



# The role of interpersonal communication in the formation of social relationships of Student at the Islamic University of Indonesia in the digital era

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## ABSTRACT

The development of the digital era has changed the way students interact socially, but previous studies have focused more on digital communication practices and have not clearly explored the role of interpersonal communication in shaping social interactions. This gap highlights the need to understand how interpersonal interactions, both face-to-face and through digital media, influence students' social relationships. This study aims to analyze the role of interpersonal communication in shaping the social interactions of students at the Islamic University of Indonesia in the digital era. This study uses a qualitative approach with in-depth interviews as a data collection technique. It involved three students from different backgrounds as research informants. The results of this study indicate that face-to-face communication is more effective in shaping social interactions than digital communication. The theoretical contribution of this study lies in expanding the understanding of the role of interpersonal communication in the digital context, enriching the literature on student social communication, while the practical contribution is to provide recommendations for universities to design interaction strategies that can strengthen social engagement in the digital era.

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## 1. Introduction

Interpersonal communication is the direct exchange of opinion, ideas, and feelings between two or more people in the same space and time (Gustinawati & Romli, 2022). In the digital age, the dynamic of social building have undergone significant transformation, with interactions through digital platforms increasingly dominating everyday life (Behavior et al., 2025). This rapid technological development has brought about profound changes. In the way humans interact, communicate, and form social relationships. Although social media facilitates communication accessibility, its existence also risks reducing the quality of face-to-face social relationships (Tesyfay et al., 2024). This phenomenon is evident among students who now not only rely on direct communication but also intensively utilize various digital platforms as a medium for information exchange (Lusianawati & Jakarta, 2025). This condition confirms the interpersonal communication still plays a central role in forming social relationship among students amid the challenge of digitalization (Zhu & Zuo, 2024).



This Fig. 1 presents data from VOS viewer, based on data collected from Scopus between 2020 and 2025, totaling 660 documents, found on March 21, 2025, using the keywords human, communication, interpersonal, social, social interaction, and digital era. The basic categories in Scopus have not yet discussed the role of interpersonal communication in shaping the social interactions of students at the Islamic University of Indonesia in the digital era.

**Table 1.** Literatur review

Authors	Title	Method	Result
(Chairunnisa et al., 2024)	The influence of interpersonal relationships and communication on psychological aspects: A systematic review	Systematic Literature Review (SLR)	Positive interpersonal relationships enhance psychological well-being.
(Mustofa et al., 2023)	Interpersonal Communication as a Strategy to Increase Visitor Satisfaction: A Literature Review in Libraries	Qualitative.	Interpersonal communication affects satisfaction with service usage.
(Arlintang et al., 2024)	A Critical Review of Interpersonal Communication Theory: Implications for Social Relations in the Digital Age	library research	Technology is changing social patterns, but emotional depth is declining.
(Mustofa et al., 2024)	Interpersonal Communication Skills as Librarian: Systematic Literature Review: Interpersonal Communication Skills as a Librarian: A Systematic Literature Review	Systematic Literature Review (SLR)	Visitor (library user) satisfaction greatly depends on how librarians communicate. An inability to communicate interpersonally is the main reason for visitor dissatisfaction.
(Purwaningsih et al., 2020)	The Influence of Emotional Intelligence on Interpersonal Communication	Quantitative with a correlational design	Emotional intelligence has a positive effect on interpersonal communication.
(Kusmanto et al., 2022)	Interpersonal Communication Patterns Between the Principal and Teachers at SMP Negeri 6 Bandar Lampung, Bandarlampung City	Descrpitive qualitative research	Interpersonal communication supports the effectiveness of working relationships.

Table 1 present a review of previous research from the Scopus database, showing that interpersonal communication has been extensively studied in various contexts, such as psychology, library service, work environments, and educational institutions. Most of the previous studies emphasize the role of interpersonal communication in improving relationship quality, interaction

effectiveness, and individual satisfaction in various social environments. For example [Chairunnisa et al. \(2024\)](#) show that positive interpersonal relationships can improve psychological well-being, while [Mustofa et al. \(2024\)](#) emphasize that visitor satisfaction is highly dependent on how librarians communicate. [Arlintang et al. \(2024\)](#) added that although technology expands the ways of communicating, the emotional depth of social relationships tends to decline, indicating the need for attention to the quality of interpersonal communication.

