



Decoding Perspectives: Attribution Theory in Islamic Boarding School Communication

Imam Subki*, Hefniy, Abu Hasan Agus R

Universitas Nurul Jadid Paiton Probolinggo, Indonesia

Email : hegisoleh@gmail.com

ABSTRACT

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*Corresponding Author

This study discusses communication dynamics in the pesantren environment and the application of attribution theory in understanding community perceptions. This study explores how communication takes place in the context of pesantren and how attribution theory is used to understand how people interpret messages and actions from pesantren. The research method used is a case study by analyzing communication interactions in certain pesantren and interviewing related community members. The results showed that communication in pesantren produces self-awareness, optimization of communication, building a positive image, public education, and collaboration. Attribution theory helps understand how society assigns meaning and interpretation to information received from pesantren. These findings provide valuable insight into the importance of effective communication in building a positive image and increasing public understanding of pesantren.

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INTRODUCTION

The pesantren environment has been a centre of education and character education for Indonesian society for millennia. Nurul Jadid Islamic Boarding School, one of the pesantren that plays a crucial role in creating religious and cultural knowledge, is in complicated contact with the surrounding community (Chanifah et al., 2021; Allen et al., 2022). In this interaction process, communication dynamics are vital in moulding people's perception of pesantren (Tagg & Seargeant, 2021).

Nurul Jadid Islamic Boarding School is one of the Islamic boarding schools that has thousands of students. Unsurprisingly, Nurul Jadid Islamic Boarding School is the most prominent Islamic boarding school in East Java and even Indonesia. The increase in resident students cannot be separated from the breadth of information and communication about the Nurul Jadid Islamic Boarding School. However, it cannot be denied that the public's perception of the Nurul Jadid Islamic Boarding School is different. Communication dynamics are still a problem that the Nurul Jadid Islamic Boarding School must face to

maintain the image of the Islamic boarding school among the community.

Communication dynamics is the study of the interaction process between individuals or groups through many messages, including words, body language, facial expressions, writing, and other non-verbal signs. Communication in the Islamic boarding school setting is a vehicle for delivering knowledge and a bridge to establish mutual understanding and interpretation between the Islamic boarding school and the community (Anggadwita et al., 2021; Palitsky et al., 2022). In an endeavour to analyze public perceptions of the Nurul Jadid Islamic Boarding School, attribution theory is a helpful analytical framework. Attribution theory is a psychological approach that analyzes how people search for and give meaning to the conduct of other people and the events around them (Roqib, 2021; Wijaya et al., 2022; Allen et al., 2022).

Various studies explore communication dynamics. One of the previous studies explained that each culture has distinct values, norms, beliefs, and practices that can influence how they communicate and interact. Communication in the workplace can contribute to better productivity, teamwork, and job satisfaction. Meanwhile, communication dynamics can be altered by technology such as social media and other digital communication devices (Burhani, 2020).

Much research has been undertaken previously regarding perception. Some claim that people's perceptions are subjective because they are impacted by different elements, such as cultural background, values, beliefs, prior experiences and social conditions (Singh, 2022; Aggarwal & Singh, 2023). Other research also reveals that people's perceptions can occasionally be influenced by bias and stereotypes towards certain groups or individuals (Thompson, Pulido, Babu, Zenzola, & Chiu, 2022). Another study also corroborates this, which shows that mass media and communication play an essential influence in changing people's perceptions about various issues and occurrences.

From various prior studies that describe the dynamics of communication, it is still challenging to discover research that examines the dynamics of communication in the Islamic boarding school environment from the perspective of community perception. The public's view can measure the growth and development of an Islamic boarding school, the better the public's judgment of the Islamic boarding school, signalling that communication flows smoothly by the Islamic boarding school's vision and mission.

Research on communication dynamics and the application of attribution theory in understanding community attitudes at the Nurul Jadid Islamic Boarding School is essential because it can provide valuable insight for Islamic boarding school managers, the government and society as a whole (Anggadwita et al., 2021; Latif & Hafid, 2021). By understanding these dynamics, strategic steps can be taken to increase cooperation and collaboration between Islamic boarding

schools and society in achieving common goals, namely creating a generation with noble character and broad insight and contributing positively to the progress of the nation and state. This research focuses on applying attribution theory in understanding public perception: opening the curtain of behaviour and thought patterns.

