

# COMMUNICATION COMPETENCE OF TEACHERS OF AL-QUR'AN EDUCATION CENTERS IN THE TEACHING AND LEARNING PROCESS IN PADANG CITY

*Syafni Nola Putri, Ernita Arif, Sarmiati*

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Universitas Andalas

Jl. Dr. Mohammad Hatta Limau Manis, Padang, Sumatera Barat

e-mail: [syafninola@gmail.com](mailto:syafninola@gmail.com), [ernitaarif@soc.unand.ac.id](mailto:ernitaarif@soc.unand.ac.id), [sarmiati@soc.unand.ac.id](mailto:sarmiati@soc.unand.ac.id)

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**Abstrak:** Penelitian ini bertujuan untuk menganalisis kompetensi komunikasi guru di lembaga pendidikan agama Islam, khususnya di Taman Pendidikan Al-Quran Kota Padang. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan studi kasus dan kerangka konstruktivisme, penelitian ini mengeksplorasi kompetensi komunikasi antar guru Taman Pendidikan Al-Quran di Jannatul Mukmin. Pengumpulan data dilakukan menggunakan teknik observasi, wawancara, dan studi dokumentasi. Analisis data menggunakan teknik pengumpulan data, reduksi data, penyajian data dan penarikan simpulan. Hasil penelitian mengungkapkan bahwa pemerintah Kota Padang, melalui Dinas Pendidikan dan Kebudayaan, meningkatkan kompetensi komunikasi guru taman pendidikan Al-Qur'an dengan melakukan pelatihan khusus tentang keterampilan komunikasi, yakni berbicara di depan umum, keterampilan mendengarkan aktif, dan manajemen kelas), program pendampingan dari guru senior, pembentukan forum diskusi rutin, penggunaan teknologi pendidikan seperti video instruksional, aplikasi interaktif, dan platform e-learning. Implikasi penelitian ini dapat digunakan sebagai panduan bagi lembaga pendidikan agama Islam dalam meningkatkan kompetensi komunikasi guru dan kualitas pendidikan agama secara keseluruhan.

**Kata Kunci:** Kompetensi komunikasi, Pendidikan Islam, Kualitas Pendidikan

**Abstract:** This study aims to analyze the communication competence of teachers in Islamic religious education institutions, especially in the Al-Quran Education Center in Padang City. This research uses qualitative research method with case study approach and constructivism framework, this research explores communication competence among teachers of Qur'anic education center in Jannatul Mukmin. Data collection was conducted using observation, interview, and documentation study techniques. Data analysis used data collection techniques, data reduction, data presentation and conclusion drawing. The results revealed that the Padang City government, through the Education and Culture Office, improved the communication competence of Qur'anic education center teachers by conducting special training on communication skills, namely public speaking, active listening skills, and classroom management), mentoring programs from senior teachers, the establishment of regular discussion forums, the use of educational technology such as instructional videos, interactive applications, and e-learning platforms. The implications of this research can be used as a guide for Islamic religious education institutions in improving teachers' communication competencies and the overall quality of religious education.

**Keywords:** Communication Competence, Islamic education, Education Quality

## INTRUDUCTION

Communication is the main activity carried out by humans (Mariño et al., 2017). Through communication, humans can connect in various aspects of life, whether at home, school, workplace, market, community, and wherever they are (Ahmad, 2015) No individual human being can avoid being involved in communication because its presence is very important for human survival. The advancement of human knowledge continues to grow every day thanks to ongoing communication. In addition, communication is also the basis for the formation of interdependent social systems (Saputra et al., 2023). Therefore, the relationship between communication and society is inseparable.

The need to have effective communication skills with students is to achieve educational goals, including the improvement of national intelligence and the formation of good and noble character in students (AlMahmoud et al., 2017). Without good communication skills between teachers and students, teachers and parents, coworkers and others, these goals will not be achieved.(AhsanulKhaq, 2019) Good communication skills are needed so that the teaching and learning process between teachers and students can run efficiently. Teachers are expected to have good communication skills so that the process of transferring knowledge to students can take place smoothly. With effective communication between teachers and students, the teaching and learning process will automatically become more meaningful.

