

Implementation of Quranic-Based Communication to Improve Harmonious Relationships between Teachers and Students in Islamic Religious Education

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ABSTRACT

The main focus of this study lies in the implementation of Qur'anic-based communication in improving harmonious relationships between teachers and students at SMA Nurul Jadid, especially in Islamic Religious Education (IRE) subjects. The purpose of this study is to analyze how the implementation of Qur'anic-based communication can strengthen interpersonal relationships between teachers and students in the context of learning. The method used in this study is qualitative with a case study design. The results of the study indicate that the implementation of Qur'anic-based communication, which includes *qaulan layyinan* (gentle words), *qaulan kariman* (noble words), and *qaulan maysuran* (easy-to-understand words), has a positive impact on teacher-student interactions. Teachers who use gentle language and respect students are able to create a more comfortable and conducive classroom environment. This increases students' confidence in actively participating in discussions, reduces anxiety in expressing opinions, and facilitates understanding of teaching materials. In addition, this study found that Qur'anic communication contributes to overcoming differences in understanding among students by providing a more inclusive and empathetic approach. By applying easy-to-understand language and gradually explaining the material, teachers can help students who have difficulty understanding Islamic teachings without creating pressure or fear. The implications of this study indicate that Qur'anic-based communication can be an effective strategy in creating better interpersonal relationships in educational environments. The application of Islamic communication principles not only improves the quality of learning but also contributes to the world of education by presenting communication techniques that are oriented towards empathy, respect for students, and strong religious values.

Keywords: *Quran-Based Communication, Harmonious Relationship between Teachers and Students*

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INTRODUCTION

The relationship between teachers and students is one of the fundamental aspects in the world of education that plays a major role in determining the success of learning. Good communication between the two can create a conducive learning atmosphere, improve student understanding, and build active involvement in the educational process. However, in reality, the relationship between teachers and students in several academic institutions often does not receive serious attention. Many interactions are still formal and distant, creating barriers to effective communication. This is in line with the results of the analysis of various studies which reveal that inflexible communication patterns, lack of interpersonal approaches and low application of communication based on ethical principles and religious values can create an emotional distance between teachers and students (Purwowidodo & Zaini, 2023) .

The originator of interpersonal communication theory, Gerald Miller, said that in the world of education, effective communication is needed in order to establish positive relationships in it (Harapan et al., 2022) . In addition, according to Carl Rogers in his theory

of the person-centered approach, good interpersonal relationships can be created with empathy, positive appreciation and authenticity in communication (Purwadi, 2021). According to the explanation of these two theories, the topic of discussion in this study is interesting to study further. Quran-based communication is a communication technique that is in line with this theory because the principles contained prioritize gentle and loving communication.

One of the main challenges in teacher-student interaction is ineffective communication (Prayoga & Oktaviani, 2022). Rigid and inflexible communication patterns can create an emotional distance between teachers and students. This is further exacerbated by the low implementation of communication based on religious values, which should be the foundation for building better relationships. (Fauzi, 2023) and (Jayadih et al., 2024) revealed that many students feel they do not get enough attention from their teachers, have difficulty expressing their arguments, and are reluctant to actively participate in learning. One of the main causes of this phenomenon is one-way communication, where teachers become the center of information without providing sufficient opportunities for students to express their thoughts and feelings. In addition, differences in understanding of teaching materials also often lead to misunderstandings that further widen the gap between teachers and students.

In Islam, communication is not just a tool to convey information, but also has a deep moral and spiritual dimension. The Qur'an teaches the principles of communication that are full of wisdom, gentleness, and compassion. As explained by (Mashuri & Syahid, 2024). Quranic-based communication is able to form a more harmonious relationship between teachers and students by prioritizing the principles of Islamic ethics in academic interactions. Some verses in the Qur'an that serve as guidelines for communication between teachers and students include: Qaulan sadidan (true and honest words) – QS. Al-Ahzab: 70, Qaulan layyinan (gentle words) – QS. Thaha: 44, Qaulan ma'rufan (good and polite words) – QS. Al-Baqarah: 235, and Qaulan balighan (clear and easy to understand words) – QS. An-Nisa: 63

In the context of education, applying these principles can help build more open and effective communication, create a comfortable learning atmosphere, and strengthen the emotional connection between teachers and students. Quran-based communication is crucial because it has strong religious principles in building better relationships (Nurdiansyah et al., 2024). Quran-based communication is considered relevant and can be a solution to various challenges because it is in accordance with religious values (Sukmaningtyas et al., 2024). Quran-based communication in the scope of education is not only limited to being a facilitator of information delivery, but also functions as a medium in building harmonious interpersonal relationships between teachers and students (Nahar, 2022). Several facts regarding the communication gap between teachers and students result in a strained relationship between the two. Therefore, this study places Quran-based communication as the main approach in building a better quality relationship between teachers and students. This study will reveal how this Quran-based communication can be implemented in Islamic Religious Education (IRE) learning interactions and identify the extent to which Quran-based communication patterns are able to create harmonious relationships between teachers and students in educational institutions in Islamic boarding schools.