RESEARCH METHODS

This research employs a qualitative case study technique to examine the public's impression of the Nurul Jadid Islamic Boarding School regarding communication dynamics to sustain the image of the Islamic boarding school among the community. Using a case study approach can aid in examining unique and highly contextual phenomena such as the Islamic boarding school environment. This helps researchers learn how communication occurs, how messages are transferred, and how individuals perceive (Chanifah et al., 2021; Qian et al., 2021).

Data collection in this research covers information regarding communication from Islamic boarding schools to understand community attitudes acquired from interviews and observations. Interviews were conducted with different sources, including Islamic boarding school IT administrators, guardians and the community, to find general information on the research theme. Meanwhile, the data-gathering approach used in this research was the purposive sampling. The research method that involves purposive sampling is a sample selection approach used to obtain data from specified populations with certain traits or criteria relevant to the research objectives (Ridzuan et al., 2021; Hennink & Kaiser, 2022).

Data analysis approaches are done through data reduction, display, and conclusion. Data was reduced by highlighting relevant information linked to public impressions of the Nurul Jadid Islamic Boarding School. Conclusions are reached by looking at the critical meaning of information concerning the public's view of communication by the Islamic boarding school. The data validity technique involves source triangulation, mainly by asking the same questions regarding the communication carried out by the Nurul Jadid Islamic Boarding School in understanding community perceptions of administrators, student guardians and the community.

RESULTS AND DISCUSSION

Attribution theory is a social psychology theory that focuses on how individuals explain or give meaning to their own or other people's behaviour. This theory aims to understand why people behave as they do and how they assign their behaviours to specific sources. Understanding public perceptions of

Islamic boarding schools using communication attribution theory can have several vital consequences on Islamic boarding schools as institutions and how Islamic boarding schools engage with the broader society. The application of attribution theory in understanding public perception can be described as follows:

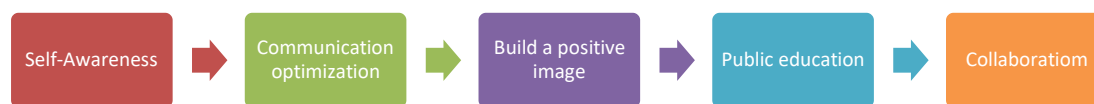


Figure 1. The Application of Attribution Theory

Self-Awareness

By employing communication attribution theory, Islamic boarding schools can better understand how society attaches to the causes of behaviour and communication carried out by Islamic boarding schools. In this approach, Islamic boarding schools can enhance understanding of how messages and communications presented to the public might influence their impressions of Islamic boarding schools. According to Ahmad Darsono, the manager of the public relations division, "Islamic boarding schools can achieve significant progress in interacting with the wider community," which is consistent with his statements. Through self-awareness, Islamic boarding schools can recognize and comprehend how the community attributes conduct, messages and communications carried out by Islamic boarding schools." This helps Islamic boarding schools modify their communication techniques to be more in line with the perceptions wanted by the community. Understanding communication attribution theory aids Islamic boarding schools in overcoming any unfavourable perceptions that the public may have of them. By adequately controlling its image and reputation, Islamic boarding schools can enhance relationships with the community and build more robust support (Ridzuan et al., 2021).

Through self-awareness and understanding of communication attribution theory, Islamic boarding schools can enhance their interaction with society, develop a favourable image, and fulfil their communication goals more efficiently. Islamic boarding schools can employ an understanding of attribution theory to strengthen their communication methods by sending messages that match the desired impressions. This can assist in strengthening the image and reputation of Islamic boarding schools in the eyes of the community so that they obtain more significant support. In addition, this understanding also allows Islamic boarding schools to develop relationships with the community by responding more effectively to their needs and expectations. Thus, self-awareness regarding community perceptions through communication

attribution theory can be the basis for developing more amicable, mutually beneficial and sustainable interactions between Islamic boarding schools and their communities.

