

The Influence of the Effectiveness of Pondok Rules Communication Delivered by Administrators through Room Leader on Students' Understanding

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ABSTRACT

Student's understanding of pondok regulations is influenced by both direct and indirect communication processes, making it necessary to investigate in order to improve discipline and compliance. This study aims to examine the effect of communication effectiveness regarding pondok regulations, delivered by administrators and room leaders, on student's understanding both directly and indirectly using path analysis. A quantitative approach was used with path analysis through linear regression assisted by SPSS, and total sampling of the entire population. The results show: communication from administrators to student does not significantly affect student's understanding ($\text{sig. } 0.721 > 0.05$). Communication from administrators to room leaders has a significant effect ($\text{sig. } 0.032 < 0.05$). Communication from room leaders to student's does not significantly affect student's understanding ($\text{sig. } 0.798 > 0.05$). Lastly, the direct influence of administrator communication is greater than the indirect influence through room leaders. Conclusion: communication through room leaders does not affect student's understanding as no significant communication path is formed.

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A. INTRODUCTION

Rules within Islamic boarding schools (pesantren) play a crucial role in shaping the character of students (Anwar et al., 2024). These rules, alongside the cultural practices they embody, positively influence student character formation (Setyani et al., 2024). The implementation of rules in pesantren strengthens students' characters in various aspects such as religiosity, discipline, independence, politeness, and responsibility. These rules help instill positive values through daily activities and social interactions, enabling students to confront the challenges of the Fourth Industrial Revolution with resilience (Kusuma et al., 2021). Pesantren rules and culture significantly impact student character formation, with key indicators such as etiquette and ethics contributing 98.70% to the success of student character development (Rochmat et al., 2022).

Effective communication of pesantren rules to students plays a crucial role in their character formation and discipline (Munir & Latifah, 2020). Good communication, including planning, organizing, executing, and controlling, aims to achieve understanding, build acceptance, and motivate actions aligned with pesantren values (Nisa, 2024). Moreover, good communication between teachers and students in pesantren activities enhances student motivation and discipline (Taliabu et al., 2023). Communication strategies involving dialogue, attention, and exemplary behavior by caretakers have proven effective in fostering students' morals (Nikmah & Yusnita, 2023). Effective interpersonal communication between administrators and students also contributes significantly to shaping discipline (Rofiah, 2024). Furthermore, quality pesantren services directly influence student loyalty (Ubaedullah et al., 2019). The application of dakwah communication by pesantren caregivers in fostering student morals underscores the importance of communication in character education (Tarmizi, 2023). Students' emotional intelligence levels also positively correlate with their compliance with pesantren rules (Waslah & Ismianah, 2022).

Research by Nur Imamah in 2023 explains that effective communication about pesantren rules plays a crucial role in building a culture of discipline and student character. Communication patterns applied by kyai (Islamic scholars), both verbally and non-verbally, significantly contribute to instilling discipline values among students (Imamah, 2023). Additionally, research by Marjuki et al. in 2024 describes how democratic leadership among kyai in delivering pesantren rules can help address student discipline issues (Marjuki et al., 2024). Research by Irfan Mujahidin in 2021 emphasizes the role of pesantren as centers for dakwah and underscores the importance of communication in educating and shaping student character (Mujahidin, 2021).

This study introduces a novel approach by examining the effectiveness of communication about rules conducted by pesantren administrators through room leaders, who serve as informal yet strategic communication channels within the pesantren life structure. This focus, less explored in previous research, offers a fresh perspective on how the effectiveness of internal structural communication within pesantren directly impacts students' understanding of rules, which influences compliance and daily life discipline among students. This research aims to test the influence of communication effectiveness about pesantren rules delivered by administrators through room leaders on student understanding. The study analyzes both direct and indirect effects through path analysis to determine the extent to which communication

influences student understanding of rules.

The impact of this research is expected to provide significant contributions to the development of internal communication systems within pesantren, particularly in maximizing the role of room leaders as strategic intermediaries between administrators and students. The study is anticipated to uncover significant relationships between the effectiveness of communication conducted through room leaders and students' understanding of pesantren rules. The findings will serve as a basis for pesantren to formulate more structured, efficient, and participatory communication strategies to support the establishment of better and sustainable student discipline, compliance, and character development.