Character building starts early, so Qur'anic education center education has an important role in character building and developing children's skills. Qur'anic education center teachers play an important role in guiding children's cognitive, social, and spiritual development in an informal environment, where children aged 6-12 years generally attend the Qur'anic Education Park. Education, especially religious education, plays a major role in human life, especially in the cognitive aspect.

Taman Pendidikan Al-Qur'an is a non-formal educational institution outside of school that emphasizes religious aspects, referring to the Al-Qur'an and As-Sunnah as the main source. This is adjusted to the level of child development, where children aged 4-6 years are included in the Al-Quran Kindergarten, while children aged 7-12 years are included in the Al-Qur'an Education Park which is difficult to achieve in formal education. The existence of an optimal Qur'anic education center can be considered as a real support for the government's efforts to overcome illiteracy and illiteracy in the meaning of the Qur'an, as well as to encourage the appreciation and practice of the Qur'an in the daily lives of Muslims (Arvisais & Guidère, 2020). The Qur'anic Education Center becomes the center of activities in mosques and musholla, majelis taklim, and other places to prosper the mosque as a center of worship and Islamic culture, in line with its vision to produce a Qur'anic generation ready for a glorious future.

Qur'anic Education Center teachers generally have formal education that covers

various fields, including communication. However, how much influence this formal education has on the communication competence of Taman Pendidikan Al-Qur'an teachers in interactions with students and parents, as well as their understanding of communication competence, speaking techniques, and empathetic listening, needs to be investigated further. The purpose of this study was to analyze the influence of Taman Pendidikan Al-Qur'an teachers' communication competence in the teaching and learning process, as well as its impact on improving students' learning skills and abilities (Khan et al., 2023).

The interaction between teachers and students has a significant and unforgettable impact. Teachers create a standard of thought for their students, which will influence their attitudes and behaviors (Aşlamacı & Kaymakcan, 2017). Through consistent relationships, teachers provide guidance based on Islamic values to their students. By providing genuine affection, a loving and compassionate relationship is established in the school environment. Teachers always encourage their students to learn actively. Research by Shivi Nur Aina on teachers' interpersonal communication in increasing students' learning motivation in Madrasah Ibtidaiyah shows that teachers' messages to students, including encouragement to have a high interest in learning, are delivered persuasively through interpersonal communication, facilitating interaction and increasing students' learning motivation.

In 2020, public interest in the Jannatul Mukmin Al-Qur'an Education Park was seen from the number of registrants who

reached 55 people. This figure continued to increase to 65 people in 2021, even reaching its peak in 2023 with 75 registrants. However, challenges arise in the admission process due to the limited number of classes, so the mosque is used as an alternative learning space.

With ten classes divided into two teaching sessions, Jannatul Mukmin Qur'anic education center provides a structured learning experience. Shared practical activities involve students from both sessions, creating a close social bond between them. In addition, extracurricular activities such as rabana, speech, tafidzh, and recitation provide a platform to explore students' potential. Jannatul Mukmin Qur'anic education center not only provides Qur'anic learning based on the general curriculum from the Ministry of Religious Affairs, but also designs dynamic learning approaches that suit the needs of students. With a curriculum divided into pre- Qur'anic education center and Children's Quranic Park stages, this Qur'anic education center adjusts learning according to students' level of understanding and development. The importance of teacher communication competence is a key focus at Jannatul Mukmin Qur'anic Education Park, creating an inspiring educational dynamic. Observations show that teachers with higher formal education backgrounds tend to have better communication skills than their counterparts who only graduated from high school. This is in line with the views of the head of the Qur'anic education center who emphasizes the importance of interactive and participatory learning methods in creating

harmonious communication between students.

