INTERPERSONAL COMMUNICATION ON LONG DISTANCE RELATIONSHIPS ANALYSIS OF ISLAMIC EDUCATION PSYCHOLOGY IN STUDENTS WHO CARRY OUT REAL WORK LECTURE (KKN) ACTIVITIES

Aditya Lukman[1*], Qoniah Nur Wijayani[2],
[12] Universitas Trunojoyo Madura, Indonesia
* lukmanadit213@gmail.com

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ABSTRACT

Student life is often colored by the dynamics of interpersonal relationships, especially for those in long distance relationships (LDR). This study aims to analyze the way interpersonal communication affects the quality of LDR relationships, focusing on the psychological dimensions of Islamic education. The research methods are qualitative, paradigms and interpretive approaches to phenomenology. Data collection techniques, namely in-depth interviews. The results of this study show that interpersonal communication plays a key role in forming and maintaining LDR relationships of students who are undergoing KKN. Psychological factors such as self-confidence, empathy, and commitment to the values of Islamic Education also influence the dynamics of long-distance relationships. The implications of this research can be used as a basis for the development of educational and counseling programs that support students in managing their LDR relationships more effectively. Some interpersonal communication strategies are effective in strengthening LDR relationships, such as the use of information technology, wise time management, and the inculcation of spiritual values in daily communication. The practical implications of these findings can be the basis for the development of practical guidance for students undergoing LDR, especially in the context of community service activities in the Islamic Education environment.

1. INTRODUCTION

Education is an important aspect that must be considered by the nation in order to achieve progress and prosperity in life (Arifin, 2022; Muali, 2017). One of the efforts that must be made by the government so that the nation's goals can be achieved is to continue to improve and add a new national education system commonly known as the MBKM (Merdeka Belajar-Kampus Merdeka) curriculum (Najla, Izzati, Oktaviani, & Marini, 2022). Currently, educational institutions are trying to implement the new policy. KKN is one of the existing activities and is directly related to communities in rural areas (Wolo, Ngapa, & Harıyanti, 2020). Real Work Lecture (KKN) is an extracurricular activity in an integrated manner the requirements to realize the Three Dharma Targets of higher education to provide learning and work experiences (ArRoyyan & Kuniati, 2021). So, conceptually KKN can be said to be a possible teaching tool program for the development of

competencies of university graduates or hard skills and difficult skills according to the needs of the MBKM program.

One of the most important soft skills created and possessed by participants of Real Work lectures (KKN) is an indicator interpersonal communication skills such as listening skills, critical thinking, creative and innovative, understanding (empathy), communication and effective management skills (cooperation) (Nugraha, 2018). The purpose of national education is to improve the intelligence and dignity of the country, realize Indonesian people and people who believe and are devoted to God Almighty, capable and independent so as to be able to develop themselves and the surrounding community and meet the needs of community development and become agents of community development (Diantoro, Purwati, & Lisdiawati, 2021). The meeting for a good human resource training program is through an educational institution, in this case a college or university. Higher education is an educational institution that finances the efforts and work of preparing students and the creation of graduates in the fields of technology and soft skills (Binangkit & Siregar, 2020).

Teaching and learning activities on campus are activities that must be supported, both through learning media, through places, teachers and students (Safaringga, Lestari, & Aeni, 2022). Therefore, in addition to schools providing adequate equipment to students, students must also have a good environment so that learning can be effective. Academic success can be measured from a student's Grade Point Average (GPA). Students today are the greatest hope of society as spokespersons for society, especially for socialist change of change. The role and participation of students as agents of change is also very important considering that students are part of society that is expected to have high value to the Indonesian nation (Ismaidar & Sinaga, 2023; Syaiful, 2023). So, what they do is not only for their own sake but for change. As agents of change, students will be able to create creative innovations that benefit the surrounding community (Harnani, 2020; Siregar, Sahirah, & Harahap, 2020). For students themselves, the benefit of being an agent of change is to improve themselves, especially by being grateful for the quality of faith and relationships. Therefore, students first act as agents of change for themselves, then the change can be made in people's lives.

