delivery information, but Also means For strengthen relationships between members, increase Work The same, And guard sustainability values Islamic in daily activities. Previous studies have shown that effective communication can create a positive learning environment, reduce internal conflict, and increase organizational productivity (Syadzili, 2018).

As an institution that combines formal and non-formal education systems, the School Also face challenge in choose form communication which most appropriate. As example, communication direct between caregiver, Teacher, and students own important values in building emotional and spiritual bonds. On the other hand, technological developments require schools to adapt to digital-based communication methods. For support efficiency and organizational effectiveness. Even though technology communication such as message short or application online Can speed up process communication, mark and communication ethics in schools must be maintained to comply with Islamic teachings (Muhdi, 2018).

More than just to convey information, communication in environment school It also functions as a medium for teaching and moral development. SMAS SGJ School, for example, uses interpersonal communication and group communication as a medium for delivering information. values manners, polite polite, And not quite enough answer. Caregiver school He has a crucial role in conveying instructions and providing direct motivation to the students. This form of communication is considered effective because it strengthens the relationship between the leader and the students and instills fundamental Islamic values. Furthermore, the daily interaction between the the students serves as a means of internalizing the message. mark, Which where students Study from example religious teacher in attitude and behavior daily (Ansori et al., 2023).

Based on the role of communication in operational effectiveness and goal achievement in Islamic educational institutions, this study seeks to answer the question of what forms of communication are effective in increasing productivity in schools. This focus includes find outing the forms of communication that can facilitate the flow of information, strengthen interpersonal relationships, and optimize collaboration in achieving organizational goals. This study aims to identify and evaluate the forms of communication that most effective in increase productivity SMAS Islam Sunan Gunung Jati, Tulungagung, Tulungagung. Thus, this research can provide new insights for school administrators regarding communication strategies that align with Islamic values while remaining adaptive to current developments.

This research has several important contributions, both academically and practically. From an academic perspective, this research is expected to enrich the literature on organizational communication, especially in the context of Islamic educational institutions such as schools that have specific characteristics and values. From a practical perspective, the results of this study can provide strategic recommendations for SMAS Islam Sunan Gunung Jati Tulungagung in selecting the most effective form of communication that is in line with the school's culture. With good communication management, it is hoped that the school's productivity in educating and fostering students can be increased. The findings of this study are also expected to help other schools find out the importance of communication in educational institution management and how to overcome various communication challenges that may arise in the school environment.

### **Method**

This research used a qualitative research method. This method aimed to find out phenomenon communication in a way deep in context institution education Islam, especially SMAS Islam Sunan Gunung Jati in Tulungagung. Through this approach, researchers attempted to explore and analyze pattern communication Which play a role in increase the productivity of the institution. The use of a case study design in this research was for in-depth exploration of a single organization or specific context. The case study was chosen to provide a comprehensive overview of the communication processes occurring within the school and their impact on the institution's productivity. This design made researchers focused on the details, processes, and dynamics of communication within an Islamic educational organization. This study involving caregiver, Teacher, and staff school as subject research that has a role in communication related to the management of educational programs and institutional operations. These subjects were selected because they are key actors in communication within the institution and have a deep find outing of the communication systems implemented (Lexi & M.A., 2010).

The data collection technique used in this study is the interview technique. deep, observation participatory, And documentation. Interview done with caregivers, teacher, and school staff to explore their views regarding forms of communication Which implemented in institution as well as its influence to productivity. These interviews were semi-structured to allow respondents to share their views and experiences in detail. Participatory observation was conducted to directly observe communication interactions occurring at school, such as meetings, group Qur'an reading, and interpersonal communication between caregivers and religious teachers. Through this observation, the researcher can find out dynamics communication in a way contextual and get data which are more experience. Besides That, researchers Also gather documents related formal communication in schools, such as meeting minutes, decrees, reports, and operational guidelines, to complete data and identify formal communication patterns in the institution (Miles & Huberman, 1994).