One of the educational institutions under the auspices of the Nurul Jadid Islamic Boarding School, namely the Nurul Jadid Senior High School (SMA), has achieved success in implementing Quran-based communication in Islamic Religious Education (IRE) learning. The environment of this educational institution is based on Islamic teachings, so it naturally supports the implementation of Quran-based communication that contains moral principles in interacting. The implementation of Quran-based communication has proven to be able to build a more comfortable learning atmosphere, open relationships and is able to create a sense of mutual respect between teachers and students.

Several previous studies have emphasized the importance of communication in the scope of education. This study was reviewed by Nurseha, (2023) in an Islamic education journal article that discussed teacher interpersonal communication in the formation of

student character. This study presents interpersonal communication that can influence student character without further analyzing its impact on the harmonious relationship between teachers and students. In addition, research by Tami Septiani, Adli (2024) published in the journal of education and culture with a focus on research on the influence of communication techniques on instilling honesty values in students and ethics in communication. This study reveals the influence of instilling honesty values through *qaulan sadidan* in learning. However, this study only focuses on instilling honesty values and ethics in communication.

Thus, this study attempts to fill the gap that still exists by presenting a new approach in educational communication. The main focus of this study is to analyze how the application of Qur'anic-based communication can improve harmonious relationships between teachers and students in Islamic Religious Education learning, as well as identifying the most effective communication patterns in building more positive and conducive interactions.

Specifically, this study has several objectives. *First*, to analyze how Quran-based communication can be applied to Islamic Religious Education (IRE) learning in order to improve harmonious relationships between teachers and students. *Second*, identify forms of Qur'anic-based communication that can build a more comfortable and interactive learning environment. Third, explain how Qur'anic-based communication can be a solution to various communication challenges in the world of Islamic education.

METHOD

This paper applies qualitative research with a case study approach. This qualitative research was chosen because it could allow researchers to explore knowledge about the implementation of Quran-based communication in improving harmonious relationships between teachers and students. The researcher conducted this research at SMA Nurul Jadid, one of the educational institutions under the auspices of Pondok Pesantren Nurul Jadid located on Jalan Raya KH Zaini Mun'im, Karanganyar Village, Paiton District, Probolinggo Regency. However, the research was conducted specifically on the subject of Islamic Religious Education.

The data collection technique used in this study was through three stages. First, in-depth interviews. The researcher conducted in-depth interviews with several Islamic Religious Education subject teachers and several students involved in the learning process. The interviews were conducted with the aim of finding out the perspectives of teachers and students regarding the implementation of Qur'an-based communication. Second, observation. This was done directly in the classroom during the learning process. The aim was to see how the application of the *qaulan technique* in teacher and student interactions, and how Qur'an-based communication contributed to harmonious relationships in the classroom. Observations were carried out in several stages: a) *Initial observation*: Identifying communication patterns that had been implemented before the intervention or focus of the research. b) *Observation of the learning process*: Observing directly how teachers use the *qaulan technique* in teaching, such as *qaulan sadidan* (correct words), *qaulan balighan* (words that touch the heart), and others. c) *Student response*: Seeing how students accept and respond to the Qur'an-based communication technique implemented by the teacher, both in the form of verbal and nonverbal expressions. d) *Interaction outside the classroom*: Observations were not only conducted in the classroom, but also outside of class hours to see whether Qur'anic-based communication was also applied in the wider school environment. Third, document analysis. Document analysis was conducted by reviewing various written sources related to this study, including: a) *Curriculum and Learning Implementation Plan (RPP)*: To see whether the principles of Qur'anic communication have been integrated into Islamic Religious Education learning planning. b) *Student academic records*: To understand whether there is a correlation between the communication patterns applied by teachers and the academic development and behavior of students. c) *Other relevant documents*: Such as school policies

related to communication in learning, teacher ethical guidelines, and learning evaluation reports.

After all data is obtained, data analysis is carried out using thematic analysis techniques. Where data from interviews, observations and documents are analyzed by identifying the main themes regarding the implementation of Qur'anic communication on harmonious relationships between teachers and students. Data acquisition is analyzed repeatedly through a series of processes, namely the process of reduction, presentation and drawing conclusions. The findings obtained are interpreted based on the theory of effective communication and Islamic education theory so that the conclusions are relevant to the objectives of education.

