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Interpersonal Communication In Arabic Language Learning And Students' Discipline Character In Islamic Elementary Schools

Muhammad Dhea Fadzlul[1], Adinda Fatiha Rizqina[2], Bambang Setyo Utomo [3] Aqodiah [4] , Baiq Ida Astini[5]

1. Communication Science, Universitas Darussalam Gontor Ponorogo, Indonesia
2. Arabic Language Education, Universitas Muhammadiyah Mataram, Indonesia
3. Communication Science, Universitas Darussalam Gontor Ponorogo, Indonesia
4. Islamic Elementary School Teacher Education, Universitas Muhammadiyah Mataram, Indonesia
5. Islamic Elementary School Teacher Education, Universitas Muhammadiyah Mataram, Indonesia

dheafazlurrahman@gmail.com[1], fatiharizqina5@gmail.com[2] , bambang@unida.gontor.ac.id [3], aqodiah@gmail.com[4], idabaiq80@gmail.com[5]

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ABSTRAK

Abstrak: Transformasi digital memengaruhi komunikasi guru dan siswa dalam pembelajaran Bahasa Arab serta pembentukan karakter disiplin. Penelitian ini bertujuan menganalisis komunikasi interpersonal guru Bahasa Arab dalam mendukung karakter disiplin siswa, khususnya pada jenjang SD/MI. Penelitian menggunakan metode *Systematic Literature Review* (SLR) dengan sumber literatur dari Google Scholar, Elicit, Scite.ai, SciSpace, DOAJ, dan Scopus pada periode 2016–2025. Literatur diseleksi berdasarkan relevansi dengan komunikasi interpersonal, hubungan guru–siswa, karakter disiplin, pembelajaran Bahasa Arab, dan komunikasi digital, kemudian dianalisis secara tematik. Hasil kajian menunjukkan bahwa keterbukaan, empati, dukungan, komunikasi dua arah, dan umpan balik berperan dalam mendukung tanggung jawab, kepatuhan, dan konsistensi belajar siswa. Media digital memperluas interaksi, tetapi tetap memerlukan pendekatan humanis. Temuan ini dapat menjadi landasan pengembangan komunikasi guru Bahasa Arab dalam pendidikan dasar, sejauh didukung oleh literatur yang secara khusus membahas SD/MI.

Digital transformation affects teacher–student communication in Arabic language learning and the development of students' discipline character. This study aims to analyze interpersonal communication among Arabic language teachers in supporting students' discipline character, particularly at the elementary school and Islamic elementary school levels. This study employs a Systematic Literature Review (SLR) using literature from Google Scholar, Elicit, Scite.ai, SciSpace, DOAJ, and Scopus, covering publications from 2016 to 2025. The literature was selected based on its relevance to interpersonal communication, teacher–student relationships, discipline character, Arabic language learning, and digital communication, and was analyzed thematically. The findings indicate that openness, empathy, support, two-way communication, and feedback contribute to students' responsibility, compliance, and learning consistency. Digital media expands interaction but still requires a humanistic approach. These findings may provide a foundation for developing Arabic language teachers' communication in elementary education, provided that they are supported by literature specifically addressing elementary and Islamic elementary schools.

A. INTRODUCTION

Interpersonal communication in the primary school educational environment between teachers and students plays a very important role because the learning process involves not only the delivery of subject matter but also relationships, interactions, feedback, and the process of developing shared understanding and meaning between teachers and students. Positive teacher–student relationships can create a supportive learning environment that encourages student engagement and the development of positive behavior (Ramazhana Agustin & Pritasari Cyntia, 2024). According to Wahyuni and Yahyu (2022), student engagement in

learning is important for supporting educational success. Effective classroom management can create a conducive learning atmosphere and increase student engagement.

Meanwhile, Fitriyanti and Hidayati (2025) state that student engagement is one of the indicators of successful learning. Teachers play an important role in increasing student engagement through effective communication, appropriate learning strategies, and a supportive learning environment. Positive interactions between teachers and students can create a comfortable learning atmosphere and encourage students to become more active (Azzahra et al., 2025). This indicates that interpersonal communication between teachers and students plays an important role in supporting student engagement throughout the learning process.