The researchers analyzed the collected data in stages through data reduction, presentation data, And withdrawal conclusion. The data which obtained from interview, observation, The data and documentation were reduced to identify those parts relevant to the research focus. Irrelevant data were filtered out to maintain the quality of the analysis. The reduced data were then arranged

in a narrative or descriptive form that illustrated communication patterns. Which implemented in school as well as the impact to productivity. Based on the results of the data presentation, researchers draw conclusions regarding the forms of communication that contribute to institutional productivity, both in terms of formal and non-formal communication, vertical and horizontal, as well as interpersonal and group communication (Sugiyono, 2018).

To ensure data validity, this study employed source and technique triangulation. The researchers conducted triangulation by comparing data obtained from interviews, observations, and documentation. By using multiple data sources and data collection techniques, this study maintained the validity and credibility of its results. Overall, the qualitative research method allowed researchers to explore the forms of communication that contribute to increasing the productivity of SMAS Islam Sunan Gunung Jati in Tulungagung. Through a case study approach, this research provides an in-depth and contextual overview of the communication patterns implemented in Islamic educational institutions and identifies how these communications support the achievement of organizational goals.

## **Results and Discussion**

### **The Direction of Communication toward Sustainable Development Era to Increase Productivity of Islamic Educational Institutions**

#### **a. Vertical Communication**

SMAS Islam Sunan Gunung Jati, Tulungagung had the direction of vertical communication is carried out through two model main, that is Top-Down and Bottom-Up, Which play a role crucial in increasing institutional productivity. Top-Down communication refers to the flow of information from school leaders or foundation to his subordinates, like head school, Teacher, And students. Through this model, the main policies, strategic decisions, and regulations of the pondok, such as academic regulations, rules of procedure, and organizational policies, are conveyed to all members. institution. Lunenburg put forward that communication Top-Down It serves to ensure alignment in the organization's vision, mission, and policies, and provides clear guidance for all members to carry out their duties in accordance with the institution's goals. In the school context, this type of communication is crucial because it helps create a comprehensive find outing of the institution's policies and reinforces the educational direction the school wishes to achieve (Sunardi et al., 2019).

The Bottom-Up form of communication provides an opportunity for the principal, teacher, and students to convey information or input from below to the leadership. Model This allows process delivery idea, criticism, And suggestion for programs institution, budget funds, as well as calendar academic Which more in accordance with need and field conditions. Robins and Judge explain that bottom-up communication provides space for organizational members to actively participate in the decision-making process. In schools, this communication is used to formulate work programs, propose budgets, and develop academic calendars, thereby creating policies that are more responsive and adaptive to the needs of students and institutional administrators. Thus, the bottom-up model facilitates student and staff involvement in decision-making, which not only increases

transparency but also encourages active participation in achieving shared goals (Kolzow et al., 2021).

The combination of these two communication models, Top-Down and Bottom-Up, ensures a smooth flow of information, both from leaders to their subordinates, and vice versa. With thus, SMAS Islam Sunan Gunung Jati, Tulungagung can guard harmony between policy Which set by leadership And need as well as input which come from the bottom up. As a result, good communication will strengthen collaboration within the institution, clarify the goals to be achieved, and increase the institution's overall productivity. Process communication Which effective This Also enriching relationships between members, creating a more conducive environment for learning, and increasing the operational efficiency of SMAS Islam Sunan Gunung Jati, Tulungagung (Smith, 1998).

#### b. Horizontal Communication

At SMAS Islam Sunan Gunung Jati in Tulungagung, horizontal communication has a crucial role in ensuring the smooth and effective running of teaching and learning activities and the management of existing programs within the institution. This horizontal communication occurs between fellow teacher, between teacher and the principal, and between other teaching staff who hold equal positions within the organizational structure. This communication typically involves discussing various matters related to educational program implementation, classroom management, and coordination between departments or subjects taught at the school.

Theory horizontal communication according to show that communication between colleagues is very important to improve coordination, facilitate the flow of information, And strengthen cooperation team in organization. In context At SMAS Islam Sunan Gunung Jati in Tulungagung, horizontal communication between teacher allows them to share experiences, provide input, and discuss challenges faced in teaching and learning activities. For example, through informal meetings or discussions between teacher, they can evaluate effectiveness method teaching, compile plan repair for ongoing programs, or planning more innovative learning activities. Communication Which open And productive between fellow religious teacher will create synergy in the implementation of education, so that the quality of teaching and students' find outing can improve (Rinny et al., 1553).