FINDINGS AND DISCUSSION

Quranic-Based Qaulan Technique in Improving Harmonious Relationships Between Teachers and Students in Islamic Religious Education (IRE) Subjects

The holy book of the Qur'an presents several ways to communicate well in accordance with the principles of Islam (Mursalin, 2024). The term present in the Qur'an is the word qaulan which means speech (Purwosusanto & Djuhartono, 2024). Qaulan is one of the techniques that can be used as a reference in interacting, especially in the world of education. Because it contains the basics of the Qur'an, the qaulan technique is very relevant to be applied to Islamic Religious Education (IRE) subjects.

Quranic-based qaulan techniques are part of a communication strategy that refers to the guidelines for good speech enshrined in the Qur'an. Saidaturrahmah (2023) emphasizes that good communication is communication that is based on the Qur'an, such as the types of qaulan contained therein. Researchers took six types of qaulan that can contribute to the learning process, namely qaulan ma'rufan (good speech), qaulan balighan (effective speech), qaulan sadidan (correct speech), qaulan layyinan (gentle speech), qaulan kariman (noble speech) and qaulan maysuran (speech that makes it easy). Each type of qaulan has a special approach in its interaction patterns in the learning process which has an impact on the relationship between teachers and students.

The relationship between teachers and students is one of the factors causing the creation of quality learning that rarely gets attention in the world of education. A harmonious relationship is a hope that can be created between teachers and students. A harmonious relationship in the context of Islamic education does not mean smooth interaction and no conflict, but refers to interactions that pay attention to the emotional condition of students (Rakhmawati, 2023, Khadijah, 2024). This relationship is characterized by mutual understanding, openness, respect and trust.

The good news

The Qur'an as the holy book of Muslims explains the recommendation not to speak harshly and to say kind words as stated in Surah Al-Baqarah verse 235 (Bahri & Wahyuni, 2021). The implication in the world of education, qaulan ma'rufan is a qaulan technique that provides guidance to teachers to always use good words and in accordance with the good values in Islamic teachings. This saying provides an overview of noble morals that can be used as a reference for teachers when interacting in the learning process.

In Islamic Religious Education (IRE) learning at SMA Nurul Jadid, *qaulan ma'rufan* is applied in various aspects of communication between teachers and students. Some of the ways of implementation include:

Giving Motivation with Positive Words

One of the implementations of *qaulan ma'rufan* is through constructive motivation. For example, when a student has difficulty understanding the material or gets less than

satisfactory results in an exam, the teacher provides encouragement with encouraging words:

"Mom is very amazed at the effort you have made even though the results are not right. Keep up the spirit to always try!"

Such statements have a huge impact on students' psychology. Students will feel appreciated and recognized for their efforts, not just judged based on their final results. Thus, students will be more motivated to continue learning and not give up easily in facing academic challenges.

Using Gentle Language in Conveying Sensitive Material

In teaching sensitive materials, such as the Islamic law on dressing, a teacher applies *qaulan ma'rufan* so that students can receive the material well without feeling offended or criticized. For example:

"Islam pays more attention to us, especially women, by creating rules to always wear modest clothing to maintain our honor as women."

In the explanation, the teacher prioritizes good and polite words in explaining the material of Islamic jurisprudence which is quite sensitive for women because it contains rules on women's dress that women often neglect. The message conveyed contains Islamic values about moral teachings and respect for Islamic religious values that will be well received by students. With this approach, students find it easier to understand that religious rules are intended for their good, not as a form of restriction that is restrictive.

By implementing *qaulan ma'rufan* in every Islamic Religious Education learning, students not only understand the concept of good speech in theory, but also learn to apply it in everyday life. This shows that *qaulan ma'rufan* is not only a form of polite communication, but also a learning method that can shape students' characters to be better.

Overall, the application of *qaulan ma'rufan* in interactions between teachers and students contributes greatly to creating a harmonious learning environment. Kind words used by teachers not only build closer relationships, but also create a classroom atmosphere filled with warmth and support. With empathetic and loving communication, students will feel more appreciated, supported, and motivated to continue learning and developing, both in academic and moral aspects. The values of kindness instilled through *qaulan ma'rufan* will be valuable provisions for students in living their lives in the future.

The age of Puberty

The Qur'an acts as a basis for science revealing the words of *qaulan balighan* in Surah An-Nisa (4:63) as a recommendation to always say effective and touching words (Ramadhan, 2023). In the context of learning, effective and relevant speech can make students feel that learning can be useful for real life (Muhsinah, 2023).