Previous research Communication Competence teaching and learning. This research suggests that utilizing group counseling that focuses on promoting religious moderation can serve as a blueprint for improving students' understanding of religious moderation in society (Syahbudin et al., 2023). The absence of guidance research for principals regarding the learning process and teaching skills of educators results in teachers not experiencing substantial improvements in competence and professional development (Dewi, 2020). Research, given that existing theoretical frameworks and interventions suggest causal relationships, this paper argues that the field should prioritize experimental research designs capable of establishing causality (Gøtzsche-Astrup, 2018). The importance of clinical supervision based on multicultural values is highlighted in this study, as it can improve pedagogical, personality, social, and professional competencies (Arifin et al., 2023). Research Clinical supervision is widely viewed as an educational process, counseling doctoral students may not have a relevant background in pedagogy. In response to calls to incorporate learning theories and principles into supervision instruction, 7 evidence-based sciences on learning principles are described as well as examples from 1 doctoral supervision course (Borders, 2019).

This study aims to investigate the level of communication competence of teachers at the Jannatul Mukmin Al-Qur'an Education Center in Padang City in the

context of the teaching and learning process. Communication between teachers and students plays a central role in facilitating a deep understanding of religious teachings as well as the formation of students' character and morals in religious instruction. This research aims to provide a comprehensive picture of the communication skills of teachers at Jannatul Mukmin Qur'anic Education Center Padang City in delivering religious materials to their students. The research methods used include direct observation of teacher-student interactions, interviews with teachers to deepen understanding of the communication approaches applied, and analysis of documentation such as video recordings or lesson notes to evaluate the quality of communication in the learning environment. Thus, it is hoped that the results of this study can provide better insight into the communication competencies of teachers at Jannatul Mukmin Qur'anic education center in Padang City and provide a basis for the development of appropriate training or guidance programs to improve the quality of teacher communication in the context of religious teaching.

## **METHOD**

This research combines qualitative methods with a case study approach and constructivism to provide an in-depth understanding of teachers' communication competencies at Qur'anic education center Jannatul Mukmin in Padang City. With an emphasis on using the researcher as the key instrument, this approach enables data

collection through interviews, observations and document analysis, aiming to explain phenomena in depth and understand co-constructed social realities. The case study approach enabled the researcher to gain a detailed understanding of teachers' communication competencies at Jannatul Mukmin Qur'anic Education Center, while the constructivism paradigm provided insight into the construction of social reality in this context.

The use of purposively selected informants and diverse data collection techniques, such as direct observation, in-depth interviews, and documentation, enriched the data analysis conducted using qualitative methods. This research was conducted at Jannatul Mukmin Qur'anic education center in Padang City, West Sumatra, which has a reputation as one of the best Qur'anic Education Parks in Padang city. In addition to providing local insights, this research also provides valuable insights in a global context about the importance of communication in religious education. The results of this study can serve as a guideline for religious education institutions in different countries to improve teachers' communication competencies and strengthen the overall quality of religious learning. As such, this study has a significant impact in the global context in improving the understanding and practice of religious education. The implications include contributions to the literature and the development of policies and training programs in religious education institutions around the world. Data analysis used the Miles and Huberman technique of data collection, data reduction, data presentation, and conclusion

drawing. To ensure data validity, data triangulation, extended research observation, and optimization of research time were conducted.

## **RESULT AND DISCUSSION**

### **Aspects of Communication Competence of Al-Qur'an Education Center Teachers**

#### **1. Speaking Skills**

Speaking skills are an important aspect of the communication competence of Qur'anic education center teachers. Teachers must be able to convey subject matter clearly, systematically, and in a way that is easily understood by students. The use of simple language, appropriate intonation, and emphasis on key points can help increase the effectiveness of material delivery (Mardhatilla et al., 2023).

In the context of Qur'anic education center education, teachers' speaking skills play a very important role. The subjects taught include reading and writing the Quran, the basics of faith, worship, and noble morals in Islam. Therefore, the teacher's ability to convey material clearly and comprehensively is the key to the success of the teaching and learning process (Suyadi, 2019).

