

Uncover Communication Strategy in Islamic Center Islamic Boarding School Bin Baz Yogyakarta in Indonesia

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Abstract: Communication plays an important role in the organization of Islamic boarding schools. The purpose of this research is to find out the communication strategy at the Islamic Center Bin Baz Islamic Boarding School. The research method uses qualitative research, this type of field research, interview data collection, documentation and observation. Data analysis by presenting the data obtained, classifying the data and entering the data into sub-sections, analyzing the data obtained. The results of the study at the Bin Baz Islamic Center Islamic Boarding School used a communication strategy to students more by using direct communication (face to face), and to the guardians of students by using individual communication via cell phone/online or in general by using zoom media/group WhatsApp/Facebook. Implementation of bonding activities by assisting students with small groups, the task of the homeroom teacher is also the guardian of the dormitory, and strengthening activities between ustadzah and students. The positive effect of bonding between ustadzah and santri is that the ustadzah recognizes female students from their backgrounds, and student violations decreased. The culture that is built in communication at Islamic boarding schools is a way of communicating between ustadzah and female students with good and positive speech and language.

Keywords: strategy; communication; boarding school; bonds; face to face

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INTRODUCTION

As social beings who cannot fulfill their lives alone and will continue to need help from others, humans will need good communication for their daily interactions. As with other vital things, communication can run well and planned and vice versa, therefore all errors that occur in communication are fatal which will hinder and exacerbate interactions, cause personal conflicts, and damage relationships between individuals. Communication will be successful if mutual understanding arises and there is feedback, that is, the communicator and the communicator can understand each other the information conveyed (Umniyya, 2021).

To achieve the goals of the communication itself, it is necessary to have a strategy, the essence of the strategy itself is planning and management to achieve certain goals with tactics, approaches, and operations in particular. Likewise, the communication strategy is a guide for communication planning and communication management to achieve a goal. To achieve this goal, the communication strategy must

be able to show how the operational tactics must be carried out. In another sense, the approach can differ at any time depending on the situation and conditions (Puspasari, 2021).

In addition to the social world of society, in the world of education where there is interaction between an educator and his students, communication approaches and strategies are also very much needed and must be implemented by all related parties. In addition to conveying knowledge, educators need communication to educate and discipline their students, especially in the Islamic boarding school environment where educators are not only obliged to deal with class and material matters, but all aspects of the lives of their students, so that these students can grow and develop as individuals. good character, obedient, and disciplined. Discipline is a manifestation in life that is used as an experience that, when applied, will give birth to an individual's ability to control himself (Umniyya, 2021).

Islamic boarding schools are the oldest educational institutions and are respected as institutions capable of educating their students religiously, but the presence of pesantren is not expected to be only as a religious and social religious broadcasting institution but to be able to adapt to society while meeting the demands of society's life itself. In Indonesia, the term pesantren is more popular in Islamic boarding schools. It is different from pesantren, "pondok comes from the Arabic word "funduq", which means hotel, dormitory, house, and simple residence. An adequate pesantren must have five elements, namely; kiai, santri, mosques, Islamic boarding schools, and classic Islamic books, which are the five things at the Islamic Center Bin Baz Islamic boarding school and make it an adequate pesantren.

There are many choices of communication approaches and strategies offered by scientists in their research and books, but not all of them can be applied in Islamic boarding schools, as we have seen and observed so far that the relationship between educators and students in formal, non-formal schools Islamic boarding schools and Islamic boarding schools are very different, this also applies to the ways, approaches, and communication strategies applied by both according to the stages. Strategy formulation is carried out by considering external opportunities and threats, determining internal strengths and weaknesses, determining objectivity, making alternative strategies, and determining the strategy to be implemented. The formulation of a

strategy is a statement regarding the problems that occur from events that are then interpreted based on the conditions of strength, carrying out an analysis of the possibilities and considering the options and actions that can be taken to achieve these goals (Ma'rifah, 2022).