B. RESEARCH METHODS

This research was conducted at Pondok Pesantren Tahfizhul Qur'an Al-Wahidiyah, located in Karangpenang Oloh, Karangpenang, Sampang, with a specific focus on rule-related communication carried out by the boarding school administrators through room leaders. The study employed a quantitative approach using path analysis through linear regression, assisted by SPSS version 26. The aim of this analysis is to determine the influence of the effectiveness of rule communication on students' understanding. The population in this study consisted of 86 individuals: 75 students, 9 room leaders (ketua kamar), and 2 head administrators (ketua pengurus). Given the relatively small size of the population, the research applied total sampling, meaning all members of the population were included as research subjects. Before conducting the regression analysis, classical assumption tests were carried out to ensure the model's feasibility. The normality test was performed using the Kolmogorov-Smirnov method, with the data considered normally distributed if the significance value exceeded 0.05. For data validity testing, Pearson correlation was used, with data considered valid if the significance value was below 0.05. The design of the research hypothesis is illustrated in the following diagram:

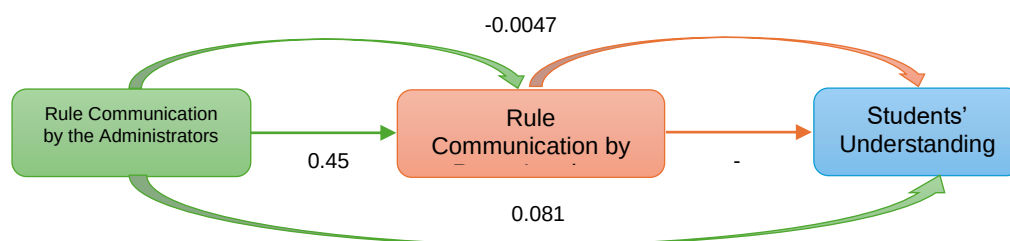


Figure 1. Hypothesis Design

Formulation of Hypotheses

1. H0₁: here is no effect of the effectiveness of rule communication delivered by the administrators on students' understanding.
2. H0₂: There is no effect of the effectiveness of rule communication delivered by the administrators to the room leaders
3. H0₃: There is no effect of the effectiveness of rule communication delivered by room leaders on students' understanding
4. H0₄: There is no effect of the effectiveness of rule communication delivered by the administrators through the room leaders on students' understanding

The data collection technique used in this study was a questionnaire employing a Likert scale. The questionnaire items are detailed in the following table:

Table 1. Research Questionnaire

Research Variable	Indicator	Questionnaire Statement	Administrators	Room Leaders	Students
Communication Effectiveness (X) (Sharma & Patterson, 1999; Graca & Barry, 2017; Zhao et al., 2022; Novitasari, 2016; Puspita & Alfatih, 2020; Fajriyah et al., 2019).	Meaningful Information	The rules are meaningful and relevant to students' lives.	3.0	4.0	4.3
	Timely Information	Rules are delivered on time before implementation.	3.5	3.8	4.3
	Concept Explanation	Rules are conveyed clearly and are easy to understand.	4.0	3.9	4.3
	Recommendations	Information includes suggestions for implementing the rules.	4.0	4.0	4.4
	Relevance	Rules match students' needs and living conditions.	4.5	2.9	4.3
	Feasibility	Rules are feasible to implement in the pesantren environment.	3.0	3.9	4.1
	Communication Frequency	Information is delivered regularly to students.	5.0	4.8	4.2
	Communication Quality	Information is delivered completely and effectively.	3.5	3.4	3.9
	Message Comprehension	Rule contents are understood by all students.	4.5	4.4	4.1
	Enhancing Interpersonal Relations	Rules strengthen relationships between administrators, dorm leaders, and students.	5.0	4.9	4.2
	Communication Climate	The pesantren environment supports understanding of the rules.	4.5	4.7	4.1
	Information Dissemination	Rules are evenly disseminated to all students.	5.0	4.7	4.4
	Information Load	The amount of information is not excessive and is easy to understand.	5.0	4.4	4.4
	Impact on Attitudes	Rules influence students' behavior in the pesantren.	4.0	4.6	4.4
	Equality	All students have equal opportunity to follow the rules.	3.0	4.0	4.3
Understanding of Rules (Y) (Meutia et al., 2021; Kuşdemir 2020; Khusniyah & Lustyantie, 2017)	Knowing How	Students know how to follow the rules without confusion.	3.5	3.8	4.5
	Understanding How	Students understand the purpose of the rules and follow them with awareness.	4.0	3.9	4.6
	Identifying	Students can identify the rules that must be followed.	4.0	4.0	4.5
	Finding the Main Idea	Students grasp the core of the rules and know what to do.	4.5	2.9	4.5
	Exploring	Students seek deeper understanding of the rules for better implementation.	3.0	3.9	4.5
	Analyzing	Students analyze the rules to apply them appropriately.	5.0	4.8	4.6
	Implementation	Students implement all rules as part of personal responsibility.	3.5	3.4	4.4