The application of *qaulan balighan* in the academic world can create a better learning atmosphere because of the delivery of relevant messages (Dyan, 2024). In this case, it is very important for teachers to know the background, needs and obstacles faced by students to ensure that the messages received by students are truly appropriate. One form of implementing *qaulan balighan* in Islamic Religious Education (IRE) learning at SMA Nurul Jadid is the activity of a teacher who has a strategy in delivering Islamic religious teachings by connecting them to students' daily lives. Here are some Strategies for Implementing *Qaulan Balighan* in Learning:

Connecting Material to Real Life

Teachers who understand the background of their students will find it easier to communicate the material with concrete examples that are relevant to their experiences. For example, in Islamic Religious Education (IRE) learning, when discussing honesty, teachers can relate it to everyday events such as when students face exams or when they are trusted to manage the class cash. The teacher conveys :

"When you are honest in an exam even though no invigilator is watching, it shows that you have integrity. Remember that Allah is All-Seeing and always records every good thing we do."

By using examples that are close to students' lives, they will find it easier to understand and apply Islamic values in their daily lives.

This is relevant to a student's statement that stated:

"When the teacher gives an analogy that is relevant to real life, I can understand it more easily."

The statement indicates that the explanation given by the teacher is relevant to real life so that students can understand it easily. The application of *qaulan balighan* can build emotional closeness between teachers and students because students feel that teachers understand their lives. In this context, *qaulan balighan* can strengthen the relationship between teachers and students.

Convey in language that touches the heart

In learning, teachers not only convey information academically but also touch on the emotional aspects of students. This can be done by choosing words that are gentle, motivating, and oriented towards spiritual values. For example, when a student feels like they have failed an exam, the teacher says:

"Don't be sad about results that are not as you expected. Remember that every effort will never be in vain. Allah sees your struggle, and there is always wisdom behind every incident."

This expression not only provides motivational encouragement, but also teaches the concept of trust and patience in facing life's challenges.

Another example of a IRE teacher's efforts to use language that can touch students' hearts is the following example:

"Allah is very kind to all His servants. The deeds we do, regardless of whether they are big or small, will all be recorded. One good deed we do will be rewarded by Allah SWT with a thousand good deeds."

The teacher explains the ethical and spiritual consequences of the threat of sinning. By using inspirational sentences containing the words of *qaulan balighan*, it can build a good atmosphere in the learning environment. The interaction between teachers and students becomes more meaningful. This reflects a harmonious relationship between teachers and students.

Giving Positive Rewards and Feedback

Qaulan balighan also includes how teachers give appreciation to students. Appreciation given with touching words will increase students' self-confidence and encourage them to continue learning. For example, when a student tries to answer a question even though it is not correct, the teacher says:

"Your answer is good! You have tried to think well. Let's discuss it together to better understand the concept."

This feedback makes students feel valued and motivated to continue learning without fear of making mistakes.

The application of *qaulan balighan* in learning is a Qur'anic communication strategy that is very effective in building harmonious interactions between teachers and students. By delivering material in a relevant manner, using language that touches the heart, providing constructive appreciation, and maintaining a gentle tone of voice, teachers can create an inspiring and meaningful learning environment. In the long term, this will not only improve the quality of education but also shape students' character better in accordance with Islamic teachings.

Qaulan Sadidan

Qaulan sadidan is the use of words that are appropriate and in accordance with the context (Amelia, 2024) . In learning, teachers are required to use honest and appropriate speech in delivering learning materials. Qaulan sadidan is important in learning because it can build trust and avoid misunderstandings between teachers and students (Octavia, 2022) . Here are some forms of implementing *qaulan sadidan communication* in teacher and student interactions in the classroom:

Clear and Accurate Delivery of Material

Teachers ensure that every material delivered is not only based on valid sources such as the Qur'an and hadith, but is also delivered in a language that is easy to understand. For example, when explaining the pillars of faith, teachers do not only memorize the six pillars of faith, but also provide in-depth explanations based on existing evidence. As stated by one of the Islamic Religious Education (IRE) teachers below:

"Belief in Allah SWT as the Almighty God is the main principle in Islam. This is confirmed in QS. Al-Ikhlâs: 1-4 which states that Allah is One and does not beget or begotten."

By delivering material appropriately and based on evidence, students will better understand the essence of Islamic teachings in depth.