Horizontal communication also facilitates coordination between teacher in managing school programs, such as extracurricular activities, student development programs, and agendas coaching spiritual. As is exchange information Which fluent Among fellow teacher, school programs can be better structured and coordinated. This significantly supports the sustainability and improvement of educational quality in schools, thereby increasing the overall productivity of the institution.

According to Robbins and Judge, horizontal communication also increases job satisfaction and good interpersonal relationships between members of the organization. When communication between religious teacher walk with Good, so they can Work more effective in teams, solve problems together, and support each other in achieving the goals of the institution. SMAS Islam Sunan Gunung Jati, Tulungagung, matter This very influential on the success of the implementation of the curriculum and learning programs that aim to create students who are No only

intelligent in knowledge religion but also skilled in fields other which supports their lives (Robinson, 2008).

In a way overall, horizontal communication Which walk effective between religious teacher SMAS Islam Sunan Gunung Jati, Tulungagung very contribute to improvement productivity institution. Good communication between fellow teachers helps ensure that all educational programs walk with fluent, ideas new can accepted and implemented quickly, and coordination between team members can be carried out efficiently. This creates a harmonious and productive work environment, which in turn will improve the quality of education and the institution's success in achieving its goals.

### c. Diagonal Communication

The diagonal communication form of SMAS Islam Sunan Gunung Jati, Tulungagung, is applied to establish relationships between various units or departments that do not have a hierarchical relationship. direct, but each other interact for reach objective institution. Wrong One A concrete example of diagonal communication is interactions with external parties, such as the bank, the canteen, and the security department. Although these parties are not part of the school's internal organizational structure, communication with them remains crucial to supporting the smooth operation and productivity of the institution.

An example of diagonal communication is the relationship between SMAS Islam Sunan Gunung Jati in Tulungagung with party bank. Communication This often related with school financial management, such as payment transactions, operational fund management, or collaboration in program savings or help social. Party school and bank interact directly even though they are not in the same hierarchical structure. For example, communication between the school treasurer and the bank regarding account opening, transfers funds for needs operational, or cooperation in management funds Education. Effective communication with the bank will ensure smooth financial transactions and transparent fund management, which in turn contributes to the institution's productivity.

SMAS Islam Sunan Gunung Jati, Tulungagung Also weave diagonal communication with the canteen provide need consumption for students and staff. Communication This required to ensure the availability of healthy food that meets the institution's needs. Communication between the school administrator or head of the consumption department and the canteen manager includes menu planning, arranging food delivery schedules, and ensuring food quality. food Which provided still in accordance with standard Which set by school. Although both of them No is at in One structure Which hierarchical, communication Which Good communication between the school and the canteen is very important to support the comfort of students and staff in carrying out their daily activities.

The Diagonal communication also occurs between school management and the security department, which is responsible for maintaining security and order within the school environment. This communication typically concerns security system settings, planning duty schedules, and so on. coordination in face situation emergency, as well as update information related the school's environmental conditions. Security personnel collaborate with school administrators, even though they are not directly part of the same hierarchical structure. Through effective communication, schools can ensure that security issues are addressed

quickly and appropriately, while maintaining a school environment conducive to teaching and learning.

Theory diagonal communication according to Miller (2009) show that communication This occurs between individuals or groups from different levels and departments within an organization, but is not in a direct hierarchical relationship. In the context of SMA Islam Sunan Gunung Jati Tulungagung, diagonal communication between the school and external parties such as the bank, canteen, and security has a vital role in supporting efficient operations and the smooth running of educational programs. Through open and clear diagonal communication, schools can optimize collaboration with external parties that significantly impact the institution's productivity. Overall, the form of communication direction of SMAS Islam Sunan Gunung Jati in Tulungagung allows the institution to establish mutually beneficial relationships with external parties that support the school's operational activities, thereby increasing the institution's overall productivity. The following table outlines the communication directions implemented in the school (Krueger, 2003).