Hisnul, one of the santri guardians, said, "Self-awareness is a vital key for Islamic boarding schools in comprehending the impact and ramifications of communication with the wider community. Enhancing self-awareness of how Islamic boarding school acts and messages can be attributed to the community." This insight allows Islamic boarding schools to adjust their communication techniques to align with community expectations and beliefs and overcome unfavourable attributions that may develop. Moreover, by understanding how people perceive the information they get, Islamic boarding schools can deliver messages in a way that is easier to understand and more likely to be accepted by the community. Through this self-awareness, Islamic boarding schools can also improve their image and reputation in the eyes of society, thereby developing amicable and mutually beneficial ties between Islamic boarding schools and society.

Self-awareness of educational institutions also includes awareness of the existing organizational culture. Organizational culture represents the values, norms and behaviour inside it (Roqib, 2021). By recognizing organizational culture, educational institutions can develop an inclusive learning environment and encourage active engagement from all institution members, including students and teaching staff (Moriña, 2022). An inclusive learning culture offers space for varied ideas, acknowledges differences, and encourages peaceful collaboration.

Quality instructors are the key to increasing the quality of education. Having high self-awareness, educational institutions can provide suitable and relevant support for teachers' professional development, including training, resources, and assistance (Sancar et al., 2021). Through continual professional development, instructors can increase their competency and effectiveness in teaching, ultimately impacting student learning outcomes (Arviansyah et al., 2022). This interpersonal communication may occur anywhere, anytime, and with anyone in all situations; one example is a conversation between santri and kyai or their professors or fellow friends (Burhani, 2020; Sholeh & Yaqien, 2022).

With excellent self-understanding, educational institutions can develop relevant and meaningful performance indicators to monitor the achievement of educational goals. This technique allows educational institutions to periodically analyze performance and make required modifications to attain better quality education (Muali et al., 2021). The educational environment continues to develop and change. By having high self-awareness, educational institutions can more immediately capture changes that occur and take appropriate action (Sholeh &

Yaqien, 2022). Flexibility and flexibility are the keys to surviving and flourishing amidst the continually changing dynamics of the world of education. Educational institutions can adapt to change, encourage teacher professional development, and build an inclusive learning culture. All of these actions help improve the overall quality of education and positively impact students, instructors and society.

Optimizing communication by understanding community views using attribution theory is a strategic step for Islamic boarding schools to attain more practical goals in connecting with the community. Ahmad Darsono remarked, "By paying attention to how the public attributes actions, information and messages conveyed by Islamic boarding schools, this institution can develop communication strategies that are more targeted." An understanding of attribution theory allows Islamic boarding schools to construct messages that are more in tune with community values. It is needed so that the messages are more straightforward to understand and accept (Robin Sirait, 2022).

Recognizing society's preconceptions and assessments of Islamic boarding schools, these institutions can overcome unfavourable attributions or misunderstandings that may develop and, thus, build their positive image in the eyes of society. By maximizing communication based on a grasp of attribution theory, Islamic boarding schools can also develop more muscular and mutually beneficial relationships with the community and boost community support and participation in various Islamic boarding school activities. Alignment between the message transmitted and community perception is essential for Islamic boarding schools to build successful communication and strengthen ties with the community as partners in accomplishing mutual goals (Listrianti & Mundiri, 2020; Seddiky et al., 2020).

Effective communication is a crucial basis for increasing the quality of educational institutions. How information is communicated and received impacts all aspects of teaching and learning, connections with students and parents, and ties with the greater community. Optimizing communication is vital for an institution or group, including Islamic boarding schools, to acquire a better knowledge of public opinions regarding Islamic boarding schools (Khando et al., 2021; Liu & Peng, 2021).

Islamic boarding schools can, in this situation, deliver messages more accurately, prevent misunderstandings, and lessen the likelihood of unfavourable attributions. This institution can modify language, narrative, and informational style to better align with the intended perception by considering the community's interpretation of Islamic boarding school messages and activities (Seddiky et al., 2020; Hidayah, 2021). Furthermore, Islamic boarding schools can enhance their reputations as organizations that form and support the

local community by strengthening communication and fostering more muscular, harmonious relationships with the community. This can be achieved by utilizing attribution theory to understand community perceptions and optimize communication (Djupe & Neiheisel, 2022).