Firmness in Conveying the Truth

In Qur'anic-based communication, a teacher must be firm in conveying the truth, especially in terms of faith and morals. This assertiveness does not mean being harsh or rude, but rather remaining polite but not giving room for misunderstanding. This is exemplified by one of the IRE teachers at Nurul Jadid High School:

"As a Muslim, we are obliged to perform the five daily prayers without exception. This is not just a form of worship, but also an obligation that is a main pillar in our Islam."

With this kind of assertiveness, students better understand that religious rules are not something that can be negotiated, but have been established as a guideline for life.

Use of Simple and Easy to Understand Language

A teacher must be able to adapt the language used to the student's level of understanding. Words that are too complex can cause confusion and hinder students' understanding of the material. As stated by one of the Islamic Religious Education (IRE) teachers:

"Faith in Allah SWT is the main foundation of a servant's acts of worship. If someone does not understand monotheism correctly, the acts of worship that we do will have no meaning whatsoever."

With this approach, students find it easier to accept and understand the concepts taught without feeling burdened by difficult terms. This explanation does more than just deepen the students' knowledge but also demonstrates the teacher's commitment to the truth.

Through the implementation of *qaulan sadidan*, teachers can build harmonious relationships with students. Teachers give students confidence that teachers can be figures or role models for students by always using appropriate, clear and easy-to-understand words. In addition, the classroom atmosphere becomes more open. This can avoid misunderstandings and can foster a sense of mutual understanding between teachers and students.

Qaulan Layyinan

In the Qur'an, the word *layyinan* is found in Surah Taha verse 44 which means soft speech (Ridho & Hariyadi, 2021) . This recommendation is not only intended when dealing with someone who has soft speech, but also applies to anyone who is the interlocutor when communicating. In the world of education, this is one of the challenges in dealing with various student characteristics.

In the context of learning, *qaulan layyinan* is not just speaking in a soft voice, but also conveying messages with affection, without being condescending, and still providing the

right direction. Here are some applications of *qaulan layyinan* in daily interactions between teachers and students in Islamic Religious Education learning at SMA Nurul Jadid:

Explaining the Material Patiently and Empathetically

In the learning process, not all students can understand the material quickly. Some students need repeated explanations in order to understand the concept in depth. The application of *qaulan layyinan* in this situation is very important so that students do not feel pressured or afraid to ask questions. Example of application in Islamic Religious Education class at Nurul Jadid High School; A student asked about the concept of ablution in Islamic jurisprudence because he was still confused about the order of the pillars and their sunnah. He said:

"When we did not understand the material on Islamic jurisprudence laws, our teacher explained it again with great patience."

In response to the student's question, the teacher still showed a bored or annoyed expression, but answered patiently and with understanding:

"That's a great question! Let's go through it again together, so that we all understand the procedure for ablution better."

This attitude makes students more courageous to ask questions and not afraid of being criticized or belittled. Soft speech reflects a sense of affection so that students will feel comfortable. In the learning process, *qaulan layyinan* can create a harmonious atmosphere without any awkwardness between teachers and students. This condition shows that *qaulan layyinan* can foster a sense of comfort and security in students so that students are freer to ask questions and express their opinions.

Correcting Students' Mistakes Gently and Wisely

Every student must have made mistakes, whether in answering questions, understanding concepts, or in attitudes and behavior. In this case, *qaulan layyinan* teaches that teachers must reprimand in a good way so as not to hurt students' feelings and still provide correct direction. For example, when a student answers a question incorrectly, the teacher answers gently:

"The answer you gave is good, but there are a few things that need to be improved."

The expression contains sentences of praise and words that do not corner students. This condition teaches the value of appreciation for the process, not just the results. Through an award, the relationship between teachers and students can be strengthened. The relationship created between teachers and students is a harmonious relationship that can create a supportive learning environment.

Another example when a teacher reprimands a student for bad behavior: A student talks during class and disturbs his friends. Instead of scolding in a high tone, a teacher who applies *qaulan layyinan*, namely reprimanding in a wiser way :

"Children, learning is like building a house. If we focus and work together , we can build a strong house. But if we don't focus, the house can collapse. Come on, let's study calmly so that everyone can understand well."

In this way, students still feel appreciated and can more easily accept reprimands without feeling hurt.

The application of *qaulan layyinan* in teacher and student interactions has a big impact in creating a positive learning atmosphere. By speaking softly, empathetically, and not cornering students, teachers can build harmonious relationships and increase students' motivation to learn. Through this Qur'an-based communication, the classroom is not only a place to gain knowledge, but also a comfortable space that supports students' emotional and intellectual development. Thus, education not only teaches knowledge, but also forms noble character and morals.