Long-distance relationships are becoming increasingly common in today's interconnected world, driven by factors such as globalization, career opportunities, and educational endeavors. When individuals find themselves geographically separated from those closest to them, the dynamics of interpersonal communication play an important role in maintaining these relationships. The challenges posed by physical distancing often reinforce the importance of effective communication in maintaining emotional intimacy, trust, and understanding between partners (Qorifah, Kurohman, & Sahroni, 2023).

In the context of Islamic educational psychology, students who take part in Real Work Lecture (KKN) activities have their own challenges. KKN requires students to immerse themselves in a community far from their educational institution, thus fostering a hands-on learning experience (Mukhsin, Ifani, Manurung, Situmorang, & Rambe, 2021). The impact of this separation on

interpersonal communication within the student community and with local residents is a multifaceted issue. Analysis of Islamic educational psychology in this scenario investigates how differences in culture, religious beliefs, and communication styles affect the effectiveness of interactions between students and the communities they serve.

In addition, reliance on digital communication tools in long-distance relationships and community service activities creates layers of complexity. The prevalence of virtual communication platforms can facilitate and hinder effective interpersonal communication (Solihin, 2023). Understanding how technology mediates interactions and affects the emotional well-being of individuals involved is critical to navigating the intricacies of these relationships. Exploring the psychological aspects of long-distance relationships and community service activities also involves exploring coping mechanisms and support systems. Individuals in such situations may develop unique strategies for coping with the emotional and psychological challenges posed by physical separation. This analysis aims to explain the resilience of individuals in maintaining meaningful relationships despite the constraints caused by distance.

The broader implications of these studies go beyond personal relationships and educational activities, contributing to our understanding of the ever-evolving nature of communication in a global society. As interpersonal communication continues to be reshaped by technological advances and changing societal norms, exploring these dynamics in specific contexts, such as long-distance relationships and community service activities, provides valuable insights into the complexity of human relationships in contemporary contexts.

2. METHODS

This research was conducted with qualitative research and phenomenological interpretive approach. According to Sugiyono, qualitative research method is a research method based on the philosophy of postpositivism, used to examine the natural condition of objects, where researchers are the key instrument (Darna & Herlina, 2018). The data collection technique is in-depth interviews. This research data analysis technique is sourced from literature searches related to the role of interpersonal communication skills in opinion activities, research needs to be done to find out what factors are supporting and inhibiting in the successful implementation of Real Work Lectures (KKN).

The data obtained tend to be qualitative data, data analysis is inductive/qualitative and the results of qualitative research are to understand meaning, understand uniqueness, construct phenomena and find hypotheses. Descriptive research methods are useful for describing situations or events (Zuhud Suriono, Anda Kelana, 2021).

3. RESULTS AND DISCUSSION

Communication in everyday life can be a problem, but at the same time it can help and make life easier for each individual. These activities can occur every day if communication can be managed

properly. By participating in educational programs including the implementation of real work courses (KKN), students have strong confidence in communication skills (Khodijah, Jahira, Karima, & Zahroh, 2023). Because students who are studying must be faced with situations that require them to be more independent, creative, and proactive in finding the latest information for learning success. In addition, the current education system (MBKM) also requires limited manpower so that students need fun learning. In fact, there is no way to make learning fun for students. Simply make learning by listening to what is said, taking notes and understanding the material.

In current learning, students must be able to actively explore what they learn in order to achieve the goals that have been set. On the other hand, the current education system also requires teachers (professionals) to work hard in developing the skills of their graduates to be able to compete. Efforts to improve communication skills between communities can be done by training them by conducting educational activities at school, through community service programs (KKN) (Prasa et al., 2024). Through learning like this, they will be more motivated to work hard in expressing ideas, asking, criticizing, and arguing when giving presentations. Even though in events like this, communication between humans will continue to increase so that when they graduate later, they are better prepared to compete and adapt to changing times.

In Suranto's opinion (Suwintana, Ketut, & Sudiadnyani, 2019), there are several kinds of skills that must be mastered in interpersonal communication as follows: (1) Speaking skills, (2) Questioning skills, (3)Communication Door Opening Skills, (4) Courtesy Skills, (5) the skill of apologizing at the time of guilt, (6) Quick Response and Responsibility, (7) Attention and Care, (8) Have empathy, (9)Listening skills.

