

Communication Strategies of the Four INLA Renewal Movements in Internalizing the New Moral Values of 'One Family World': A Case Study of INLA Goes to School in Batam City

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Article Info

Article history:

Received Jan, 2026

Revised Jan, 2026

Accepted Jan, 2026

Keywords:

Communication Strategy
Aesthetic Communication
Morality
INLA Goes to School
Batam City

ABSTRACT

This study aims to analyze the communication strategies of the Four INLA Renewal Movements in internalizing the moral values of "One Family World" through the INLA Goes to School program in Batam City. This study uses a qualitative approach with a case study method. Data collection techniques were carried out through in-depth interviews, observations, and documentation of INLA administrators, program facilitators, and school officials. The results show that INLA implements educational, persuasive, and participatory communication strategies by placing aesthetic communication as the main approach. Elements of art, movement, music, stories, symbols, and emotional expressions are used to build students' moral experiences. The Four INLA Renewal Movements—renewal of mindsets, attitudes and behaviors, social relations, and culture and the environment—form an integrated communication framework. This study concludes that aesthetic communication plays a strategic role in internalizing moral values because it is able to reach the cognitive, affective, and behavioral aspects of students, although there are still limitations in the aspects of sustainability and long-term impact evaluation.

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1. INTRODUCTION

Social and cultural developments in the era of globalization have had a significant impact on the formation of the moral values of the younger generation. The rapid and diverse flow of information often doesn't match the individual's ability to discern values, making moral education an increasingly pressing need [1], [2].

Various approaches to character education have been implemented, but most remain normative and instructional. These

approaches tend to position students as objects, rather than active subjects, in the value-learning process. In this context, INLA developed the INLA Goes to School program as an effort to internalize the new moral values of "One Family World." This program is interesting to study from a communication science perspective because it positions aesthetic communication as a primary strategy in conveying moral values.

This study aims to analyze the communication strategies of the Four INLA

Renewal Movements and the role of aesthetic communication in the process of internalizing new moral values in students in Batam City.

2. LITERATURE REVIEW

Communication strategy is the planning and management of messages, media, and communication methods to achieve specific goals [3]. In the context of education, communication strategy functions as a means of shaping understanding, attitudes, and behavior.

Aesthetic communication emphasizes the use of elements of beauty, symbols, art, and emotion in the communication process [4]. This approach allows the message to be received more deeply because it involves the audience's experiences and feelings.

Internalizing moral values is the process of instilling them until they become part of an individual's consciousness and behavior. This process requires a continuous, contextual, and meaningful communication approach.

Pioneering program of the four renewal movements, namely new culture -新文化, new civilization -新文明, new value concept -新價值, and new morality -新道德 humanity aims to build a path of sustainable survival for all mankind, and also aims to create a path of true joy and happiness for mankind.

3. METHODS

This research uses a qualitative approach with a case study method. This approach was chosen because the research focuses on understanding the process and meaning of communication strategies in a real-world context. The research location was the INLA Goes to School program in Batam City. The research informants consisted of INLA administrators, program facilitators, and school officials [5].

Data collection techniques included in-depth interviews, observation, and documentation. Data analysis was conducted through the stages of data reduction, data presentation, and drawing conclusions.

4. RESULTS AND DISCUSSION

4.1 Overview of Research Object

The object of this research is the communication strategy of the Four INLA Renewal Movements in internalizing the new moral values of "One Family World" through the INLA Goes to School program implemented in Batam City. This research focuses on how INLA designs, conveys, and implements moral messages to students through a structured and sustainable communication approach.

INLA is a community/social organization engaged in character development and moral values of the younger generation. INLA's vision is to build collective awareness of the importance of harmonious living, mutual respect, and upholding human values by protecting life, loving life, and honoring life in individual and social life. To realize this vision, INLA formulated Four Renewal Movements as the main foundation for implementing various educational and social programs.