Qaulan Kariman

Qaulan kariman describes noble and respectful words according to the explanation in the Qur'an, Surah Al-Isra' (17:23) (Nur et al., 2024, Mulyani, 2024). Qaulan kariman's words reflect polite behavior and honor the person who is the communication partner. Qaulan kariman is part of the morals of the Prophet Muhammad SAW who spoke with respect even when speaking to his enemy (Muzakkir, 2022). In this context, it teaches about the importance of paying attention to speech, especially in difficult situations.

Nurul Jadid High School, specifically in the subject of Islamic Religious Education (IRE), applies *qaulan kariman* in interacting with students in class, as follows:

Respecting Students' Opinions in Discussions

One of the real applications of *qaulan kariman* is in class discussions, where teachers show respect for students' opinions, even if the opinions differ from those expressed by the teacher or are less appropriate. For example, in a discussion about the law of zakat, a student expressed an inappropriate opinion regarding the criteria for zakat recipients. The teacher did not immediately refute in a blaming manner, but used respectful language:

"Your opinion is very interesting and I am glad you have the courage to express it. Indeed, there are some scholars who have different views on this matter. Let's see together how the arguments are used in fiqh to understand the criteria for receiving zakat better."

This statement gives students space to think critically without feeling belittled. With this approach, students will be more confident in expressing their opinions and open to learning more deeply.

Giving Praise and Appreciation Sincerely

The application of *qaulan kariman* in the subject of Islamic Religious Education (IRE) at SMA Nurul Jadid can also be found through the activities of teachers who give praise to students for understanding the material well. For example, when students are able to explain the explanation of zakat material, the teacher says,

"The answer you gave was very good. You can understand it deeply. Increase your enthusiasm for learning."

This application contains a message about the primacy of respecting humans as creatures who are glorified by Allah SWT. The praise that teachers give has an impact on the relationship between teachers and students. Students feel valued and confident in their abilities through the praise they receive. In this case it can create a good relationship between teachers and students.

One teacher said, "When students' arguments do not align with mine, I try to always respect their arguments. The actions I take are able to make students feel valued as students who have the right to express their opinions."

Qaulan kariman in teacher and student interactions is part of Qur'anic-based communication that instills the values of respect, politeness, and compassion in learning. By speaking respectfully, teachers can create a positive learning environment, build students' self-confidence, and strengthen harmonious relationships between teachers and students. When communication in the classroom is carried out with the principle of *qaulan kariman*, students not only gain knowledge, but also learn to become polite, noble individuals who respect others. This is the essence of true education, namely building people who are knowledgeable and civilized.

The First Thing that Happened was the Qaulan Maysuran

The Qur'an in Surah Al-Isra' (17:28) explains about speech that is easy to understand and does not burden the listener's mind so that it can create goodness and peace. Speech that is light can keep the listener's mental burden away by using calming words (Siregar, 2021, Utomo et al., 2024). This condition also has an impact in the form of healthy interpersonal relationships between teachers and students.

Qaulan maysuran is applied in the learning process at SMA Nurul Jadid through the use of language that adapts to students' understanding abilities. Teachers explain the material through simple techniques but are able to provide meaning. This is very important to know because it can create a sense of trust in students towards teachers. Students will be more confident in studying the teachings of Islam that are given.

Using Easy to Understand Language

In learning, teachers at Nurul Jadid High School apply qaulan maysuran by delivering material using simple language and according to the level of student understanding. In his speech, the teacher for the Islamic Religious Education (IRE) subject said: *"Just apply the prayer movements as the teacher has taught you and organize your intentions in prayer so that they are always directed towards Allah SWT. Small mistakes that you do unknowingly will not reduce the reward of your prayers."*

This statement indicates that using simple and easy-to-understand language can make students more connected. On the other hand, complicated speech can create confusion and emotional distance between teachers and students. The relationship that can be created is a relationship with a sense of comfort between the two.

Presenting Material Gradually and Not in a Hurry

The implementation of Qaulan maysuran can also be felt by teachers by presenting materials gradually and unhurriedly. Teachers prioritize accuracy in delivering materials according to the level of student understanding. *Qaulan maysuran* is also able to provoke students to think critically but not to the point of making them difficult and stressed. One relevant example is the description of a teacher who explains that: *"Zakat is a mandatory worship that must be performed by every Muslim who is able and can be performed easily."*

The implementation of qaulan maysuran by presenting the material gradually and unhurriedly has succeeded in minimizing the burden and fear of mistakes. The harmonious relationship created through qaulan maysuran is a relationship that is full of comfort. Students feel that the teacher is very attentive by providing an easy way to understand religious teachings. Therefore, a harmonious relationship envelops the classroom atmosphere in the subject of Islamic Religious Education (IRE).