In interpersonal communication, the quality of a relationship is determined not only by the intensity of communication but also by how teachers convey messages and respond to students' needs. Openness, empathy, support, positive attitudes, and equality are relevant dimensions in developing effective communication relationships (Fadilah et al., 2025). In educational settings, supportive communication can make students feel valued and more open in expressing learning difficulties and problems related to their behavior (Putri et al., 2026). In the context of Arabic language education, interpersonal communication between teachers and students also plays an important role in creating an effective learning process and supporting the development of students' disciplined character.

In Arabic language learning, two-way interaction between teachers and students is particularly important because language learning requires students' active involvement in asking questions, answering, practicing, and receiving feedback (Aulia, 2025). Aulia (2025) found that educational interaction patterns in Arabic language learning demonstrate that two-way or multidirectional communication, active student participation, and constructive feedback can create a more supportive learning environment. Such interactions can also support the development of students' disciplined character through the habits of following rules, completing assignments, and actively participating throughout the learning process.

The development of disciplined character is also closely related to teacher–student communication. Discipline is not only related to compliance with rules but also includes students' ability to regulate their behavior, fulfill responsibilities, follow learning requirements, and develop self-control (Izzah & Magfiroh, 2025). Interpersonal communication by teachers has an influence on the development of students' learning discipline, although the influence identified remains relatively weak (Fatmah et al., 2023a). This indicates that teacher interpersonal communication can support the development of students' disciplined habits during the learning process.

Several studies have demonstrated a relationship between teacher communication, the quality of teacher–student relationships, and student behavior in educational processes. Lestari and Mahrus (2025) examined the relationship between teacher communication and students' disciplined character, positioning teacher communication as one of the elements that can support the development of disciplined behavior. Consistent communication can help students understand rules, responsibilities, and disciplined habits throughout the learning process (Putriyani et al., 2025). This becomes increasingly important in learning activities that require students to maintain order and consistency, including Arabic language learning.

Basith and Nisa (2024) demonstrated that educational interaction between teachers and students and students' learning discipline are associated with Arabic language learning outcomes. The study indicates that positive teacher–student relationships and learning discipline can help students participate more effectively in Arabic language learning. Meanwhile, I Miolo (2025) found that communication strategies in Arabic language teaching, including teacher-centered, student-centered, and learning-material-centered strategies, can be used to improve students' communication skills. The study also indicates that the development of digital technology has influenced communication patterns in Arabic language learning.

The development of digital technology has subsequently transformed patterns of educational communication. Teacher–student interactions no longer take place only in the classroom but also through learning platforms, interactive media, digital messaging, and various online learning resources (Anindya & Purba, 2025). This condition provides opportunities to expand interaction while also presenting challenges, including reduced interpersonal closeness, the potential for miscommunication, and the need to maintain communication ethics.

Arifin (2025) found that Arabic language learning in the digital era demonstrates the increasing use of interactive media by teachers to enhance student engagement and understanding. Meanwhile, research on the digitalization of Arabic language learning emphasizes a shift toward

learning that is more communicative, contextual, and student-centered. Based on these conditions, previous studies tend to discuss teacher interpersonal communication, student discipline, Arabic language learning, and digitalization as separate themes.

Based on previous studies, teacher interpersonal communication, teacher–student relationships, students' disciplined character, Arabic language learning, and educational digitalization have been examined from various perspectives. However, the relationships among these aspects tend to be discussed separately. Research on teacher communication has largely emphasized interpersonal relationships and student engagement, whereas studies on discipline have focused more on compliance with rules, responsibility, and learning behavior. Meanwhile, research on Arabic language learning in the digital era has primarily highlighted the use of media and technology to support the learning process.

These conditions indicate an opportunity to develop a study that connects Arabic language teachers' interpersonal communication strategies, the development of students' disciplined character, and adaptation to digital communication within a single analytical framework. The novelty of this study lies in its effort to integrate these three aspects to explain how openness, empathy, support, two-way communication, and feedback adapted to digital environments can support teacher–student relationships and the development of students' disciplined character.

Therefore, this study aims to analyze the development of research on Arabic language teachers' interpersonal communication strategies in developing students' disciplined character in the digital era through a systematic literature review covering the period from 2016 to 2025. The findings are expected to provide a conceptual contribution to the development of interpersonal communication strategies for Arabic language teachers and serve as a consideration for developing learning communication patterns that support student discipline in digital educational environments.