How we interact has changed significantly due to the advancement of communication technology. Using this technology, educational institutions can increase the number of channels for communication. Communication between educational institutions and parents, instructors, and students can be facilitated using social media, instant messaging apps, email, and e-learning platforms (Liu & Peng, 2021). It also allows educational establishments to transmit knowledge rapidly and effectively. A thorough grasp of the objectives and expectations of each party is essential to optimal communication. All members of educational institutions must be informed about the institution's mission and vision for education. In addition, mutual understanding and solid partnerships can be achieved by ensuring that parents, instructors, and students all understand the exact expectations and goals (Berchin et al., 2021).

The entire educational community is involved in effective communication. Institutions of higher learning must promote community involvement, parental involvement, and other relevant parties. Encouraging dialogue, soliciting feedback, and incorporating it into the decision-making process will foster a feeling of accountability and enhance the participation of all stakeholders in the learning process (Hidayah, 2021).

Building a Positive Image

By effectively communicating the necessary messages and dispelling any misconceptions the public may have about Islamic boarding schools, these establishments can enhance their reputation and win more community support. Ahmad Darsono stated, "Building a positive image through understanding public perception is an important strategy in optimizing communication in the Islamic boarding school environment." Islamic boarding schools must be mindful of this process since various internal and external factors may impact people's opinions of them." Islamic boarding schools can determine and research how the community perceives the messages they send and their activities by knowing the attribution theory. "Through research and analysis of communication interactions in Islamic boarding schools as well as interviews with relevant community members, Islamic boarding schools can identify community assumptions and assessments of the policies and programs implemented," he said.

By doing this, Islamic boarding schools can improve their communication techniques and modify their messaging to reflect the positive views of society

better. A more peaceful and mutually trusting relationship between the Islamic boarding school and the community, as well as a rise in community understanding and support for the school's objectives and core values, are the outcomes of efforts to cultivate a positive image through the application of attribution theory (Guest et al., 2021).

Creating a positive image in an Islamic boarding school context might be difficult. However, attribution theory can be a valuable tool for determining how the public perceives you. Given this situation, Islamic boarding schools can adopt a more successful communication strategy by considering both external and internal variables that affect people's opinions of them. He anticipates that "Islamic boarding schools can identify and acknowledge society's assumptions and beliefs about this educational institution. Furthermore, Islamic boarding schools can strive to provide appropriate and accurate information to influence the attributions made by the community." These organizations can communicate more successfully and foster a more favourable impression in the community's eyes if they have a better awareness of how the community views the messages and behaviours of Islamic boarding schools. By putting in these efforts, Islamic boarding schools can establish a powerful and empowering reputation that will boost public acceptance and confidence in their ability to play a vital part in advancing social and academic growth.

When trying to raise the standard of instruction and fortify ties with the community, a school's good reputation is a great asset. A positive reputation demonstrates educational institutions' professionalism, dependability, and excellence in delivering high-quality instruction. To cultivate this favourable image, educational institutions must comprehend how the public views them. Based on knowledge and personal experiences, public perception refers to how people see and assess educational institutions. The public's perception of educational institutions is based on this perception. The perceptions of students, parents, the media, and other members of society are all essential factors for educational institutions to consider when cultivating a positive reputation. These perspectives can help resolve institutional flaws, clear up misunderstandings, and capitalize on strengths (Berchin et al., 2021).

Public perception is how individuals evaluate educational institutions based on their information and experiences. This view forms the basis of the image of educational institutions in the eyes of the public. To establish a favourable image, educational institutions must understand how others see them, be they students, parents, the media, or other members of society. Understanding these impressions opens opportunities to overcome misunderstandings, harness strengths, and solve institutional flaws.

To develop a positive image, it is necessary for an institution, such as an Islamic boarding school, to comprehend the public's impression. One theory that can be used to study people's perceptions is attribution theory. By knowing attribution theory, Islamic boarding schools can find out how the community interprets messages and acts originating from the institution. Islamic boarding schools can aim to share information more effectively so that the community can provide favourable attributions for the actions and goals of Islamic boarding schools (Anggadwita et al., 2021; Roqib, 2021).