The application of approaches and communication strategies that have been prepared and adapted from school to Islamic boarding school-based education is not easy, there are supporting factors that can certainly push it until the stated goals are achieved, but there are also inhibiting factors that will distance it from its goals and frustrate the approach. And the strategy. Therefore, a leader from an Islamic boarding school cannot use the same approach and strategy continuously for a long period, due to the times and globalization that occur along with the changing seconds of hours, periodic evaluations will be very necessary, especially because of things there are so many students who need to be disciplined in Islamic boarding schools and every day there will be regular data changes when they achieve achievements or violate the rules of the Islamic boarding school. The discipline itself is a strategy that is applied for the benefit of education, especially in Islamic boarding schools, which can take the form of orders, advice, prohibitions, expectations and punishments or sanctions. Discipline as an educational tool is applied in the process of forming, fostering and developing attitudes and behaviours, in practice disciplinary enforcement is accompanied by the imposition of tak-ziran (punishment), congregation (morning prayer), tak-rar (recitation activities together) and doing other things good things in pesantren include weekly and monthly activities (Habibah, 2019). This is in line with what was stated by Noperman that the learning climate in the latest model provides a variety of experiences for students to continue to empower their potential to meet the demands of the 21st century. Likewise, a teacher is also required to be creative and welcome and adapt to change (Noperman et al., 2019).

Bin Baz Islamic Center Islamic Boarding School is an institution that organizes formal education, starting from the level of Raudhatul Athfal (kindergarten level), Salafiyah Ula (elementary school level), Salafiyah Wustho (junior high school level), I'dad Lughowi (preparation for MA students from outside the Islamic boarding school), and Madrasah Aliyah (high school level). This Islamic boarding school is under the Assembly At-Turots Al-Islamy Yogyakarta Foundation, trying to participate in

fostering and preparing generations of Muslims who are straight in faith, have noble morals, and always follow in the footsteps of the Prophet and his companions. With the type of Islamic boarding school that also organizes formal education, as well as the condition of the students who come and come from various countries and regions as well as a variety of different social circles, then communication that is aligned, clear, and easily understood by related parties is very important so that there are no mix-ups between one subject with another.

Based on the description above which then becomes the basic assumption for researchers to conduct a study that discusses and examines communication strategies at the Islamic Center Bin Baz Islamic boarding school, Yogyakarta.

METHOD

This research method is qualitative research with a type of field research that describes, and narrates matters related to the research theme. Data collection methods in this study were interviews, documentation, and observation. Interviews are the process of obtaining information for research purposes using question and answer while face-to-face between the interviewer and the respondent or the person being interviewed (Abdussamad, 2021). Documentation is a process of collecting, processing, selecting, and also storing information in the field of knowledge that provides or collects evidence related to information. Observation is a data collection technique, in which the researcher makes direct observations of the research object to take a close look at the activities being carried out. Interviews were conducted with the mudiroh, the mudiroh team, and female students at the Bin Baz Islamic Center Islamic Boarding School. Documentation was carried out directly at the Bin Baz Islamic Center Islamic Boarding School. The data analysis used is through three stages, namely first: explaining the data obtained, second: classifying the data and entering the data into sub-sections, and third: analyzing the data obtained.

RESULTS AND DISCUSSION

Islamic Boarding School Communication Management

Communication is the need of every individual. Humans are social creatures who need each other. Therefore communication is very important to be done by humans to meet their needs. That is, that humans cannot live without communication (Hindun, 2021).

In general, there are two main functions of communication management, namely as a tool to equate the perceptions of all members in an organization or company and as a tool to move other people within the members according to the information provided (Riinawati, 2019). Communication is a primary need for living things, by communicating, good social relations will be established, both internally and externally, especially interpersonal communication which is very important in character building, especially in the world of Islamic boarding schools which instill religious and moral values. This of course aims to form good character based on religious and moral values (Hadi et al., 2022).

Miller and Steinberg argued that a form of communication including interpersonal communication or not needs to be understood, there are identification of three levels of information analysis, namely: 1) Analysis of the Cultural Level, Culture is a set of rules, norms, social institutions, habits and ideas that are owned by a group person. 2) Sociological Level Analysis, Sociological level analysis is based on judgments made about other people by knowing the group in which that person belongs, including considerations for classifying a person into a particular group based on his membership in the form of social group he chooses. 3) Psychological Level Analysis. The psychological level analysis is based on two people interacting and basing their predictions about each other, especially on psychological data specifically confirming that they know each other as individuals (Umniyya, 2021).

Strategy is a statement that directs how each individual can work together in an organization, to achieve the goals and objectives of the organization (Setiawati, 2020). Thus, the communication strategy is the overall planning, tactics, and methods that will be used to facilitate communication by paying attention to all aspects of the communication process to achieve the desired goals (Ramadhan & Luthfi, 2020) According to Anwar Arifin, three important factors must be considered in developing a communication strategy, namely: 1) Knowing the audience, 2) Determining the message, 3) Determining the method (Zuhriyah, 2022).