B. RESEARCH METHOD

This study employed a literature review method by collecting and examining various sources relevant to the research topic. The sources included scientific journals, articles, and books related to the subject under investigation. The collected data were analyzed and compared to obtain a clearer understanding of the topic. Through this process, the study is expected to provide a discussion that is consistent with the research objectives.

The data sources were obtained from Google, Google Scholar, and SINTA. The research was conducted through several stages, including searching for and selecting relevant literature from September 27, 2026, to October 5, 2026. The process involved collecting data and subsequently organizing and analyzing the literature based on the identified themes. The selected articles met the inclusion criteria of being scientific articles published between 2016 and 2025 and addressing teacher interpersonal communication.

The collected data were analyzed using thematic analysis by grouping the findings into three main themes: interpersonal communication strategies, the development of disciplined character, and adaptation to digital communication. The synthesis was conducted by comparing the similarities, differences, and relationships among findings from various studies to develop a more comprehensive understanding. Data validity was ensured by examining the alignment between the research objectives, methods, data, and findings of the selected articles, as well as by comparing findings across different sources.

C. RESULTS AND DISCUSSION

1. Interpersonal Communication Strategies Of Arabic Language Teachers

1.1 Openness, Empathy, And Support In Teacher–Student Interactions

Openness, empathy, and support are important aspects of developing positive interpersonal relationships between teachers and students. Fitriyanti and Hidayati (2025) found that better teacher–student relationships are associated with increased student engagement in various forms, including psychological engagement, attendance, academic achievement, and reduced disruptive behavior. Paputungan and Paputungan (2023) also found that positive affective relationships between teachers and students are associated with student engagement and academic achievement. Meanwhile, Nurvayanti and Sukamto (2025) showed that the quality of teacher–student relationships is associated with students' social and behavioral development.

In the context of educational communication, openness provides students with opportunities to express their learning difficulties, while empathy enables teachers to understand students' conditions before responding. Teacher support can also create a sense of safety during the learning process, allowing students to engage more easily in classroom interactions. Rifki et al. (2024) found a relationship between teacher communication and students' disciplined character. Fatmah et al. (2023b) also

found an influence of teacher interpersonal communication on the development of students' learning discipline, while Melani and Irasari showed that teacher–student communication can establish harmonious relationships that encourage students to maintain disciplined behavior.

Based on these findings, openness, empathy, and support can be understood not only as forms of communication that improve teacher–student relationships but also as foundations for developing positive learning behaviors. In Arabic language learning, these strategies can be implemented by providing students with opportunities to ask questions, understanding their difficulties in mastering the learning materials, offering encouragement when they encounter challenges, and communicating learning rules in an interactive manner. Thus, open and supportive interpersonal communication serves as an important foundation for developing teacher–student relationships that support students' disciplined character.

1.2 Two-Way Communication And Feedback In Arabic Language Learning

Two-way communication provides teachers with opportunities to deliver learning materials while simultaneously receiving students' responses throughout the learning process. In teacher–student relationships, the quality of such interactions is important because student engagement is shaped not only by the delivery of information but also by opportunities for students to provide responses (Rubihalia et al., 2026). Yasin et al. (2024) showed that the quality of teacher–student relationships is associated with various indicators of student engagement. Fitriyanti and Hidayati (2025) found that positive teacher–student relationships are associated with student engagement, while Latifah et al. (2026) demonstrated that written teacher feedback in online learning can take the form of dialogic interaction.

Lasswell's communication model explains that the communication process consists of five main elements: Who (the communicator), Says What (the message being conveyed), In Which Channel (the communication channel used), To Whom (the message recipient), and With What Effect (the resulting impact). This model can be used to analyze the interpersonal communication process of Arabic language teachers in conveying messages, providing guidance, and developing students' discipline character in the digital era. (Ansori Hidayatullah et al., 2025)

2. Interpersonal Communication In The Formation Of Disciplined Character

2.1 Teacher Communication As A Means Of Reinforcing Compliance And Responsibility

Discipline in education is related to students' ability to follow rules, fulfill obligations, regulate their behavior, and take responsibility for the learning process. The study by Fatmah et al. (2023) found that teachers' interpersonal communication influences students' learning discipline, although the magnitude of the influence was found to be weak. The study by Suchyadi and Martha (2023) also found a relationship between teachers' interpersonal communication skills and student discipline in the learning process.