Islamic boarding schools can better detect external and internal elements influencing people's views by having a solid understanding of attribution theory. In this method, Islamic boarding schools can focus on things that need to be fixed or improved to generate a better perception in the eyes of the community. By developing a favourable image through understanding attribution theory and responding to public views, Islamic boarding schools can strengthen their relationship with society, increase trust, and acquire more comprehensive support for attaining educational and spiritual goals.

Education of Community

Comprehension of communication attribution theory can assist Islamic boarding schools in creating stronger relationships with the community. By knowing how the community attributes the behaviour and acts of Islamic boarding schools, these institutions can be more responsive to the needs and expectations of the community to develop more harmonious and mutually beneficial relationships.

By educating the audience and understanding their perspectives using attribution theory, institutions or organizations can positively impact conveying their knowledge and messages. Mujibul Khoir remarked, "In the education process, it is important for those providing the education to understand how the public interprets the information provided" (Khoir, 2021). By applying attribution theory, education providers can identify and overcome issues influencing how consumers ascribe messages. Education providers can alter methods of conveying knowledge to make it more relevant and more accessible for the public to absorb. By developing a shared understanding of the material offered, education becomes more successful and can promote a more positive perception among the public. This method helps enhance public trust in education providers and increases involvement and support to accomplish desired educational goals.

Public education via knowing people's perspectives Utilizing attribution theory is critical to promoting understanding and successful communication between various social groupings. Attribution theory refers to an individual's

tendency to seek and provide explanations for other people's conduct. In this context, an understanding of attribution theory assists people to be more sensitive to the factors that impact the beliefs and actions of others. Ahmad Darsono said: "With the right education, people can learn not to quickly judge and generalize other people's behaviour without considering the context and background of that individual." People trained with attribution theory tend to be more careful in determining the causes of behaviour, avoiding errors in judgment, and decreasing bias and stereotypes that can form owing to shallow understanding.

Furthermore, attribution theory comprehension affects how people communicate with others and transmit information by acknowledging that different attributions might impact perceptions of other people's actions; communication between individuals can be carried out more freely, wisely and empathetically. This helps build a more inclusive and harmonious atmosphere, where differences are accepted, and understanding between members of society is built.

Public education about understanding perceptions using attribution theory attempts to promote understanding and awareness of the necessity of understanding the causes behind other people's actions and behaviour. Attribution theory informs us that when faced with actions or events, we look for reasons or causes behind the behaviour. In this context, this education assists people to prevent judgment errors and prejudices that may occur due to mistaken views.

Effective communication is crucial in understanding public attitudes toward educational institutions. When the community clearly understands the institution's vision, mission and values and actively participates in the teaching and learning process, the relationship between educational institutions and the community will be stronger. By knowing attribution theory, people learn to look more extensively and thoroughly in observing other people's activities. They will be more prone to explore for additional information before reaching assumptions or judgments about someone. Apart from that, this education also teaches the significance of acknowledging the impact of context and situation in determining behaviour, not merely criticizing someone's attributes.

Another positive outcome of this education is enhanced empathy and understanding among community members. People will be more open and accustomed to seeing the world from other people's views. Thus, they can respond more sensibly and supportively to complex or controversial situations. People can also avoid avoidable conflict by studying attribution theory because they learn to recognize the importance of perception and interpretation in conflicts between persons. In addition, this education can assist in eliminating

bias and discrimination that often emerges owing to shallow judgments and too easy charges.

Overall, educating the public about understanding perceptions using attribution theory has the potential to build a more peaceful, inclusive and mutually beneficial social environment. By adopting this method, society can grow wiser in dealing with differences and conflict and develop a social climate that is more compassionate and meaningful for all its members.

Collaboration

Effective partnership with the community plays a significant role in an institution's success and positive influence, especially in Islamic boarding schools. Understanding people's views using attribution theory is an excellent foundation for establishing sustainable collaboration in this environment. By understanding how society attributes Islamic boarding school acts and communications based on attribution theory, these institutions can be more attentive to society's goals, desires and concerns. Ahmad Darsono remarked, "This allows Islamic boarding schools to align their programs and initiatives with the desires and values of the community so that collaboration can run more smoothly and effectively".

