

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The communication climate within an organization refers to the prevailing conditions and atmosphere that shape communication interactions among its members. It encompasses various aspects such as communication styles, transparency, openness to diverse perspectives, mutual support, and the quality of interpersonal relationships¹. Effective communication plays a pivotal role in fostering a conducive and productive organizational environment. O'Reilly, Chatman, and Caldwell (1991) define organizational climate as the shared perceptions among members regarding the attributes and quality of the organizational setting, particularly in relation to communication. Elements such as collaboration, participative decision-making, and organizational engagement are significantly influenced by the extent to which communication practices facilitate these processes².

In practice, however, many organizations encounter challenges in cultivating an ideal communication climate. A lack of openness and honesty in interpersonal communication among members often impedes collaboration, reduces participation, and hampers effective decision-making. Additionally, low levels of trust within the organization frequently serve as a barrier to establishing a positive and productive communication atmosphere³.

This issue aligns with the theory of organizational communication climate proposed by Pace and Faules (2013), who outline six essential elements for fostering a constructive communication environment. These elements include trust,

¹ Brown, A. D., & Starkey, K. (2000). *Organizational identity and learning: A psychodynamic perspective*. *Academy of Management Review*, 25(1), 102-120.

² O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). *People and organizational culture: A profile comparison approach to assessing person-organization fit*. *Academy of Management Journal*, 34(3), 487-516.

³ Heryanto, O., Hadisiwi, P., & Kuswarno, E. (2021). *WFH (Work from Home) Communication Climate in the Preparation of Official Statistical News*. *Communication, adaptation, and organizational opportunities*, 79.

participative decision-making, honesty, openness in downward communication, active listening in upward communication, and a shared commitment to high performance. Collectively, these dimensions serve as the foundation for a communication climate that promotes organizational health and productivity⁴.

Empirical studies reinforce the relevance of these theoretical concepts. Research by Hanif Aditya and Mohammad Luthfi (2020) affirms that the six components identified by Pace and Faules significantly contribute to shaping a positive organizational communication climate⁵. Similarly, findings by Arief Ajie Pamungkas Emnoor (2021) indicate that such a climate is instrumental in enhancing members' learning motivation⁶.

From an Islamic perspective, trust and openness key components of communication climate are deeply rooted in ethical values derived from the Qur'an and Hadith. Islamic teachings offer comprehensive guidance on interpersonal communication, including its application within organizational contexts. The Qur'anic verse in Surah Al-Hujurat (49:12) states,

يَا أَيُّهَا الَّذِينَ آمَنُوا اجْتَنِبُوا كَثِيرًا مِّنَ الظَّنِّ إِنَّ بَعْضَ الظَّنِّ إِثْمٌ وَلَا تَجَسَّسُوا وَلَا يَغْتَبَ بََعْضُكُم بَعْضًا أَيُحِبُّ أَحَدُكُمْ أَن يَأْكُلَ لَحْمَ أَخِيهِ مَيْتًا فَكَرِهْتُمُوهُ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ تَوَّابٌ رَّحِيمٌ .

" O you who have believed, avoid much [negative] assumption. Indeed, some assumption is sin. And do not spy or backbite each other. Would one of you like to eat the flesh of his brother when dead? You would detest it. And fear Allah; indeed, Allah is Accepting of repentance and Merciful⁷."

⁴ Pace, R. W., & Faules, D. F. (2013). *Organizational Communication*. Bandung: PT Remaja Rosdakarya, 163.

⁵ Muhammad Hanif, A., & Mohammad, L. (2020). *Analysis of the Communication Climate of the Al-Azhar Dormitory Organization Pondok Modern Darussalam Gontor 2*. SAHAFA: *Journal of Islamic Communication*, 2(2), 137-154.

⁶ Emnoor, A. A. P. (2021). *The Role of Communication Climate in Increasing the Learning Motivation of Students of the Islamic Broadcasting Communication Department*. An-Nida: *Journal of Islamic Communication*, 13(1), 29-35.