There are two orders in determining what effect to achieve: 1) Face-to-face Communication, Face-to-face communication is used when we expect the effect of behavior change from the communicant. Why is that because when communicating require direct feedback. By seeing each other, we as communicators can know when we

are communicating the communicant is paying attention to us and understands what we are communicating. 2) Media Communication: in general it is widely used for informative communication. When it does not require an effect in the form of a behavior change, it can be used or taken by the mass media, so it depends on the situation and conditions and the expected effect (Sudarman, 2019).

For students to be able to develop friendly, warm, and productive communication skills with other people, it is necessary to have some basic communication skills. Johnson believes that some of the basic skills in question are (Maryanti et al., 2012):

1. Must be able to understand each other. In detail, this ability includes several sub-abilities, namely trust, self-disclosure, self-awareness, and self-acceptance.
2. Must be able to communicate thoughts and feelings precisely and clearly. This ability must also be accompanied by the ability to show attitude and pleasure as well as the ability to listen by showing that he understands his communication partner.
3. Able to accept each other and give each other support or help each other. A person must be able to respond to other people's complaints in ways that are helpful, namely showing an understanding attitude and being willing to help.
4. Able to solve conflicts and forms of interpersonal problems that arise in communication with others. That is, in ways that are closer to the opponent of communication and make communication more important to maintain and develop the continuity of the relationship.

The role of the homeroom teacher is a supporting factor in the development of students' communication skills. Because the homeroom teacher directly supervises and pays attention to the communication skills of each student, the homeroom teacher also makes agendas that can develop student communication skills. Positive motivation or encouragement from students' interlocutors also makes students more confident in communicating. All teachers also participate in supporting the development of students' communication skills, so that this is not only focused on counseling teachers. With collaboration between each teacher it will be easier to develop communication skills in students (Rambe et al., 2022).

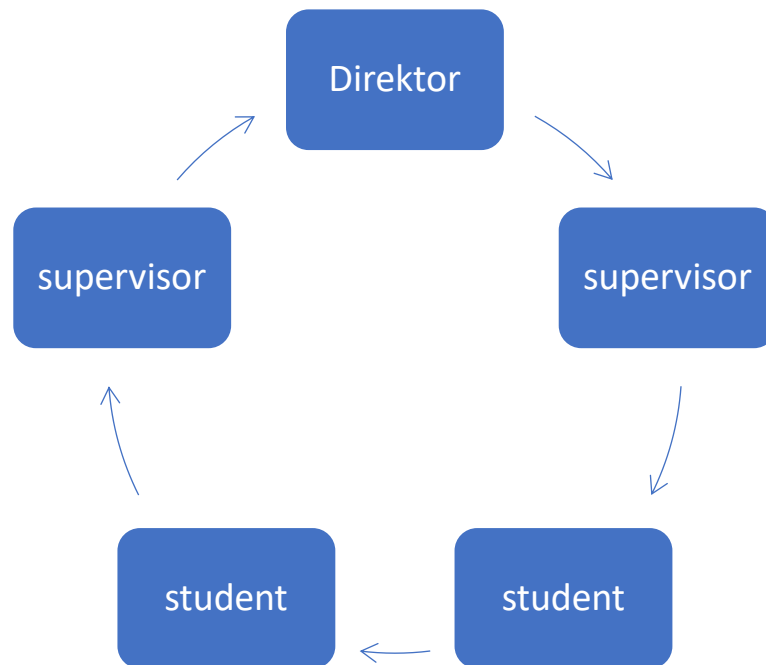


Figure 1: Communication Flow At Bin Baz Putri Islamic Boarding School

Interpersonal communication is influenced by several factors that can support or even hinder the success of such interpersonal communication. Factors supporting and inhibiting interpersonal communication are described as follows:

1. Supporting Factors

Several factors support successful communication from the point of view of the communicator, communicant, and message, as follows (Prasetyana & Sandiasa, 2021):

- a. The communicator has high credibility/authority, physical and non-physical attractiveness that invites sympathy, is intelligent in analyzing a condition, has integrity/coherence between words and actions, can be trusted, can understand situations in the work environment, can control emotions, understands psychological conditions communicant, being sociable, friendly, and assertive, and able to adapt to society when speaking.
- b. The communicant has extensive experience and knowledge, has the intelligence to receive and digest messages, is friendly, outgoing, and sociable, understands who he is talking to, and is friendly with the communicator. Communication messages are designed and conveyed in such a way, conveyed clearly according to conditions and situations, the symbols used can be understood by

communicators and communicants, and do not cause multiple interpretations/different interpretations.