Understanding attribution theory also enables Islamic boarding schools to overcome misinterpretations or negative attributions that may occur so that interactions with the community are maintained and more favorable. In addition, understanding how the community interprets Islamic boarding school messages and deeds allows this institution to deliver information and messages more effectively so that community collaboration and participation in Islamic boarding school activities can rise. Thus, through understanding attribution theory and close collaboration with the community, Islamic boarding schools can create mutually beneficial relationships, accomplish common goals, and build positive sustainability for all parties involved.

Effective partnership between Islamic boarding schools and the community is significantly influenced by a good awareness of community perspectives. H. Rofi'i as a local community: "By understanding how the community attributes the actions and intentions of the Islamic boarding school, this institution can be more sensitive to the needs, hopes and concerns of the community." This understanding allows the Islamic boarding school to work with the community more in-depth and meaningfully by fitting local communities' values, beliefs and uniqueness. Additionally, knowing attribution theory also allows Islamic boarding schools to communicate more effectively, expressing concepts in language that is easier to comprehend and relevant to the community.

The result of this collaboration, based on an understanding of attribution theory, is creating a mutually beneficial relationship where Islamic boarding schools can provide better services according to community needs. Conversely, the community is more involved and supports Islamic boarding school activities and programs with positive beliefs. Thus, collaboration based on an understanding of attribution theory provides chances for Islamic boarding schools to build activities that benefit society and develop links between Islamic boarding schools and the local populations they serve. Effective partnerships between Islamic boarding schools and the community can be realized via a profound grasp of attitudes. Public. By understanding how the community attaches to Islamic boarding school acts and communications based on attribution theory, this institution may create a deeper partnership with the community. Islamic boarding schools can understand community hopes, wants and concerns more precisely to establish programs and efforts that are in keeping with the expected positive attitudes (Anggadwita et al., 2021; Khamim, 2022).

People's perceptions about Islamic boarding schools vary, depending on cultural context, environment and personal experience. Some communities have a profound awareness of Islamic boarding schools and consider them as centers of religious instruction and teaching. However, there are other people who may have mistaken or even wrong opinions of Islamic boarding schools, such as perceiving them to be conservative and isolated institutions. Islamic boarding school engagement with the community allows one to acknowledge these varied viewpoints and address any misunderstandings that may emerge. Islamic boarding school partnerships with the community must be built on open and transparent communication. Islamic boarding schools must actively convey their aims, vision, mission, activities and achievements to the community. Honest and transparent communication helps develop trust and convince the public that Islamic boarding schools are professional educational institutions and have integrity in offering quality religious education (Allen et al., 2022;).

Collaboration between Islamic boarding schools and the community also involves the community in numerous Islamic boarding school activities. Islamic boarding schools can organize open events, such as meetings, seminars, fairs, or other religious activities involving the local community. Through this active participation, the community can better grasp Islamic boarding schools' educational approach and personally experience the religious principles taught.

This research contributes to educational management science that resides in applying the notion of attribution theory in the context of the Islamic boarding school educational environment. Through this research, there is the opportunity to expand understanding of how communication in the Islamic boarding school environment affects people's perceptions of education (Anggadwita et al., 2021;

Elkhder et al., 2022; Aggarwal & Singh, 2023). By employing this approach, the contribution of this research can offer helpful new insights for educational management in identifying communication elements that influence public perceptions of traditional Islamic educational institutions, such as Islamic boarding schools. This can be a basis for building more effective management methods in improving the image and quality of Islamic boarding school education in the eyes of the community.

CONCLUSION

Research on the dynamics of communication in the Islamic boarding school environment and the application of attribution theory in understanding community perceptions has produced valuable findings. This research highlights the importance of communication dynamics in the Islamic boarding school environment and the application of attribution theory in understanding community perceptions. Self-awareness, optimizing communication, building a positive image, public education, and collaboration with the community are vital elements that need to be considered in efforts to improve the quality of Islamic boarding school education and achieve the desired positive image in the eyes of society. By optimizing these factors, Islamic boarding schools can create strong relationships with the community and strengthen their position as competitive and meaningful educational institutions.

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