⁷ Merdeeka.com, <https://www.merdeka.com/quran/al-hujurat/ayat-12>

This verse emphasizes the importance of avoiding suspicion, refraining from invading others' privacy, and abstaining from gossip ethical principles that support the formation of a respectful and healthy communication culture. According to *Tafsir Al-Muyassar*⁸ and the official exegesis published by the Ministry of Religious Affairs of the Republic of Indonesia⁹, this verse underscores the value of maintaining integrity, confidentiality, and mutual respect principles consistent with a constructive organizational communication climate.

Moreover, the communication climate within an organization has a direct impact on members' motivation. The quality of internal communication influences an individual's willingness to participate, contribute, and engage enthusiastically in organizational activities. Within this framework, motivation refers to the internal drive that encourages individuals to become actively involved, assume responsibilities, and contribute positively to the organization. Factors such as effective communication, mutual support, acknowledgment, participatory opportunities, and positive interpersonal relations are known to significantly affect motivation levels¹⁰.

Robbins and Judge (2017) define motivation in the organizational context as an internal force that propels individuals to strive toward achieving organizational objectives¹¹. In line with this, Deci and Ryan (1985) conceptualize motivation as a psychological state that drives behavior aimed at personal satisfaction and development. Within an organizational setting, this motivation is fostered through supportive communication practices and inclusive decision-making processes¹².

⁸ Arabia, K. A. S. (2007). *Tafsir Al-Muyassar* (Ministry of Religious Affairs of Saudi Arabia).

⁹ Drafting Team. (2016). *Brief Tafsir / Tafsir Wajiz Volume I & II*. Lajnah Pentashihan Mushaf Al-Qur'an.

¹⁰ Ratnasari, F. I. (2021). *The Influence of Organizational Communication Climate on the Work Motivation of Employees of Cv Kakita Jaya Surabaya* (Doctoral Dissertation, University of August 17, 1945 Surabaya).

¹¹ Robbins, S. P., & Judge, T. A. (2018). *Organizational Behavior* (18th ed.). Pearson.

¹² Deci, E. L., & Ryan, R. M. (2008). *Self-determination theory: A macrotheory of human motivation, development, and health*. *Canadian Psychology/Psychologie Canadienne*, 49(3), 182-185.

Motivation within organizations, particularly in educational institutions such as Islamic boarding schools, plays a vital role in encouraging students to reach their learning objectives. Elements such as enjoyment, relationships, beliefs, and effort are crucial components in shaping effective learning motivation, as outlined in Perry et al.'s (2005) learning motivation theory¹³. Research conducted by Isniani and Yuliani Rachma Putri (2019) at SMA Plus PGRI Cibinong reveals that the organizational communication climate significantly impacts students' motivation to learn, ultimately enhancing their academic performance¹⁴. These findings support the notion that a positive organizational communication climate plays an essential role in fostering students' motivation to learn.

At Pondok Modern Darussalam Gontor (PMDG), a positive organizational communication climate is instrumental in creating a conducive learning environment that supports students' motivation to study. Research by Muhammad Hanif Aditya and Mohammad Luthfi affirms this assumption, showing that the organizational communication climate at the Al-Azhar Dormitory, Pondok Modern Darussalam Gontor Campus 2, is generally positive. This supportive communication climate contributes to an environment that enhances students' learning motivation and achievement¹⁵. A similar trend can be observed in the Language Courses Department (LCD), which plays a crucial role in shaping and enhancing the language learning motivation of students at PMDG through a well-structured language coaching system.

The Language Courses Department (LCD) is responsible for organizing language courses aimed at improving students' proficiency in Arabic and English, both of which are mandatory languages for teaching, learning, and daily activities at PMDG. LCD also plays a significant role in fostering students' motivation to

¹³ Den Brok, P., Levy, J., Brekelmans, M., & Wubbels, T. (2005). *The effect of teacher interpersonal behaviour on students' subject-specific motivation*. *The Journal of Classroom Interaction*, 20-33.

¹⁴ Isniani, Yuliani Rachma Putri (2019). *The Influence of Organizational Communication Climate on the Motivation of Achievement of Kopasus It SMA Plus PGRI Cibinong Members*. Telkom University of Bandung.

¹⁵ Aditya, M. H. (2020). *Communication Climate Analysis of the Al Azhar Dormitory Organization Pondok Modern Darussalam Gontor 2*. *Sahafa Journal of Islamic Communication*, 2(2), 137-154.

learn these languages. Members of the LCD actively engage in speaking these languages within their respective rayons and dormitories, motivating students to communicate and learn in both languages¹⁶.