Meanwhile, Afifah and Utami (2024) showed that teacher–student communication plays a role in efforts to improve discipline, although its implementation may face obstacles, including a lack of understanding of the importance of communication in learning. Based on these three studies, it can be understood that teacher communication is not only used to convey information to students but can also help develop disciplined attitudes. Through interpersonal communication, teachers can guide students, remind them of rules, provide feedback, and foster awareness of their obligations and responsibilities throughout the learning process.

Other findings indicate that discipline is developed not only through rules and sanctions but also through consistent communication. Hidayat and Eliasa Imania (2024) found that teacher–student communication serves as a link in the development of disciplined character because good communication can foster harmonious relationships and mutual respect. Ashari Fadli (2026) positioned teachers' interpersonal communication as a means of instilling discipline and responsibility in students.

The synthesis of several studies indicates that teacher communication can help strengthen student discipline when rules, responsibilities, and obligations are communicated clearly and implemented consistently. The development of discipline depends not only on the existence of rules but also on how teachers explain those rules, remind students of them, provide responses, and reinforce positive behavior. In Arabic language learning, this approach can be implemented by relating student discipline to learning habits, such as arriving on time, preparing before lessons, completing assignments, and practicing the language consistently.

2.2 Teacher–Student Relationships And The Development Of Self-Control

Teacher–student relationships are associated with the development of students' behavior and self-control abilities. The study by Qurrota Aini NK (2025)

suggests that structure, support, and teacher–student relationships are components of the school environment related to the development of self-control. Meanwhile, the study by Tiara et al. (2025) found a reciprocal relationship between the quality of teacher–student relationships and students' externalizing behaviors. Furthermore, research on the development of teacher–student relationships indicates that the quality of warmth and conflict within these relationships has a longitudinal association with students' behavioral problems (Narti et al., n.d.).

Self-control is also related to students' ability to manage their time, follow rules, fulfill obligations, and regulate their behavior during learning activities (Dedy Kasingku & Sesca Diana Lotulung, 2024). Luther and Weniati Agustiana (2026) described how teacher–student relationships and behavioral regulation abilities indicate an association between relationship characteristics and students' ability to regulate their behavior. Meanwhile, Fitriyanti and Hidayati (2025) explained that positive relationships between teachers and students are associated with increased student engagement in the learning process. Good relationships can make students feel more comfortable communicating, participating in lessons, and actively engaging in classroom activities.

The synthesis of these findings indicates that teacher–student relationships play an important role in connecting interpersonal communication with the process of developing discipline. Open communication can foster relationships that encourage students to be more receptive to teachers' guidance, while positive relationships can support the development of students' self-control abilities. Therefore, the development of discipline in Arabic language learning should not focus solely on compliance with external rules but also on fostering students' ability to regulate their behavior and fulfill their learning responsibilities more independently.

3. Adaptation Of Arabic Language Teacher Communication In The Digital Era

3.1 Interpersonal Communication Through Digital Media And Platforms

The digitalization of education has also transformed communication patterns between teachers and students, which no longer take place only face-to-face in the classroom but can also be conducted through various digital platforms. A meta-analysis of teaching presence in online learning indicates that teachers' presence through instructional design, facilitation, and direct instruction is associated with students' perceptions of learning and satisfaction (Alfiriani et al., 2024). In Arabic language learning, Robi'atul Adawiyah et al. (2024) found that WhatsApp can be used as a means of interaction between teachers and students.

The study by Muzakki et al. (2025) also indicates that the development of digital Arabic language education is characterized by the use of digital platforms, blended learning, mobile applications, and various forms of educational technology. These conditions suggest that teachers need to adapt their communication methods to technological developments. The use of digital media can help teachers convey information, provide guidance, and maintain interactions with students outside face-to-face learning sessions. Therefore, communication through digital media needs to remain clear, responsive, and purposeful to support student engagement and discipline in learning.

The use of digital media provides teachers with opportunities to maintain communication beyond face-to-face meetings. Digital technology has transformed Arabic language learning toward more interactive and adaptive approaches by facilitating the delivery of learning materials, communication, and interaction between teachers and students (Muzakki et al., 2025). Technological developments in Arabic language learning continue to evolve, beginning with audiovisual media and progressing to e-learning, mobile applications, artificial intelligence, and internet-based interactive learning environments (Bagus Sanjaya et al., 2024).