- c. Communication messages are designed and conveyed in such a way, conveyed clearly according to conditions and situations, the symbols used can be understood by communicators and communicants, and do not cause multiple interpretations/different interpretations.

2. Inhibiting Factors

Factors that can hinder communication are as follows Ruspanida (2017) Stuttering communicators (biological barriers), communicators who are not credible/not authoritative and do not understand the characteristics of the communicant (education level, age, gender, etc.) or nervous communicators (psychological barriers), women who are not willing to open up to their male interlocutors -male (gender barrier).

- a. Communicants who experience hearing loss (biological barriers), communicants who do not concentrate on talking (psychological barriers), and a woman will blush when talking about sexual problems with a man (gender barriers).
- b. Communicators and communicants do not understand the prevailing socio-cultural background so they can give birth to different perceptions.
- c. Communicators and communicants prejudice each other so that it is boring.
- d. Communication goes one way from the communicator to the communicant continuously so that the communication does not have the opportunity to ask for an explanation.
- e. Not using the right media or there are problems with communication technology (microphone, telephone, power point, and so on).
- f. The difference in language causes different interpretations of certain symbols.

The Communication Strategy of the Bin Baz Islamic Boarding School

The Islamic Center Bin Baz Islamic Boarding School in carrying out a communication strategy divides into 2 (two) areas, namely the communication strategy to the students and the guardians of the students.

1. Communication strategy with students

The communication strategy used between ustadzah and female students at the Islamic Center Bin Baz Islamic Boarding School in Yogyakarta mostly uses direct communication (face-to-face). This is considered effective because it can increase

the bonding (closeness) between ustadzah and female students both during study hours and outside of learning hours.

In addition to bonding (approach) as described above, the ustadzahs also changed their previous approach, namely that female students with problems would be summoned to the office. By changing the ustadzah, it is the one who will open his hands to the santriwati. For example, by holding a meal with female students, indirectly the meal with female students will turn into the vent. That way, they will feel they have other mothers in the hut.

2. Communication strategy to the guardians of students

The communication strategy used by the Islamic Boarding School to the guardians of students is individual communication via cell phone/online or in general by using Zoom/group Whatsapp/facebook media. The activities carried out by Islamic boarding schools with santri guardians include conducting 1) Online meetings via Zoom which are held every week or month to establish active and two-way communication between the Islamic boarding school and santri guardians to minimize misunderstandings that occur. 2) Routine information for female students from student activities, information on students who are achieving, Islamic boarding school information, information on student development, student health information, etc. so that student guardians can find out what their children are doing at the Islamic boarding school and find out their child's development both from academics and their child's activities which is shared in the WhatsApp group of santri guardians.

The stages carried out by the pesantren in preparing the human resources in the pesantren in improving communication skills are:

1. Islamic Boarding Schools conduct aptitude and potential tests for each ustadzah and administrator, namely the "talent mapping" program/test.
2. Administrators and Ustadzah recognize their own potential and weaknesses as well as their respective talents, so that Ustadzahs are able to carry out their duties according to their talents and potential. For example, there are teachers who have the talent of a motivator or motivator, this can be used to increase the enthusiasm for learning of female students who are starting to decline. And Ustadzah recognizes his own potential and the potential of other Ustadzahs so

that he hopes to be able to complement and collaborate in assisting female students.

3. The Islamic boarding school organizes briefings for administrators and ustadzahs regarding the theme of talent mapping/talents and interests with the aim that ustadzahs are able to recognize the talents, interests and potential of their students.
4. Islamic boarding schools provide administrators and ustadzah regarding communication management, public speaking training, and similar training.

Implementation of bonding activities between students and ustadzah, namely:

1. Using small groups in accompanying students. For example: the implementation of the 8S program, starting with the ustadzah accompanying the students in small groups, then intensive monitoring is carried out whether the program has been implemented or not.
2. The structure of the homeroom teacher who doubles as the guardian of the dormitory so that it is easier for female students to express their feelings because they feel they have a surrogate mother at the Islamic boarding school.
3. Build certain events that can strengthen between ustadzah and female students.

The positive effects of the emergence of closeness (bonding) between ustadzah and students include:

1. Ustadzah recognizes his students both from their family background, the psychology of their students, and the development of students in academic and non-academic; That is, the ustadzah understands more about the character or morals of the students, for example the previous character at the boarding school used to speak foul language, speak harshly, but from the communication that has been built effectively the female students begin to realize their mistakes which they have considered so far as a trend are gradually being replaced by trends. which is better. There was also such a thing as the trend of high-class students, meaning elite, but elite here means those who are rich in morals and don't speak harshly. Then the ustadzahs also sounded slogans as for example that morals are like wealth and that also includes a form of sustenance, some are rich and some are poor then given two choices to the students they want to choose rich or poor. Santri who are tempted by good morals, surely the one they choose is rich in

morals. From here they try to avoid all the violations that have been banned in Islamic boarding schools.