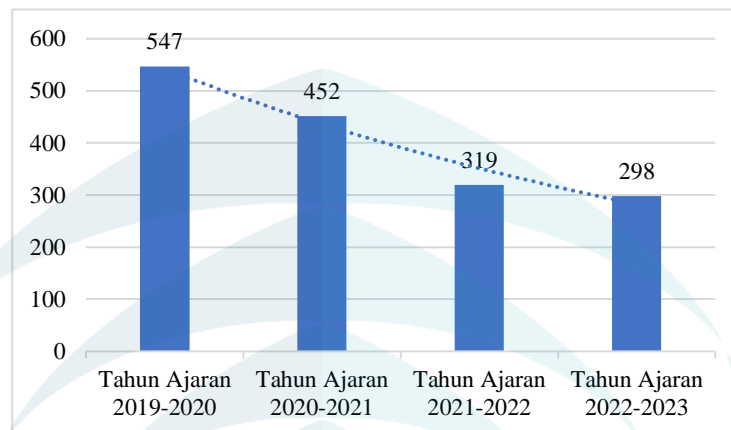
This effort aligns with PMDG's mission to produce future leaders of the ummah¹⁷. In this context, fostering a positive organizational communication climate is essential for achieving educational goals. PMDG has taken various steps to improve students' language skills, one of which is the language course program managed by the LCD.

However, a challenge within the LCD environment is understanding how the organizational communication climate influences students' language learning motivation. A positive communication climate is expected to enhance students' motivation to learn, thereby impacting their adherence to language usage policies. One key indicator reflecting this dynamic is the observed decrease in language violations among students between 2019 and 2023.

As part of PMDG's language coaching system, LCD members are strategically positioned across various rayons to guide and supervise students in practicing language use in daily interactions. The intensive interaction between LCD members and students fosters an environment conducive to language learning, motivating students to actively use the foreign languages applied at PMDG. This contribution plays a significant role in shaping students' language habits, as reflected in the following data.

¹⁶ *Language Courses Department, Articles of Association and Bylaws* (Ponorogo: Language Courses Department, 2024), p. 1.

¹⁷ Pondok Modern Darussalam Gontor, "*Selayang Pandang*," accessed December 1, 2024, <https://gontor.ac.id/selayang-pandang/>.



(Source: Researcher's Processed Results, 2025)

Figure 1. Recapitulation of Language Violations

The bar chart below illustrates a steady decline in language violations among students from 2019 to 2023. In the 2020–2021 academic year, the number of language violations decreased by 17.4%. This downward trend continued in the 2021–2022 school year, with violations dropping by 29.4%. This positive trend continued into the 2022–2023 academic year, where the violation rate further decreased by 6.6%. These data suggest a marked increase in the appropriate use of language among students over the observed period.

This decline in language violations serves as an indicator that a favorable organizational communication climate within the Language Courses Department (LCD) plays a significant role in enhancing students' motivation to learn. This finding aligns with the theory proposed by Pace and Faules (2013), which emphasizes six essential elements in cultivating a supportive organizational communication climate: trust, shared decision-making, honesty, openness in downward communication, the ability to listen in upward communication, and a focus on high-performance goals¹⁸. These elements contribute to the creation of a conducive communication climate, encouraging students to increase their engagement with language learning at PMDG.

¹⁸ Pace, R. W., & Faules, D. F. (2013). *Organizational Communication*. Bandung: PT Remaja Rosdakarya, 163.

Previous research on organizational communication climate has primarily focused on organizational performance, employee productivity, and team effectiveness. O'Reilly, Chatman, and Caldwell (1991) found that members' perceptions of the organizational climate, particularly communication aspects, significantly influence working relationships and decision-making¹⁹. Furthermore, research by Muhammad Hanif Aditya and Mohammad Luthfi (2020)²⁰ and Arief Ajie Pamungkas Emnoor (2021)²¹ confirms that a positive organizational communication climate enhances productivity and motivation within organizations. However, most of these studies have concentrated on business and corporate settings, with limited attention given to educational institutions, particularly Islamic boarding schools.