The application of Qur'anic-based communication in teacher and student interactions, especially through the concept of qaulan maysuran, provides many benefits in the world of education. qaulan maysuran emphasizes the use of language that is easy to understand and not burdensome. At SMA Nurul Jadid, this concept has been applied in daily practice, namely by using simple language, to delivering material gradually. With this approach, the relationship between teachers and students becomes more harmonious, the classroom atmosphere is more conducive, and the learning process becomes more effective. As an educator, implementing Qur'anic-based communication not only increases the effectiveness of learning, but also becomes part of da'wah that teaches Islamic values in everyday life.

Table. 1 Qaulan Technique and the Harmonious Relationships Created Within It

Qaulan Technique	Description	Harmonious Relationship
The good news	Good words	Mutually supportive relationship
The age of puberty	Effective and captivating words	Building emotional closeness
Qaulan sadidan	Right and honest words	Building trust
Qaulan layyinan	Words full of tenderness	A loving relationship
Qaulan Kariman	Noble words	Respectful relationship
The first thing that happened was the Qaulan maysuran	Easy words	A relationship full of understanding

The Impact of Qur'anic Communication on Student Participation in Learning

Learning can be said to be effective if students are directly involved in learning, in other words, students do not only receive passive information but can also participate actively (Jufri et al., 2023 , Ghozali et al., 2024) . The presence of student participation in learning indicates a harmonious relationship between teachers and students (Firdaus et al., 2024) (Pramesti et al., 2023) However, in this study it was found that low student participation was triggered by rigid communication so that students felt reluctant to be actively involved in learning. SMA Nurul Jadid was able to make students actively participate in learning through the qaulan technique based on the Qur'an which was applied to Islamic Religious Education (IRE) learning. The qaulan technique with its caring, gentle communication and prioritizing empathy fosters an atmosphere that supports students' courage to participate in learning. This makes students feel appreciated and cared for so that they are interested in putting forward arguments or asking questions to develop their understanding of religion.

The qaulan technique provides valuable appreciation for student involvement in learning. One of its applications can be seen through the activities of Islamic Religious Education (IRE) teachers at SMA Nurul Jadid who always provide positive responses to students who express their arguments even though the answers expressed are not yet correct. As a result, the appreciation received by students affects students' self-confidence so that students are motivated to always be active in learning.

No less important is the qaulan technique is able to build a learning atmosphere that is brave to make mistakes. Before the qaulan technique was applied to Islamic Religious Education (IRE) learning, students often experienced concerns about expressing arguments or asking questions because they were afraid of making mistakes. The qaulan technique with its application using motivating and constructive words can create a more open class dynamic, thus encouraging students to be more active in participating in learning.

Overall, the application of quran-based quranic techniques in Islamic Religious Education (IRE) learning has succeeded in building student participation. The atmosphere during the learning process looks very lively because the level of student participation is very high. One of the students said that:

"I am very enthusiastic to always actively participate in learning because the teacher always gives positive, constructive words."

An interview was also conducted with an Islamic Religious Education (IRE) teacher at Nurul Jadid High School who revealed that:

"Before implementing Quran-based communication, many students were silent and did not want to ask questions. In fact, when I asked them questions, the response was very minimal. However, after implementing Quran-based communication, teachers can increase student comfort so that they are encouraged to be active in class."

The statement underlines that communication that emphasizes empathy can build a learning atmosphere that is able to develop students' spiritual and thinking aspects. The level of student participation increases, as can be proven by the number of students who ask questions, express their arguments and answer questions from the teacher. Various forms of student participation can be used as the main indicator in assessing the harmony of the relationship between teachers and students in learning.



Figure 1. Student Participation Process

The Impact of Qur'anic Communication in Harmonizing Differences in Understanding

One of the obstacles that often occurs in Islamic Religious Education (IRE) learning is the difference in understanding received by students, especially in interpreting abstract and multidimensional Islamic concepts. Ineffective communication is a factor in this problem. If this problem is not handled properly, it can damage the relationship between teachers and students. Therefore, the form of effort of an Islamic Religious Education (IRE) teacher at SMA Nurul Jadid in overcoming this problem is by applying qaulan techniques based on the Qur'an in learning which can significantly harmonize differences in understanding.