INLA's Four Renewal Movements represent a value renewal concept designed to instill a new morality relevant to the challenges of modern society. These movements emphasize the importance of transforming individuals' ways of thinking, behaving, and acting to enable them to live in a spirit of togetherness and universal brotherhood. These values are summarized in the concept of "One Family World," which serves as the central message in all INLA communication activities.

One concrete implementation of the Four Renewal Movements is the INLA Goes to School program. This program is an educational activity that targets the school environment as a strategic space in the character development of children and adolescents. Through this activity, INLA socializes new moral values using various communication methods, such as material delivery, interactive discussions, creative activities, and a persuasive approach through INLA arts and culture activities tailored to the characteristics of students through the universal love gymnastics method.

This research was conducted in Batam City, which was chosen as the research location because it is a multicultural region with diverse social and cultural backgrounds. This condition makes Batam City a relevant context for examining the internalization of the "One Family World" values, which emphasize unity, tolerance, and togetherness in diversity.

The subjects of this study included INLA administrators, facilitators/instructors of the INLA Goes to School program, and school officials involved in the program's implementation. The focus of this study was the communication strategies used to convey INLA's Four Renewal Movements, particularly in the process of internalizing new moral values to students.

4.2 Data Findings and Data Analysis

This subchapter presents the findings of field research data and its analysis based on the perspective of communication strategy and aesthetic communication in the INLA Goes to School program in Batam City. The analysis focuses on how the Four INLA Renewal Movements are communicated in a planned, meaningful, and aesthetic manner to internalize the new moral values of "One Family World" to students.

4.2.1 Communication Strategy Planning for the Four INLA Renewal Movements

Based on interviews and field observations, research findings indicate that communication strategy planning in the INLA Goes to School program is structured and oriented toward student characteristics. This planning includes determining communication objectives, formulating moral messages, and selecting media and delivery methods appropriate to the students' ages and backgrounds.

"Before entering school, we always prepare materials and delivery methods that are age-appropriate for the children, so that the message about One Family World can be well received." (INLA Management).

These findings demonstrate that INLA places planning as a crucial initial step in its communications strategy. Tailoring messages to audiences reflects a communication effort that is not one-way, but rather considers the recipient's circumstances.

When linked to Effendy's communication strategy theory, communication planning is a crucial part of determining the effectiveness of message delivery. Therefore, INLA's communication strategy aligns with communication principles that emphasize the appropriateness of message, medium, and recipient.

Based on the data findings, the communication strategy implemented by INLA is planned communication, audience-oriented, and adapting the message to the characteristics of students as the main communicants.

Strategically, INLA pays attention to the following communication elements:

- a. **Communicator:** INLA facilitators/instructors and volunteers who have interpersonal and educational communication skills, convey the message of the moral values of "One Family World" by paying attention to the characteristics of students as recipients of the message according to their level of education, for example Elementary School and Middle School;
- b. **Message:** the values of 'One Family World' are communicated in the form of symbols, narratives, and interactive art activities so that the message can be understood and deeply interpreted by students."
- c. **Media:** arts and cultural activities through the universal love gymnastics method, games related to the values to be taught, movement, music, stories and visuals;

- d. **Communicator:** students with diverse age and cultural backgrounds from Elementary and Middle Schools;
- e. **Effect:** changes in students' understanding, attitudes and moral behavior in behaving, speaking, expressing themselves through body gestures, facial expressions, language applied in daily activities in the school environment that are felt by teachers at school.

This strategy shows that INLA does not only transmit moral messages, but designs a communication process that is able to touch the cognitive, affective, and psychomotor aspects of students.

4.2.2 Aesthetic Communication as a Strategy for Conveying Moral Messages

Research findings indicate that aesthetic communication is a key element in INLA's communication strategy. Aesthetic communication is understood as the process of conveying messages through elements of beauty, symbols, artistic expression, and emotional experiences.