### **The Utilization of Media Communication toward Sustainable Development Era to Increase Productivity of Islamic Educational Institutions**

The communication is conducted through various media, including oral, written, and digital communication, each of which has a crucial role in supporting the smooth operation and productivity of the institution. Each type of communication is used according to the context, needs, and objectives to be achieved. Communication oral is form communication Which most often used at SMAS Islam Sunan Gunung Jati in Tulungagung. In this context, direct interaction between school leaders, teacher, students, and other staff is crucial. For example, in learning activities, discussion, direction, or meeting coordination between manager school, Oral communication has a vital role. According to Griffin, oral communication allows for a more direct and personal exchange of information, which can clarify messages, facilitate questions and answers, and build stronger interpersonal relationships. In schools, communication oral This Also used in activity daily, like advice, direction in activity worship, or dialog between leadership And manager regarding institutional policies (Almu'tasim, 2018).

Written communication is also widely used at SMAS Islam Sunan Gunung Jati in Tulungagung, both for internal and external communication. In internal communication, the school uses decrees, announcements, reports, and meeting minutes as a means of conveying important information that must be properly documented. For example, announcements regarding changes to activity schedules, decisions regarding programs, and so on. education, or information related administration school delivered through Written media to ensure clarity and accountability. Written communication is also very important for external communication, such as official letters to other institutions, such as banks, cooperation partners, or government agencies. According to Anderson and Taylor, written communication provides more permanent clarity, allowing the recipient to referring to return information Which delivered, as well as minimize possibility misinterpretation (Zamili, 2014).

In this era, SMAS Islam Sunan Gunung Jati in Tulungagung also utilizes digital communications to speed up and simplify the flow of information. covering e-mail, WhatsApp, Youtube, Instagram and Facebook. This digital medium allows

for faster, more efficient, and more easily accessible communication for all parties involved, including school administrators, religious teachers, students, and parents. For example, important announcements, activity schedules, or educational information can be shared. distributed through WhatsApp, e-mail, or platform digital other, Which allows information until to recipient with more fast And accurate. Communication digital This It also facilitates monitoring and evaluation, as it can be conducted in a more systematic and organized manner. According to Sussman and Warner, the use of digital media in organizations enables more effective and efficient communication and strengthens relationships between organizational members through faster and more flexible interactions (Moh Roqib, 2013).

SMAS Islam Sunan Gunung Jati, Tulungagung apply second form communication formal and non-formal in activity everyday. Second type communication This play a role important in facilitating the flow of information and ensuring the smooth operation of the institution, as well as supporting the achievement of educational goals and overall management of the institution. Formal communication at SMAS Islam Sunan Gunung Jati in Tulungagung refers to the flow of information Which follow structure organization And procedure Which has set. This communication usually ongoing through channel official Which Already arranged by leadership school, with objective For ensure that information Which delivered accountable and in accordance with institutional policies.

The examples of formal communication implemented in this school include decrees and announcements, coordination meetings, reports, and minutes. Regarding decrees and announcements, school leaders issue decrees regarding institutional policies, schedule changes, or announcements related to important activities. For example, announcements regarding changes to exam schedules, school holidays, or annual school programs. These letters are distributed to the teacher and students to ensure the information reaches the relevant parties officially.

A coordination meeting involves leaders, administrators, and religious teachers to discuss school policies or work programs, as well as evaluate the achievement of the institution's goals. During the meeting, the school administrator delivers directives and policies, while the religious teachers report on the implementation of their duties. These meetings typically follow a predetermined agenda, and the results are recorded and documented. Reports and Minutes are communications about the results of educational, financial, and administrative activities. And activity operational school Which arranged by manager And Teacher (Danim, 2012).

This report presented in meeting coordination and become base For evaluation And further decision making. This formal communication ensures that all parties involved in the management school own find outing Which The same about policy and procedures and minimize errors or mistakes in carrying out tasks. SMAS Islam Sunan Gunung Jati in Tulungagung also implements informal communication, which is more relaxed and not bound by rigid procedures. This informal communication is important for build connection Which more near between leadership, Teacher, And students, and create a more flexible and friendly work environment. This communication is more interpersonal and often occurs in more informal social contexts.