Social communication is communication that supports and supports the success of all communication carried out by the community. Many studies also quickly explain the role of students' communication skills on learning outcomes, which generally shows that interpersonal communication skills play a very important role in improving the quality of learning. Social communication skills will be assessed based on Devito's theory, i.e. based on raw materials for learning, for connecting, for convincing (for influence), play and help. Some simple examples of interpersonal communication skills related to this research interest include good listening, teamwork, assertiveness, flexibility, and empathy. In addition, these aspects are now exchanged in different relationships, namely: (1) Listen carefully and engage with the speaker,(2) Teamwork is the ability to engage in work.(3) Responsibility, which is a high awareness of the fulfillment of duties and responsibilities to achieve common goals. (4) Stability in the sense of being reliable in all situations; (5) Change, that is, not feeling the need or even challenging to overcome sudden problems. (6) Empathy is sharing feelings with others

From the results of interviews and based on data analysis carried out, it can be said that social communication work helps them achieve and complete good work programs (KKN). according to the schedule and goals set. Interpersonal communication for long-distance KKN (Real Work Lecture)

students (LDR) is a key aspect that influences the success and positive impact of this phenomenon. Despite the physical distance that separates them, interpersonal communication remains a very important foundation in undergoing KKN when they are LDR.

In this phenomenon, KKN students often have to face difficult communication challenges because of the circumstances that allow them to face these challenges, such as differences in time zones (if KKN is carried out in areas that have different time zones), different internet speeds such as difficult signals, and other differences in habits, for example KKN students will have many activities so that it takes time to communicate.

Interpersonal communication is the process of communication between two or more people who influence and influence each other (Anggraini, Ritonga, Kristina, Syam, & Kustiawan, 2022; Barseli, Sembiring, Ifdil, & Fitria, 2019). In long distance relationships, interpersonal communication can become more difficult due to geographic distance and technological limitations. However, with the advancement of technology, interpersonal communication in long distance relationships has become easier and more effective.

According to research conducted by S. K. Lee and J. A. Duck, there are three main factors that influence interpersonal communication in long distance relationships: trust, commitment, and communication (Paramita & Suarya, 2018). Trust is the belief that a partner will remain faithful and reliable. Commitment is the desire to remain committed to a relationship despite the separating distance. Communication is the process of telling each other and listening to information. In the context of Islamic educational psychology, interpersonal communication in long-distance relationships can be more difficult due to technological limitations and geographical distance. However, with advances in technology, such as instant messaging apps and video calls, interpersonal communication in long distance relationships has become easier and more effective. In addition, students who carry out KKN activities can also use technology to enrich alternative communication and maintain relationships even though they face obstacles such as signal problems, time differences, and different activities.

Success in interpersonal communication can be achieved when they need to understand some important concepts: (1) Openness. Openness in talking about their feelings, hopes, and challenges is key. KKN students should feel comfortable talking about their feelings regarding phenomana. Openness is an important key in maintaining a long-distance relationship. This is because in a long-distance relationship needs to be based on mutual trust that will be fostered on the basis of this openness. Therefore, openness is very important and encouraged.(F. R. Wantini, 2022) (2) Empathy. Understanding each other's feelings and perspectives is essential. They need to live the feelings of their friend or partner who may feel lonely, frustrated, or stressed due to distance. (3) Consistency, maintaining regular communication is very important. A fixed schedule for video calls, text messages, or chats is key to keeping relationships connected. (4) The ability to speak honestly and effectively and listen well are necessary skills. This helps them to solve problems and plan their

community service activities. (50 Use of technology, KKN Students must understand the technology they use to communicate (Latumahina, Sudarmono, Aurulianto, Umahuk, & Hitimala, 2023). They need to make sure that the device and internet connection are working properly to avoid unnecessary interruptions. (6) Joint planning. Joint planning of community service activities is an important step in ensuring their goals are achieved. They need to have an in-depth discussion about the goal and how they will achieve it.(7) Conflict management, sometimes, conflicts may arise. It is important for them to understand how to resolve conflicts in a healthy and constructive way. (8) Personal and professional growth. Interpersonal communication in LDR KKN can also help in personal and professional growth. KKN students can plan the learning and personal development they want to achieve through this experience. (9) Giving each other support, providing emotional support and motivation to each other is very important. It helps keep spirits high and overcome homesickness. (10) Evaluation and reflection. Periodically, they must reflect and evaluate the development of their KKN. This helps them to understand what they have achieved and what still needs improvement.(W. Wantini et al., 2023)