In practice, aesthetic communication is realized through:

- a. Body movements and expressions of the facilitator/instructor,
- b. Music and songs with themes of brotherhood, harmony of the universe, kindness
- c. An educational game that is full of meaning,
- d. Visuals and symbols that are easy for students to understand.
- e. Universal love gymnastics which invites students to do SMS - Smile Singing Enthusiasm teaches children to become energetic and happy young people.

This aesthetic approach makes the moral message not feel preachy, but rather

present as a pleasant and meaningful experience.

4.2.3 Analysis of Four INLA Renewal Movements from the Perspective of Communication Strategy and Aesthetic Communication

a. Mindset Renewal Movement (Cognitive Strategy – Narrative Aesthetics)

Based on data findings, mindset renewal is carried out through persuasive communication strategies with an aesthetic approach in the form of stories, metaphors, and reflective dialogue.

Stories about students' daily lives are used as an aesthetic medium to foster an understanding that each individual is part of one big family. This strategy is effective because the message is delivered in a narrative form that is easy to understand and remember, and uses real-life examples that relate to the students' daily lives.

b. Attitude and Behavior Renewal Movement

(Affective Strategy – Behavioral Aesthetics)

Field findings indicate that changes in attitudes and behavior are communicated through role models and direct experience. In the context of aesthetic communication, the behavior of the facilitator/instructor becomes a visual and symbolic representation of the moral values being taught.

The friendly attitude, empathy, and cooperation that are consistently demonstrated form an aesthetic experience that influences students' feelings and emotions, thus encouraging a deeper internalization of values.

c. Social Relations Renewal Movement

(Interactional Strategy – Relational Aesthetics)

This movement is realized through group activities designed to be communicative and aesthetically pleasing.

Interaction between students serves as the primary medium of communication, where the values of togetherness and tolerance are directly experienced.

Aesthetically, harmonious social relations create a positive emotional atmosphere that reinforces the moral message of "One Family World" as a shared life experience, not just an abstract concept.

d. Cultural and Environmental Renewal Movement

(Contextual Strategy – Cultural Aesthetics)

Data findings indicate that INLA utilizes local cultural and environmental elements as part of its communication strategy. The use of cultural symbols and environmental activities serves as an aesthetic means of linking moral values to the context of students' lives in Batam.

This approach strengthens the meaning of the message because moral values are communicated through experiences that are close to the social and cultural realities of students.

4.2.4 The Process of Internalizing New Moral Values through Aesthetic Communication

Data analysis shows that the internalization of the moral values of "One Family World" takes place through repeated and consistent aesthetic communication. Moral values are not only understood rationally, but also felt emotionally and manifested in action.

This process reflects that aesthetic communication functions as:

- a. Message delivery media,
- b. Means of forming meaning,
- c. Moral experience enhancer.

Thus, the INLA's communication strategy is not instructive, but transformative.

4.2.5 Synthesis of Findings from a Communication Science Perspective

Based on the overall findings and analysis, it can be concluded that the

communication strategy of the Four INLA Renewal Movements utilizes aesthetic communication as the main approach in internalizing new moral values.

Aesthetic communication enables moral messages:

- a. Delivered in a subtle and persuasive manner,
- b. Accepted without resistance,
- c. Internalized through direct experience.

These findings strengthen INLA Goes to School's position as an educational communication practice that emphasizes the beauty of the message, the depth of meaning, and the strength of social relations.

4.3 Criticism, Obstacles and Recommendations of the Results

This subchapter presents academic criticism, obstacles encountered in the field, and recommendations based on findings and data analysis on the communication strategies of the Four INLA Renewal Movements in internalizing the new moral values of "One Family World" through the INLA Goes to School program in Batam City. This discussion aims to provide a reflective evaluation as well as constructive input for future program development.

4.3.1 Critique of INLA Goes to School Communication Strategy

Based on the analysis, the communication strategy implemented by INLA has been generally effective and innovative, particularly in utilizing aesthetic communication as a means of conveying moral messages. However, from an academic communication perspective, several aspects still require constructive criticism.