The qaulan technique provides guidelines for teachers in teaching to prioritize empathy, fortitude and openness (Alansyari, 2021). When there are students who do not understand the material presented, the teacher listens to the students' complaints. In addition, the teacher patiently reviews the material with a simpler explanation. In the end, students are happy to listen and are able to understand well. Teachers who pay attention to the emotional aspects of students make students comfortable in learning. As happens in Islamic Religious Education (IRE) learning, when the teacher reviews the material on usury, which is basically material that is difficult for students to understand. By applying the qaulan technique, it can help teachers create a supportive classroom atmosphere. The teacher tries to explain the usury material by linking it to case study examples with great patience, such as analyzing the differences between usury and the buying and selling system.

Students said, "If the teacher is more open and repeats the material that I don't understand using simpler language and relates it to case study examples, it makes me understand better."

This is also reinforced by the statement of one of the Islamic Religious Education (IRE) teachers at SMA Nurul Jadid who said, "When students misunderstand the material I explain, I do not immediately blame them, but I explain it again with a clearer explanation and closer to their language. That way, students become more open and comfortable discussing with me."

The implementation of the qaulan technique can provide a sense of comfort in interacting with students, thus helping to avoid misunderstandings. When teachers avoid an authoritarian attitude in explaining religious teachings, students will feel understood so that they will be more enthusiastic about learning and open in communicating. This shows that communication that emphasizes gentleness and patience can be an effective means of overcoming misunderstandings in students so as to create a harmonious relationship between teachers and students.

In the learning process, the way teachers communicate with students greatly influences their courage in asking questions and discussing (Mufidah, 2022) (In et al., 2025). A supportive classroom environment, where students feel valued and heard, can increase their confidence in understanding the material, especially in Islamic law studies which are often considered complex. The teacher's patient and empathetic communication approach is an important factor in shaping students' openness to discussion. This can be seen from the following interview:

One student said, "I used to hesitate to ask questions about Islamic law because I was afraid of being considered uneducated, but after the teacher explained patiently and respected every opinion, I became more confident in discussions."

This shows that good communication from teachers can increase students' openness in asking questions and clarifying their understanding. The fear previously experienced by students slowly disappeared, replaced by the courage to express opinions and ask questions when experiencing difficulties in learning. Thus, Qur'anic-based communication not only functions as a medium for conveying information, but also as a bridge connecting teachers and students in a more harmonious and respectful relationship.

Another interview revealed that assertive and correct communication is also important in resolving conflicts of understanding. A teacher stated, "I always emphasize to students that in understanding fiqh material, they must refer to the correct evidence. If there are differences of opinion, I show valid references so that there is no misunderstanding. After doing this consistently, I see students respecting and understanding the correct way to learn more."

This statement shows that the implementation of the qaulan technique emphasizes the importance of honesty and assertiveness in communication. The assertiveness in communication carried out by teachers, if combined with politeness and empathy, can strengthen their respect for teachers as guides of religious knowledge, while encouraging them to be more careful in understanding a material.

In essence, the implementation of the quran-based quran technique can provide a good understanding to students so that a harmonious relationship is created between teachers and students (Marinda et al., 2024). Students find it easier to accept an understanding that is in accordance with the intent of the material presented. The atmosphere that can be created is more effective and meaningful learning. Here is an expression from one of the students:

"Good, clear and understanding communication makes me more comfortable in learning so that I can easily digest the material given by the teacher."

This statement is reinforced by the argument of an Islamic Religious Education (IRE) teacher who stated that:

"The implementation of Quran-based communication has a positive impact on student understanding. This affects the relationship between teachers and students so that a harmonious relationship full of understanding is created between the two."

This interview interpretation reveals the importance of the qaulan technique which has an important contribution in aligning the differences in students' understanding. The establishment of good interactions in the learning process makes students comfortable in learning. This is able to prevent problems that can arise in learning such as differences in understanding the message conveyed so as to create a harmonious relationship between teachers and students.

CONCLUSIONS

The findings highlight the critical role of implementing Quran-based communication within Islamic Religious Education (IRE) at Nurul Jadid High School, particularly through the application of the qaulan technique—which includes qaulan kariman, qaulan balighan,

qaulan sadidan, qaulan layyinan, qaulan ma'rufan, and qaulan maysuran—as an effective strategy for fostering harmonious teacher-student relationships. This technique contributes to a sense of trust, emotional closeness, a positive classroom atmosphere, and increased student participation, helping to bridge gaps in understanding that may otherwise strain these relationships. To widely implement this approach, schools can adopt strategic measures such as regular teacher training on Quranic communication, integrating the qaulan principles across various subjects beyond IRE, cultivating an Islamic school culture that embodies Qur'anic values in all interactions, extending implementation to school leadership and administration, and conducting continuous evaluations through student-inclusive feedback to ensure that the learning environment remains humanistic, supportive, and aligned with Qur'anic teachings.

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