*Average scores based on 86 samples.

C. RESULTS AND DISCUSSION

1. Data Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pesantren administrator	.145	22	.200 [*]	.894	22	.023
Room leader	.171	22	.094	.928	22	.109
Students' understanding	.156	22	.172	.946	22	.259

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the Kolmogorov-Smirnov normality test, all variables in this study show a significance (Sig.) value greater than 0.05, indicating that the data are normally distributed. The Sig. values are 0.200 for the *Pesantren Administrator* variable, 0.094 for the *Room Leader*, and 0.172 for *Students' Understanding*. Since all p-values are greater than 0.05, it

can be concluded that all variables meet the assumption of normality, and the data are suitable for parametric statistical analysis.

2. Data Validity

Correlations				
		pesantren administrator	Room leader	Students' understanding
pesantren administrator	Pearson Correlation	1	.458*	.081
	Sig. (2-tailed)		.032	.721
	N	22	22	22
Room leader	Pearson Correlation	.458*	1	-.058
	Sig. (2-tailed)	.032		.798
	N	22	22	22
Students' understanding	Pearson Correlation	.081	-.058	1
	Sig. (2-tailed)	.721	.798	
	N	22	22	22

*. Correlation is significant at the 0.05 level (2-tailed).

The data validity test in this study was conducted using the Pearson Product Moment correlation technique by analyzing the significance (2-tailed Sig.) value between each variable. The criterion for validity is a significance value < 0.05 , which indicates that the item or variable has a significant and valid relationship. Based on the results shown in the correlation table, only the relationship between *Pesantren Administrator* and *Room Leader* has a significance value of 0.032, which is less than 0.05, meaning it is valid. Meanwhile, the relationship between *Pesantren Administrator* and *Students' Understanding* has a significance value of 0.721, and the relationship between *Room Leader* and *Students' Understanding* is 0.798. Both exceed the 0.05 significance threshold and are therefore, considered invalid.

3. Hypothesis Test Result 1

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	42.512	2.260		18.814
	pesantren administrator	.020	.055	.081	.362

a. Dependent Variable: Students' understanding

Based on the first hypothesis test, the significance value is 0.721, which is greater than 0.05. This indicates that the null hypothesis (H_0) is accepted, meaning there is no significant effect of the effectiveness of rule communication by administrators on students' understanding. In other words, the delivery of rules by the administrators does not make a meaningful contribution to students' understanding of the boarding school regulations. Effective communication partially mediates the relationship between leadership and the success of organizational programs, both directly and indirectly, making it an essential factor in organizational management (Ali & Rasheed, 2021).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.081 ^a	.007	-.043	1.8212

a. Predictors: (Constant), pesantren administrator

Furthermore, the R Square value of 0.007 or 0.7% indicates that the effectiveness of



communication by administrators only explains 0.7% of the variation in students' understanding. This means the effect is very small, with the remaining 99.3% influenced by other factors. According to systems theory, effective communication positively influences organizational performance, where appropriate communication channels are key to achieving communication effectiveness within organizations (Musheke & Phiri, 2021).