Some important aspects of speaking skills that Qur'anic education center teachers must master include: (a) The use of simple and understandable language, Qur'anic education center teachers must be able to convey material using language that is appropriate to the level of understanding and cognitive development of students. The use of familiar vocabulary, concrete explanations, and examples relevant to

everyday life can help students better understand the material; (b) Proper intonation and emphasis, The way the material is delivered is also important in supporting the effectiveness of learning. Qur'anic education center teachers should be able to use varied intonations, emphasize important points, and regulate the speed of speaking to attract students' attention and maintain their interest; (c) structured viewing system, course materials need to be delivered in a systematic and structured manner so that they are easily understood by students. Qur'anic education center teachers must be able to structure the content of the lesson well, starting with the introduction, delivering the material sequentially, and ending with a relevant conclusion or moral message; (d) the use of teaching aids, to strengthen the delivery of material, Qur'anic education center teachers can utilize teaching aids such as pictures, videos, or other interactive media. Visualization and supporting media can help students understand lesson concepts more concretely and interestingly.

## 2. Questioning and Responding Skills

Questioning and responding skills are important aspects of Qur'anic education center teachers' communication competencies. Effective learning is not only teacher-centered but also involves the active participation of students (Dwyer et al., 2014). By asking the right questions, teachers can assess students' understanding, stimulate critical thinking processes and create an interactive learning atmosphere (Sasson et al., 2018).

Qur'anic education center teachers need to have skills in formulating questions that are appropriate to the learning objectives, cognitive level, and abilities of the students. Good questions not only test memory but also encourage students to analyze, evaluate and connect the material to real-life contexts. Qur'anic education center teachers should be able to respond appropriately to students' answers. The response given should not only be about right or wrong judgment but also constructive and supportive feedback. Teachers can provide additional explanations, ask further questions, or ask other students to respond to their classmates' answers. This helps to deepen students' understanding and create meaningful discussions in the classroom. Questioning and responding skills also play a role in building positive relationships between teachers and students. By listening and responding attentively, teachers show concern and appreciation for students' learning efforts. This can increase learning motivation and create a more open and comfortable classroom atmosphere (Alwi et al., 2023).

By mastering the skills of asking and responding, Qur'anic education center teachers not only effectively deliver the material but also create a pleasant learning atmosphere and motivate students to be actively involved in the learning process. The active involvement of students in the teaching and learning process is a crucial factor in achieving the educational goals of the Qur'anic education park, namely teaching

the ability to read and write the Qur'an and the basics of Islam optimally.

Through a combination of clear and systematic delivery of material, interesting teaching aids, and two-way interaction through questioning and responding skills, Qur'anic education center teachers can facilitate comprehensive and meaningful understanding among students. Thus, students not only acquire knowledge but also build skills and positive attitudes that are in line with Islamic teachings.

### 3. Listening Skills

Listening skills are key to understanding the needs and problems faced by students (Nurqozin et al., 2023). A good Qur'anic education center teacher must be able to listen carefully, understand the messages conveyed by students, and provide appropriate feedback. By active listening, teachers can build closer relationships with students and create a more open and comfortable learning environment.

Active listening is not just about hearing the sounds or words spoken by students but also involves understanding the meaning behind the messages. Qur'anic school teachers need to have the skills to listen attentively, pick up on non-verbal cues such as body language and facial expressions, and respond appropriately and empathetically.

When teachers listen carefully, students feel valued and important. This can build confidence and motivation to learn among students. They will be more open to expressing their thoughts, questions or problems without fear or embarrassment.

By active listening, teachers can identify the specific learning needs of each student. Each individual has different learning styles, interests and levels of understanding. By understanding these needs, teachers can customize their teaching approach, provide appropriate guidance, and ensure that each student receives the necessary support to develop optimally.

In the context of Qur'anic education parks, listening skills also play an important role in helping students understand and apply Islamic teachings. Teachers can actively listen to questions, doubts or experiences shared by students regarding Islamic values. By actively listening, teachers can provide explanations, guidance and solutions that are appropriate to the context and needs of each student.