2. The effect resulting from the bonding that has been applied by the ustadzah to female students at the Bin Baz Islamic Center Islamic Boarding School is that the number of violations has decreased drastically. Violations in Islamic boarding schools can be reduced because in essence, female students in Islamic boarding schools want to be noticed and because it is in their teens that they need to vent or express their wishes. Which if these wishes are not conveyed they will feel bad or uncomfortable. The relationship between the ustadzah and the female students is well established, and they have active communication so that there are no words reluctant when the female students want to say something to the teacher and the teacher even when conveying knowledge or advice can be well received too.

Dynamics of Communication at the Bin Baz Islamic Center Islamic Boarding School

First; Ustadzahs pay attention to students who are constrained in communicating, usually you can see from their background, maybe their children are quiet but it turns out that after that they made big violations, or maybe they were never given space to talk like what happened to class IX students after being observed why this happened, can looking for the reasons in the past it turned out that the students were never given space to talk. Finally, a program was created that gave them the opportunity to talk. One example is the existence of *tausiah* that reverses direction, meaning that usually ustadzahs who are university students but are reversed as *santri* are given this opportunity, or it can also be done with discussions between ustadzahs and students who give feedback to each other with the goals of the program that was made earlier.

Second; Then the next obstacle found at the Islamic Center Bin Baz Islamic boarding school in Yogyakarta is from the ustadzah, they say so because it is more competence for the ustadzah while the teaching ustadzah are mostly housewives who are more busy, and build active communication it takes art, it takes a lot to learn Then you have to study psychology also, then how to identify children's needs that have not been met and all of this must have extensive knowledge and experience. Even though some of the ustadzahs are still single, they also need knowledge in managing stress

before plunging into managing female students, Alhamdulillah, this can be said to have been fulfilled with the presence of ustadzahs who are considered MasyaAllah even though the activities are very busy so indeed learning is difficult, in the end looking for strategies for making programs as solutions, such as making zooms, workshops or training such as public speaking sometimes also like reading literacy books which are easy to read so that they open wider horizons.

Third; As much as possible, the ustadzahs at the Islamic Center Bin Baz Islamic boarding school can balance personal activities (at home) and Islamic boarding schools so that work is entertainment. Sometimes the obstacle means that when the ustadzah has difficulty or is not conducive to finding female students who like to violate, so that it is difficult to control, but this is only a small part which is characteristically difficult to regulate in any way that can cause problems, as for the problems that exist as much as possible can be addressed and can be resolved soon.

Culture Built in Communication at Islamic Center Bin Baz Islamic Boarding School

How to Communicate Ustadzah with female students when they are studying in class or doing activities in the Islamic Center Bin Baz Islamic boarding school dormitory is good speech and speaking the language that is most important, when the ustadzah is carrying out activities such as learning evaluation or the dormitory cycle of the ustadzah as much as possible using sentences - positive sentences and not vice versa so students feel respected, loved and valued and also make the atmosphere of learning or the atmosphere of communication look more positive. even though they are trying students who have problems, the ustadzah should not badmouth the students. So everything that is conveyed must be positive unless it is really a serious violation then it is in a closed meeting with the aim of finding solutions instead of judging. Thank God, that way the female students can be more confident and then they feel valued, they also feel an appreciation, which is a human need in general.

CONCLUSION

The Bin Baz Islamic Center Islamic Boarding School uses a communication strategy to students who are more dominant by using direct communication (face to face), and to the guardians of students by using individual communication via cell phone/online or in general by using zoom media/group whatsapp/facebook. Islamic

boarding schools in preparing human resources in Islamic boarding schools to improve communication skills, namely by "talent mapping" tests and training in public speaking and effective communication and the like. The implementation of bonding activities begins with mentoring students with small groups, the structure of the homeroom teacher also being the guardian of the dormitory, and strengthening activities between ustadzah and students. The positive effects of bonding between ustadzah and santri are first; ustadzah recognizes female students from their background, etc. Second; student violations decreased. The culture that is built in communication at Islamic boarding schools is a way of communicating between ustadzah and female students with good speech and language and that is the most important.

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