First, INLA's communication strategy tends to emphasize affective and aesthetic aspects, while systematic reinforcement of cognitive aspects is still relatively limited. Moral messages are conveyed implicitly through art and game activities, but not all are accompanied by structured reflection sessions

that help students connect aesthetic experiences with conceptual understanding of moral values.

Second, the aesthetic communication used still depends heavily on the facilitator's personal skills. Differences in facilitator communication styles, expression, and creativity can potentially lead to variations in the effectiveness of message delivery between activities and schools.

Third, the communication strategy implemented is not fully supported by a systematic written communication strategy document, so that the evaluation of message success and measurement of communication impact is still qualitative and subjective.

4.3.1 Obstacles in Implementing Communication Strategies and Aesthetic Communication

Based on field findings, there are several obstacles that influence the effectiveness of the implementation of the INLA Goes to School communication strategy.

First, the relatively limited time constraints for implementing activities in schools prevent the process of internalizing moral values from occurring in depth and sustainably. Aesthetic communication requires time to build emotional experiences, but the duration of activities is often limited by the school's agenda.

Second, differences in student characteristics, such as age, cultural background, and level of understanding, present challenges in conveying moral messages aesthetically and evenly. Not all students respond to aesthetic stimuli in the same way.

Third, the limited media supporting aesthetic communication, such as props, visuals, and art properties, also become an obstacle in maximizing the power of the symbolic message conveyed.

Fourth, the absence of structured follow-up after the activity took place, either in the form of monitoring or evaluation of changes in student attitudes, making the long-

term impact of the communication strategy difficult to measure comprehensively.

4.4 Recommendations for Developing Communication Strategies and Aesthetic Communication

Based on the criticism and obstacles found, the researcher provides several recommendations as follows:

First, INLA is advised to develop a written communication strategy that includes communication objectives, key messages, aesthetic approaches, and indicators of success. This will help maintain consistency in the delivery of moral messages across schools and by various facilitators.

Second, there needs to be a strengthening of reflection sessions and focused discussions after the aesthetic activities. These sessions serve to bridge students' emotional experiences with their cognitive understanding of the moral values of "One Family World."

Third, INLA is advised to develop aesthetic communication training for facilitators, so that each facilitator has a relatively equal understanding and skills in conveying moral messages creatively and meaningfully.

Fourth, there is a need for the development of sustainable aesthetic communication media, such as visual modules, illustrated stories, or short videos, which schools can use to strengthen moral values after the INLA Goes to School activity is completed.

Fifth, it is recommended that there be further collaboration with schools to create follow-up programs, so that the internalization of moral values does not stop at one activity, but becomes part of daily habits in the school environment.

5. CONCLUSION

Based on the results of research and discussion regarding the Communication Strategy of the Four INLA Renewal Movements in Internalizing the New Moral Values of "One Family World" through the

INLA Goes to School Program in Batam City, several conclusions can be drawn as follows:

- a. The communication strategies implemented by INLA in the INLA Goes to School program are designed in a planned and contextual manner, taking into account student characteristics. Strategic planning includes determining communication objectives, formulating moral messages, and selecting media and communication methods appropriate to the students' age and social background.
- b. The new moral message of "One Family World" is delivered through a persuasive and participatory communication approach. The message is formulated in simple language and linked to students' everyday experiences, facilitating the process of understanding and accepting the moral values conveyed.
- c. The media and communication methods used in the INLA Goes to School program are dominated by face-to-face communication and interactive activities. This approach allows for intense interpersonal communication between facilitators and students, which plays a crucial role in the internalization of new moral values.
- d. The process of internalizing the "One Family World" values in students occurs gradually through understanding, acceptance, and application of the values in daily life. Research findings indicate changes in student attitudes that reflect the values of togetherness, tolerance, and mutual respect.
- e. The multicultural context of Batam City influences the implementation of INLA's communication strategy. The diversity of students' social and cultural backgrounds demands an adaptive and inclusive communication strategy so that moral messages can be effectively received by all students.

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