Effective interpersonal communication for LDR students is about building strong relationships, solving problems together, and celebrating achievements together despite being far apart. It is a valuable experience that allows them to hone communication, empathy, and relationship management skills that will be beneficial in their personal and professional lives in the future.In interpersonal communication in KKN students who are LDR have negative and positive impacts. While these impacts can be seen as follows:

The good impact of communication in LDR during KKN can help deepen the relationship between couples, increase trust, understand how to communicate effectively become important skills, strengthen patience. Involvement in LDR teaches patience and perseverance, valuing time together (Andiani, 2017). Every moment together becomes more valuable, personal learning, LDR can be an opportunity to know yourself, the formation of the desire to gather, longing can strengthen the desire to gather later, the expansion of social networks allows to establish wider relationships at the KKN location.

While the adverse effects of communication in LDR during KKN can be seen as follows: Loneliness and isolation, being away from your partner can lead to feelings of loneliness, anxiety and uncertainty. Uncertainty over the future of the relationship can cause anxiety, difficulty synchronizing schedules. Time and schedule differences can be obstacles, communication is ineffective, technology can sometimes be a barrier to effective communication, difficulty understanding emotions, sometimes it is difficult to feel each other's emotions accurately. In the context of Islamic educational psychology, interpersonal communication in long-distance relationships can be considered a test of patience and perseverance. While technological limitations and geographic distance can make communication difficult, students can rely on technological advancements, such as instant messaging apps and video calls, to keep in touch. In addition, the

formation of the desire to get together in the future can be a strong motivation to maintain this LDR relationship.

The success of interpersonal communication in LDR KKN depends on several key aspects, such as openness, empathy, consistency, and the ability to use technology. Students need to build trust through openness in talking about their feelings, hopes, and challenges. Empathy plays an important role in understanding each other's feelings and perspectives (Diswantika, Kartadinata, & Supriatna, 2022), While consistency in maintaining regular communication helps build trust and strengthen relationships (Najmudin, Khotima, & Lubis, 2023). Effective speaking and listening skills are needed to solve problems and plan community service activities. The use of technology must also be managed properly so as not to hinder communication. Co-planning, conflict management, and emotional support are key factors in ensuring the success of these LDR relationships. Some interpersonal communication strategies are effective in strengthening LDR relationships, such as the use of information technology, wise time management, and the inculcation of spiritual values in daily communication (Rahmawati et al., 2021). The practical implications of these findings can be the basis for the development of practical guidance for students undergoing LDR, especially in the context of community service activities in the Islamic Education environment.

Interpersonal communication can serve as a tool to resolve conflicts in a constructive way (Samudra, Soraya, & Muntazah, 2023). In the context of Islamic educational psychology, such an approach may involve understanding and applying the concept of *maqasid al-shariah* (the purposes of sharia). Wise and tolerant communication can help couples resolve differences by paying attention to the goals of sharia that underlie Islamic values.

Adequate interpersonal communication can also facilitate mutual growth and self-development (Aprianti, 2018). In the psychological dimension of Islamic education, this includes support for self-development efforts, both spiritually and intellectually. Motivating and constructive communication can provide positive impetus towards achieving common goals, in line with Islamic principles that promote growth and self-renewal(Suyatno et al., 2023).

4. CONCLUSION

Interpersonal communication plays a crucial role in influencing the quality of Long Distance Relationship (LDR) when students doing real work lectures (KKN), especially when viewed from the perspective of Islamic educational psychology. In this context, values such as trust, understanding, and effective communication become important cornerstones. Open and honest communication can strengthen the emotional bond between couples, while an understanding of Islamic values such as patience, laughter, and mutual support can help maintain psychological stability in a long-distance relationship. Thus, interpersonal communication rooted in the values of Islamic education can provide a solid foundation to improve the quality of LDR relationships.

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