By applying active listening skills, Qur'anic education center teachers can build closer and more trusting relationships with students. An open, comfortable and empathetic learning atmosphere will be created, thus facilitating a more effective and meaningful teaching and learning process. Ultimately, these skills will contribute to achieving the educational goals of Qur'anic education centers in forming a young generation with noble morals, love for the Qur'an, and a strong understanding of Islamic teachings.

### 4. Non-Verbal Communication

Non-verbal communication, such as body language, facial expressions, and eye contact, is also an important part of a Qur'anic nursery teacher's communication competence. The use of appropriate body movements, friendly facial expressions, and

good eye contact can help reinforce the message being conveyed and show attention and interest in the students.

In the teaching and learning process, non-verbal communication plays a very significant role (Amin et al., 2021). Teachers' body language and facial expressions can influence the classroom atmosphere, build relationships with students, and even affect the understanding and retention of the material being taught. Therefore, Qur'anic education center teachers must have awareness and skills in using nonverbal communication effectively.

Appropriate body movements, such as upright posture, fluid hand movements, and dynamic movements in the classroom, can help to attract students' attention and emphasize key points in the subject matter. In addition, friendly facial expressions, smiling, and showing enthusiasm can create a warmer and more pleasant learning atmosphere, thus helping students feel comfortable and motivated to engage in the learning process (Arifin et al., 2023).

Good eye contact is also an important element in non-verbal communication. When a teacher makes eye contact with students, it shows genuine attention and interest. Consistent eye contact can build closer and more trusting relationships between teachers and students, and facilitate more effective two-way communication.

In the context of Qur'anic nursery education, non-verbal communication plays an important role. Learning in Qur'anic education centers often involves young children who tend to be more responsive to non-verbal cues than verbal communication

alone. By using appropriate body language, facial expressions and eye contact, Qur'anic nursery teachers can convey subject matter more engagingly, build emotional bonds with students and create a fun learning environment.

Non-verbal communication also plays a role in conveying Islamic values more effectively. For example, a calm and peaceful facial expression while reciting Quranic verses can help instill a sense of reverence and contemplation in students. Or gentle body movements while demonstrating prayer rituals can show respect and reverence in worship.

Competence in nonverbal communication is an important element for Qur'anic education teachers to master. Through the appropriate use of gestures, facial expressions, and eye contact, teachers can reinforce the delivery of material, build positive relationships with students, and create a conducive learning atmosphere to support the achievement of optimal educational goals in Qur'anic education centers.

## 5. Classroom Management

The communication competence of Qur'anic education center teachers also includes the ability to manage the classroom effectively. Teachers must be able to communicate classroom rules, (Santamaría, 2014) provide clear instructions, and handle disruptive situations wisely. Effective classroom management can create a conducive learning environment and help students focus on their studies (Nuruddin et al., 2023).



Effective classroom management starts with the teacher's ability to communicate classroom rules clearly and consistently. (Micha et al., 2018) These rules include behavioral expectations, discipline, and the consequences of breaking them (Lee, 2023). By communicating rules transparently and ensuring student understanding, teachers can foster a sense of responsibility and discipline among students (Arvisais & Guidère, 2020).

Qur'anic education center teachers must be able to provide clear and understandable instructions to students. Ambiguous or unstructured instructions can cause confusion and hinder the teaching and learning process. By using simple language, providing concrete examples, and ensuring that students understand what needs to be done, teachers can create an organized and productive classroom atmosphere.

In situations where disruption or disruptive behavior occurs during the teaching and learning process, Qur'anic education teachers must be able to act wisely and effectively. For example, by giving clear warnings while respecting students' dignity, asking questions to refocus attention, or using classroom management strategies appropriate to the situation and characteristics of the students.

Good classroom management also involves the teacher's ability to create a physical environment conducive to learning. Arranging comfortable seating, lighting and room temperature can help students feel more relaxed and focused on their studies.