These findings indicate that digital media can expand the scope of communication for Arabic language teachers; however, technology does not automatically produce effective interpersonal communication. Teachers continue to play a role in determining how messages are delivered, how students are given opportunities to respond, and how feedback is provided. Therefore, digital adaptation is better understood as a means of expanding the application of interpersonal communication rather than replacing interpersonal relationships between teachers and students.

3.2 Balancing Digital Communication And Humanistic Teacher–Student Relationships

The use of technology in learning facilitates interaction but can also present challenges in maintaining the quality of relationships between teachers and students. According to Itsnani Hidayat and Asrori (2023), the use of WhatsApp can improve the effectiveness and efficiency of interaction in Arabic language learning; however, direct emotional communication becomes more limited. Teachers' presence in online learning is associated with students' perceptions of learning and levels of satisfaction because teachers continue to play a role in providing guidance, supporting the learning

process, and maintaining interactions with students (Pratiwi et al., 2022).

Studies on the digitalization of Arabic language learning indicate that the implementation of technology depends not only on the media used but also on teachers' readiness and the conditions of the learning environment. Wati and Nurhasannah (2024) emphasized the importance of teacher readiness, infrastructure, and adaptability in implementing technology. The use of digital applications and platforms can enhance motivation and engagement while providing learning experiences that better suit students' needs, but it must remain aligned with learning objectives. Recent studies on the integration of technology into the Arabic language curriculum also highlight the importance of educator readiness, responsive instructional planning, and consideration of social and cultural contexts (Nufus & Aziz, 2025).

Findings from various studies indicate that the use of digital communication in Arabic language learning still needs to consider interpersonal relationships between teachers and students. Teachers should not only use digital platforms to deliver learning materials but also establish open communication, provide support, respond to students, and offer feedback. Thus, technology can help expand teacher–student interactions and support student discipline through assignment reminders, communication of rules, learning monitoring, and reinforcement of students' sense of responsibility.

D. CONCLUSION

Based on the results of a systematic literature review covering the period from 2016 to 2025, Arabic language teachers' interpersonal communication strategies play an important role in building teacher–student relationships that support the learning process and the development of students' disciplined character. Openness, empathy, support, positive attitudes, two-way communication, and feedback are among the communication elements frequently identified as contributing to positive interactions between teachers and students. Such communication functions not only as a means of delivering learning materials but also as a way to communicate rules, remind students of their responsibilities, reinforce positive behavior, and help students develop self-control.

The review also indicates that teacher–student relationships serve as an important link between interpersonal communication and the development of disciplined character. Positive relationships can encourage students to be more receptive to guidance, engage in learning, and develop a sense of responsibility for fulfilling their obligations. In the context of Arabic language learning, discipline can be strengthened through consistent communication regarding punctuality, attendance, assignment completion, learning readiness, and consistent participation in learning activities.

In the digital era, teachers' interpersonal communication strategies have expanded through the use of digital platforms and media. Online communication, digital learning media, and digital feedback provide opportunities for teachers to maintain interactions with students beyond face-to-face learning sessions. However, the use of technology still needs to be balanced with a humanistic approach because digital communication does not automatically establish positive interpersonal relationships. Therefore, digital adaptation should be positioned as a means of expanding interpersonal communication rather than replacing direct relationships between teachers and students.

Overall, the novelty of this study lies in its synthesis of Arabic language teachers' interpersonal communication strategies, the development of students' disciplined character, and the adaptation of digital communication within a single analytical framework. This framework demonstrates that interpersonal communication that is open, empathetic, supportive, dialogic, and technologically adaptive can foster teacher–student relationships that subsequently support students' compliance, responsibility, learning consistency, and self-control. These findings have implications for Arabic language teachers in developing communication patterns that are not only effective in delivering learning materials but also capable of strengthening students' disciplined character in an increasingly digitalized educational environment.

Future research should empirically examine this synthesized framework, particularly to determine how each dimension of interpersonal communication and different forms of digital communication contribute in practice to the development of students' disciplined character. Further studies should also be conducted in madrasahs, Islamic boarding schools (pesantren), and Arabic language learning contexts, taking into account differences in student characteristics, educational cultures, and developments in digital technology.

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