4. Hypothesis Test Result 2

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.728	6.503		3.956	.001
	pesantren administrator	.365	.158	.458	2.306	.032

a. Dependent Variable: Room leader

Based on the regression analysis results shown in the *Coefficients* and *Model Summary* tables, the significance value is 0.032, which is less than 0.05. This means the null hypothesis is rejected, and there is a significant effect of the effectiveness of rule communication by administrators on room leaders. Thus, the previous statement that said $\text{Sig.} = 0.32 > 0.05$ was an error in data interpretation. Although it has the smallest direct effect, communication has the greatest overall impact on organizational performance, while managerial competence has the strongest direct effect but ranks second in overall impact (Chen, 2021).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.458 ^a	.210	.171	5.2414

a. Predictors: (Constant), pesantren administrator

Additionally, the R Square value of 0.210 or 21% indicates that the contribution of administrators' communication effectiveness to the room leaders is fairly strong, with the remaining 79% influenced by other variables outside this model. Although not a dominant factor, this result still shows that administrators' communication is one important factor in shaping room leaders' understanding of boarding school rules. The importance of communication management in enhancing performance through managers' perceptions ensures evenly distributed information and prevents communication errors (Ibdayani et al., 2023).

5. Hypothesis Test Result 3

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44.046	2.828		15.574	.000
	Room leader	-.018	.069	-.058	-.260	.798

a. Dependent Variable: Students' understanding

Based on the regression test results, the significance value is 0.798, which is greater than 0.05. Therefore, the null hypothesis (H_0) is accepted. This means there is no significant effect of the effectiveness of rule communication by room leaders on students' understanding. It shows that the delivery of rules by room leaders does not directly increase

students’ understanding of boarding school rules. Effective communication enhances team performance, relationships, and goal alignment; thus, leaders need to use non-verbal cues, interactive technology, and communication training for adaptive leadership and organizational success (Salsabila et al., 2025).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.058 ^a	.003	-.046	1.8241

a. Predictors: (Constant), Room leader

The R Square value of 0.003 or 0.3% shows that the contribution or influence of room leaders’ communication on students’ understanding is extremely low, almost negligible. The remaining 99.7% is influenced by other variables outside this model. Communication is crucial and has significant policy implications for organizations in building loyalty and retaining talent (Siregar et al., 2023).

6. Hypothesis Test Result 4 (Path Analysis)

Based on the results of direct hypothesis tests 1 and 3, the path analysis (indirect effect) is calculated by: Beta value of administrator communication to students’ understanding × beta value of room leader communication to students’ understanding = $0.081 \times (-0.058) = -0.004698 = -0.0047$. From this result, the direct effect beta value of administrator communication to students’ understanding is 0.081, while the indirect effect is -0.0047 . This means the direct effect is greater than the indirect effect ($0.081 > -0.0047$). Therefore, it can be concluded that there is no indirect effect of administrators’ rule communication through room leaders on students’ understanding of boarding school regulations. The indirect effect of sustainability communication on organizational reputation is stronger than the direct effect, so stakeholders must recognize the importance of adequate communication as users become increasingly concerned with sustainability issues (Čuić Tanković & Musanovic, 2022).

D. CONCLUSION

Based on the data analysis, it can be concluded that the effectiveness of rule communication by administrators through room leaders does not affect students’ understanding of the boarding school regulations, as no significant communication pathway is formed. This is evidenced by the lack of a meaningful effect from the administrators’ rule communication, which shows a very minimal contribution to students’ understanding. On the other hand, communication between administrators and room leaders shows a relatively strong influence, indicating a significant relationship between the two. However, when room leaders convey the rules to the students, it still does not result in any notable improvement in their understanding. Effective interpersonal communication between administrators and students that is open, honest, and responsive plays an important role in increasing discipline and providing clear guidance regarding the rules and norms of the pesantren (Fauzi & Marzuki, 2023). From the overall analysis, it is evident that the direct influence from administrators is stronger than the indirect influence through room leaders, indicating that the communication process with students is weak or insignificant. Structured communication between administrators,



caretakers, and female students, with openness, empathy, and support, creates positive relationships for personal development, even though it faces challenges that require supervision solutions and individualized approaches (Mukarromah et al., 2024).

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AUTHOR CONTRIBUTIONS

- Author 1 : Conducted field data collection, formulated the research problem and objectives
- Author 2 : Designed the research methodology and questionnaire instruments, organized raw data
- Author 3 : Conducted literature review and validated the research instruments
- Author 4 : Ensured consistency in language and academic citation, edited and finalized the manuscript
- Author 5 : Data processing, Conclusion writing, Translator

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