Communication competence in classroom management is an important

aspect that Qur'anic education center teachers must have. Through effective classroom management, teachers can create a conducive learning environment, help students focus on their studies, and instill positive values that are aligned with the educational goals of Qur'anic education parks.

### **Development of Communication Competence of Qur'anic education center Teachers in Padang City**

To improve the communication competence of teachers of Qur'anic education centers in Padang City, consistent efforts in training and development are needed. The Padang City Government, through the Education and Culture Office, can play an important role in providing training programs and workshops for Qur'anic education center teachers. Some strategies that can be implemented include:

#### **1. Communication skills training**

Communication skills training is an important step to improve the communication competence of Qur'anic education center teachers in Padang City. Conducting specialized training that focuses on developing communication skills, such as public speaking, (Amin et al., 2021) active listening, and classroom management, can provide significant benefits for Qur'anic education center teachers in carrying out their duties and responsibilities effectively. One key aspect that needs to be emphasized in training is public speaking skills. As a teacher, the ability to deliver subject matter clearly, confidently and engagingly is essential. Public speaking training can help

teachers improve their skills in organizing content, using effective body language, managing anxiety, and building connections with the audience, in this case, students.

In addition, active listening skills training is also important for Qur'anic education center teachers. The ability to listen attentively, understand students' needs, and provide appropriate feedback can create a more open and conducive learning atmosphere. In this training, teachers can learn techniques such as listening without judgment, asking appropriate questions, and providing empathetic and constructive responses.

Another aspect that needs to be emphasized in communication skills training is classroom management (Mariño et al., 2017). Qur'anic school teachers need to be able to create an organized learning environment, enforce discipline wisely, and handle disruptive situations constructively. This training can include effective classroom management strategies, communication techniques to convey rules and instructions clearly, and methods to deal with challenging behavior. When conducting communication skills training, it is highly recommended to involve experts in the field of communication and education. These experts have in-depth knowledge and practical experience in effective communication, so they can provide quality materials and guidance to Qur'anic education center teachers. In addition to providing theoretical knowledge, these experts can also facilitate hands-on practical sessions, simulations and case studies relevant in the context of Qur'anic nursery education.

Through intensive and structured training, Qur'anic education center teachers will acquire better communication skills, such as confident public speaking, active listening and effective classroom management. These skills will help them deliver subject matter more clearly and engagingly, build closer relationships with students, and create a conducive learning environment to support optimal achievement of educational goals in Qur'anic education parks. Communication skills training can also provide benefits for the continuous professional development of Qur'anic education center teachers. With improved communication competence, teachers will be more confident in carrying out their duties and responsibilities and more prepared to face new challenges and situations in the teaching and learning process.

Therefore, well-designed communication skills training involving experts in the field is a valuable investment to improve the quality of education in Qur'anic education centers in Padang City. Through this training, Qur'anic nursery school teachers will acquire better communication skills, enabling them to deliver subject matter more effectively, build positive relationships with students and create a conducive learning environment to optimally achieve the educational objectives of the Qur'anic nursery school.

## 2. Mentoring and Coaching

Mentoring and coaching are effective strategies to help Qur'anic education center teachers improve their communication competencies (Greiff et al., 2015). This program is particularly beneficial for

teachers who are beginning their careers or need additional guidance to develop communication skills in the teaching and learning process (Liang et al., 2011).

In mentoring and coaching programs, (Crafoord & Fagerdahl, 2017) experienced senior teachers or education experts can act as mentors for Qur'anic education center teachers. These mentors have the responsibility of providing direct feedback, guidance and support to the mentored teacher. This mentoring relationship allows for a more personalized and intensive transfer of knowledge and skills. The mentoring process can be conducted through various methods, such as classroom observations, open discussions and reflection sessions. Mentors can observe how Qur'anic education center teachers deliver subject matter, interact with students, and manage the classroom. After the observation, the mentor can provide constructive feedback, identify areas for improvement, and offer appropriate suggestions and strategies to improve the teacher's communication skills.