The forms of non-formal communication at this school include daily conversations, group Quran reading, and informal meetings. Daily Communication: School caregivers frequently interact with students. in a way informal with Teacher, Good moment they gather For Eat together, resting, or in other casual gatherings. In these conversations, the caregiver can provide advice, share motivation, or just listen complaint and suggestion from the teacher. There is activity reciting the Qur'an together in where religious teacher and caregiver discuss about interpretation, jurisprudence, or other religious topics. While these may have formal elements in terms of the learning material, the atmosphere is more relaxed and more like a small group discussion, allowing for more open and unstructured two-way communication (Mustajib & Zaenul Fitri, 2023).

The school principal held an informal meeting with the teacher to discuss problems certain related with task or teaching, without using a strict agenda. These meetings allow for more open discussion and personal interaction, which can strengthen the relationship between the caregiver and the teacher. Formal communication at SMAS Islam Sunan Gunung Jati in Tulungagung helps ensure that important information and institutional policies are communicated clearly and responsibly, thus minimizing confusion. This has a significant role in supporting an orderly and disciplined system and provides a clear basis for decision-making and performance evaluation. Formal communication is also crucial for maintaining transparency in the institution's management, including financial matters, educational activities, and other general policies.

The non-formal communication strengthens interpersonal relationships between caregivers, religious teachers, and students. Informal interactions create a more humane atmosphere and foster open and comfortable communication. This can help increase motivation, strengthen collaboration, and facilitate problem-solving that may be unattainable through formal communication. This combination of formal and non-formal communication enables SMAS Islam Sunan Gunung Jati in Tulungagung to operate effectively, both in terms of organizational management and in creating a conducive and harmonious work environment. These two forms of communication complement each other and support the institution's overall productivity.

### **The Forms of Communication toward Sustainable Development Era to Increase Productivity of Islamic Educational Institutions**

The communication in Islamic educational institutions is divided into two types: interpersonal and group. At SMAS Islam Sunan Gunung Jati in Tulungagung, interpersonal communication is carried out in a group manner. intensive between caregiver (leader school) and for Teacher, which covers personal interactions in various forms. This interpersonal communication is very important in maintaining harmony connection between caregiver And Teacher, as well as in ensure smoothness duties and responsibilities carried out by each individual in the institution.

#### **a. Interpersonal Communication**

The form of interpersonal communication that occurs at this school is when the caregiver meets with the teacher personally to remind him of assignments that need to be completed, provide motivation, and supervise the learning process or other activities at the school. In this context, the caregiver serves not only as a facilitator, but also as a teacher. as leader Which give directions in a way general,

but Also more Personally, approaching the teacher one-on-one to discuss the progress of their ongoing tasks. This type of communication allows for a more in-depth exchange of information, as both parties can speak directly and more openly about obstacles or problems they face in carrying out their respective duties.

Interpersonal communication is direct interaction between two or more people, allowing for a more personal and easily understood exchange of information. In the school context, this communication is important for creating closer relationships between caregivers and teachers, as well as fostering a more transparent and supportive working environment. For example, when caregivers give motivation to the teacher For Keep going increase quality teaching, or reminding them of administrative tasks to be completed. Through this communication, caregivers can also more easily monitor the performance of the teacher directly and provide constructive feedback for further improvement (Syadzili, 2018).

Furthermore, this interpersonal communication also provides a space for teacher to express their feelings, ideas, or challenges they face in carrying out their duties, so that the educators can immediately find out and provide appropriate solutions. This not only serves as a means to improve the quality of teaching and learning, but also as an effort to strengthen the work motivation of the teacher, which contributes to increasing the productivity of the institution as a whole. This form of open and direct interpersonal communication, SMAS Islam Sunan Gunung Jati Tulungagung can ensure that for religious teacher still motivated, guided by Good, And always Ready For fulfil expectation institution. Interaction personal This kind of relationship also creates a strong bond between caregivers and teaching staff, which ultimately has a role in creating a more positive, harmonious and productive work environment.