Additionally, previous studies investigating learning motivation in formal education contexts, such as those conducted by Isniani and Yuliani Rachma Putri (2019), highlight the significant relationship between organizational communication climate and student motivation in public schools²². However, few studies have examined how the organizational communication climate influences learning motivation in pesantren-based education, which has distinct organizational structures, cultures, and values compared to conventional educational institutions. The research by Muhammad Hanif Aditya and Mohammad Luthfi at Al-Azhar PMDG Dormitory provides insights into the influence of organizational communication climate on student motivation²³, but it lacks a focus on specific

¹⁹ O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). *People and organizational culture: A profile comparison approach to assessing person-organization fit*. *Academy of Management Journal*, 34(3), 487-516.

²⁰ Muhammad Hanif, A., & Mohammad, L. (2020). *Analysis of the Communication Climate of the Al-Azhar Dormitory Organization Pondok Modern Darussalam Gontor 2*. *SAHAFA: Journal of Islamic Communication*, 2(2), 137-154.

²¹ Emnoor, A. A. P. (2021). *The Role of Communication Climate in Increasing the Learning Motivation of Students of the Islamic Broadcasting Communication Department*. *An-Nida: Journal of Islamic Communication*, 13(1), 29-35.

²² Isniani, Yuliani Rachma Putri (2019). *The Influence of Organizational Communication Climate on the Motivation of Achievement of Kopasus It SMA Plus Pgri Cibirong Members*. Telkom University of Bandung.

²³ Muhammad Hanif, A., & Mohammad, L. (2020). *Analysis of the Communication Climate of the Al-Azhar Dormitory Organization Pondok Modern Darussalam Gontor 2*. *SAHAFA: Journal of Islamic Communication*, 2(2), 137-154.

units directly responsible for developing students' skills, such as the Language Courses Department (LCD).

While the Language Courses Department (LCD) at PMDG plays a strategic role in supporting the school's educational goals through language proficiency development, no research has specifically analyzed the impact of the organizational communication climate within LCD on students' motivation to learn Arabic and English as the institution's official languages. Moreover, previous studies have not directly connected the elements of organizational communication climate proposed by Pace and Faules (2013) with students' learning motivation in the pesantren environment.

Thus, there exists a research gap concerning the empirical study of the influence of organizational communication climate on learning motivation in pesantren, particularly in essential units such as the LCD at Pondok Modern Darussalam Gontor. This research aims to contribute to the literature by bridging this gap and offering practical recommendations to enhance students' learning motivation through effective management of the organizational communication climate.

Based on the aforementioned background, this study seeks to empirically examine the theoretical assumption regarding the influence of organizational communication climate on the learning motivation of students in the Language Courses Department at Pondok Modern Darussalam Gontor. The research will be titled: *"The Influence of Organizational Communication Climate on the Learning Motivation of Students in the Language Courses Department of Pondok Modern Darussalam Gontor."*

1.2 Problem Formulation

Based on the aforementioned background, the formulation of the research problem is as follows:

- 1) Does the organizational communication climate have an impact on the learning motivation of students in the Language Courses Department of Pondok Modern Darussalam Gontor?
- 2) To what extent does the organizational communication climate influence the learning motivation of students in the Language Courses Department of Pondok Modern Darussalam Gontor?

1.3 Research Objectives

In alignment with the problem formulation, the objectives of this study are as follows:

- 1) To examine the impact of the organizational communication climate on the learning motivation of students in the Language Courses Department of Pondok Modern Darussalam Gontor.
- 2) To assess the degree to which the organizational communication climate influences the learning motivation of students in the Language Courses Department of Pondok Modern Darussalam Gontor.

1.4 Research Significance

The expected benefits of this research are outlined as follows:

- 1) Theoretical Contributions

This research aims to contribute positively to the development of communication studies, particularly in the field of organizational communication climate. The findings are expected to address existing gaps in the literature and offer new insights into language learning strategies within the pesantren environment.

2) Practical Contributions

Practically, the research findings are expected to serve as a valuable resource for the development of reference materials and practical guidelines for educators and administrators managing pesantren-based education. Specifically, this will support the Language Courses Department of Pondok Modern Darussalam Gontor in enhancing the organizational communication climate to better foster student learning motivation.