Through open discussions, Qur'anic education center teachers can share challenges, concerns or questions they face in the teaching and learning process. Mentors can provide guidance, answer questions, and offer new perspectives based on their experiences. (Bernal-Munera, 2023) Reflection sessions can also be conducted, (Syahriani et al., 2023) where Qur'anic education center teachers and mentors jointly evaluate the communication practices that have been implemented and identify areas for future improvement.

One important aspect of the mentoring and coaching program is building a trusting and open relationship between the mentor and the Qur'anic education center teacher. Mentors should create a comfortable, non-threatening and supportive atmosphere so that Qur'anic education center teachers feel safe to share weaknesses and receive feedback without feeling judged. In addition to providing direct guidance, mentors can also facilitate access for Qur'anic nursery teachers to trainings, workshops or other resources relevant for communication skills development. Mentors can recommend appropriate training programs, reading materials or best practices that Qur'anic education center teachers can adopt.

Mentoring and coaching programs are beneficial not only for novice Qur'anic education center teachers but also for experienced teachers who need support to improve their communication competencies. With experienced mentors, Qur'anic education park teachers can receive specialized guidance tailored to the needs and challenges they face in the teaching and learning process. Mentoring and coaching are therefore valuable strategies in the effort to improve the communication competence of Qur'anic nursery school teachers in Padang City. Through this program, Qur'anic education center teachers will receive direct support, feedback and guidance from experienced mentors, enabling them to develop their communication skills more effectively and create a conducive learning environment for students.

### 3. Sharing Sessions and Discussion Forums

Organizing regular sharing sessions and discussion forums for Qur'anic education center teachers in Padang City is an important step in the effort to improve their communication competencies. These activities allow teachers to share experiences, strategies and challenges in the teaching and learning process, as well as discuss solutions and best practices in improving communication skills.

In sharing sessions, Qur'anic education center teachers can share stories about successes or challenges they have experienced in delivering subject matter, interacting with students or managing the classroom. They may share effective communication techniques, engaging teaching methods or useful classroom management strategies. (Bernard & Luke, 2015) By listening to the experiences of fellow teachers, they can gain new insights and fresh ideas to apply in their own teaching practices (Murray et al., 2020).

Discussion forums also provide an opportunity for Qur'anic education center teachers to openly discuss challenges or problems they face in the teaching and learning process. They can ask questions, share concerns or seek advice from other teachers who may have experienced similar situations. Through these discussions, Qur'anic education teachers can support each other, provide alternative solutions and learn from each other's experiences.

Experts in the field of communication and education can be engaged to provide input and guidance on effective communication strategies in the context of

Qur'anic education centers. These experts can share the latest knowledge, latest techniques and relevant case studies in an effort to improve teachers' communication competencies. The sharing sessions and discussion forums were not only beneficial in improving communication skills but also in building camaraderie and solidarity among Qur'anic education center teachers in Padang City. Through open interaction and exchange of ideas, teachers can feel more connected to each other, support each other and feel motivated to continue developing in their profession. The activities can also serve as a means to identify specific training or professional development needs for Qur'anic education center teachers in Padang City.

### CONCLUSIONS

The communication competence of Qur'anic education teachers in Padang city is very important to create an effective teaching and learning process and achieve optimal Islamic education goals. Teachers with good communication skills can deliver material clearly, build positive relationships with students, and create a conducive learning environment. Therefore, the development of communication competence of Qur'anic education center teachers must be carried out continuously and systematically. The Padang City Government, through the Education and Culture Office, plays a strategic role in providing facilities to improve teachers' communication competencies, such as specialized training in communication skills, mentoring by mentors and regular discussion forums. Educational technology can also be used as a tool in

improving communication competence. With consistent and planned efforts, Qur'anic education center teachers will be more effective in instilling knowledge and Islamic values in students, forming a young generation with character and personality according to Islamic teachings.

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