#### b. Group Communication

SMAS Islam Sunan Gunung Jati in Tulungagung implement of group communication has a crucial role in increasing the productivity of the educational institution. group This done in various form, like meeting coordination and studying the Qur'an with a religious teacher serves to strengthen cooperation between administrators, clarify duties and responsibilities, and ensure the smooth running of various programs run by the institution. The following explains the implementation of group communication in schools and its impact on the institution's productivity:

##### 1) Coordination Meeting

The meeting coordination is one of the forms communication group Which the most frequently done SMAS Islam Sunan Gunung Jati, Tulungagung. In meeting This, for School administrators, including the principal, religious teachers, and other staff, gather to discuss various matters related to the management of the institution, educational programs, and the evaluation of activities that have been implemented. The purpose of this coordination meeting is to unify the vision and mission of all group members in achieving the same goal. According to Robbins and Judge, a coordination meeting is a form of group communication that helps facilitate coordination between various departments or individuals within an organization, enabling them to share information, plan joint activities, and solve problems collectively (Burai et al., 2019).

In school, these meetings are crucial for ensuring that all parties have a shared find outing of policies, procedures, and targets, and for minimizing the potential for errors or confusion. Through coordination meetings, school administrators can directly provide direction, discuss constraint Which faced in implementation program education, and plan the necessary corrective measures. This meeting also provides an opportunity for the teacher to convey any problems or challenges they face in teaching and classroom management, so that these problems can be immediately addressed. overcome in a manner together. This in turn will increase the effectiveness of teaching and accelerate the achievement of the institution's goals.

## 2) Reciting the Qur'an With Teacher

Besides coordination meetings, another important group communication activity at SMAS Islam Sunan Gunung Jati in Tulungagung is Qur'an reading with the teacher (teachers). This activity serves as a means to strengthen the relationship between the teacher and the school administrators, as well as to discuss religious and educational issues relevant to the needs of the students and the institution. This Qur'an reading allows for intensive discussions between the teacher on religious concepts, teaching methods, and the challenges faced in educating students.

According to Miller, group communication in the form of regular meetings, such as communal Qur'an study, allows group members to share knowledge, deepen their find outing, and discuss important issues in a more informal and relaxed context. In schools, communal Qur'an study not only serves as a means to improve the quality of religious find outing among the religious teachers but also as a medium to strengthen communication between group members. This will positively impact the teachers' performance in delivering learning materials to students and improve the quality of the school's educational programs (Muhdi, 2018).

The implementation of group communication, such as coordination meetings and joint Quran studies at SMAS Islam Sunan Gunung Jati in Tulungagung, directly contributes to increased institutional productivity. With structured and organized communication through meetings and joint Quran studies, school administrators and religious teachers can more easily identify and resolve emerging issues, unify find outing in program implementation, and strengthen collaboration among members of the institution. This open and regular communication also increases the motivation of teachers to be more dedicated to their work, as they feel more appreciated and supported in their duties (Muchlis & Maunah, 2022).

Besides that, communication group which allows institution for adapt to existing changes or challenges, and plan strategies and improvement steps Which more effective. With thus, communication group Which effective SMAS Islam Sunan Gunung Jati in Tulungagung not only streamlines operations, but also improves the quality of education and achieves the institution's goals more efficiently.

## Conclusion

Based on the discussion of the various forms and communication strategies implemented by SMAS Islam Sunan Gunung Jati in Tulungagung, it can be

concluded that the effective communication has a vital role in increasing the productivity of Islamic educational institutions. various type communication this is good vertical, horizontal, diagonal, interpersonal, group, formal, and non-formal contribute greatly to facilitating the flow of information, tighten connection between individual, as well as ensure achievement objective institutions. The use of digital communication media, such as WhatsApp, email, and online learning platforms, accelerates the flow of information and expands access to learning. This schools also apply formal communication which structured and organized through decrees, coordination meetings, and reports, as well as non-formal communication of a formal nature. more relax and interpersonal. Second type communication was each other complete, in where formal communication ensures that the information conveyed is accountable and clear, while non-formal communication builds closer relationships and supports the achievement of goals more flexibly.

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