Although these studies provide important insights, most of them were conducted in the context of organizations, public services, or general educational institutions. Research that specifically examines interpersonal communication in shaping student social interactions in the digital age is still limited, especially in the context of religious-based universities such as the Islamic University of Indonesia (UII). This indicates a research gap that needs to be filled with analysis that considers cultural, religious, and social interaction factors among students, so as to provide a deeper understanding of the dynamics of interpersonal communication in the academic and social contexts of students.

## 2. Theoretical Framework

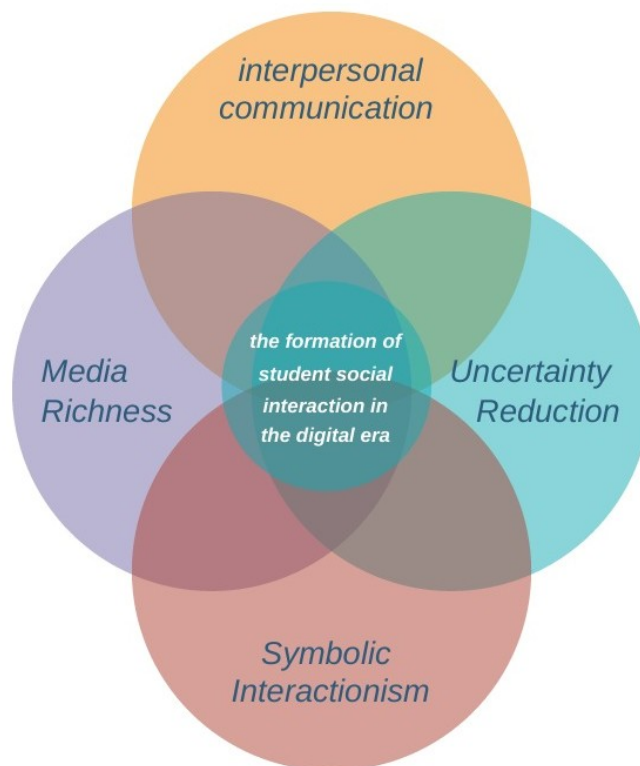
In this study, the communication theories used to analyze the phenomena under review are, first, interpersonal communication theory, which emphasizes the process of face-to-face message exchange and how this communication forms closer social relationships ([Solomon & Theiss, 2021](#)). Fundamentally, interpersonal relationships are defined as relationships between two or more individuals that are formed in a social context through interpersonal communication ([Chairunnisa et al., 2024](#)). In the context of students in the digital age, interpersonal communication is the main foundation for forming social relationships, even though interactions are now mostly conducted through digital media. This theory explains that through interaction, students not only exchange information, but also build a sense of familiarity, self-confidence, and give and receive social support ([Chairunnisa et al., 2024](#)). Thus, whether through direct interaction or communication technology, this process remains a crucial instrument for students in building and meaningful social relationships ([Utama et al., 2021](#)).

Second, The Uncertainty Reduction Theory explains how individuals use interpersonal communication to reduce uncertainty in social relationships, especially in the early stages of forming relationships ([Sespiani & Apilia, 2021](#)). This theory, developed by Charles R. Berger and Richard J. Calabrese, emphasizes that individuals actively seek information and build interactions to predict the behavior of others and create a sense of security, where effective communication strategies are needed to create more predictable interactions in new social situations (as cited in [Wijayanti et al., 2024](#)). In the context of the social environment of students at the Islamic University of Indonesia, interpersonal communication serves as a means to build trust, comfort, and stability in social relationships, especially when facing the transition from online interactions to offline meetings ([Perdana & Nurohmah, 2022](#)). Open interactions allow students to reduce awkwardness and cognitive uncertainty when dealing with new individuals or groups. This helps students form more stable, adaptive, and meaningful social relationships on campus ([Mishra et al., 2019](#)).

Third, media richness theory explains that each communication medium has a different level of information richness in conveying messages. This theory was developed by Daft and Lengel, who stated that face-to-face communication is a richer medium capable of conveying more communication cues such as facial expressions, body language, and feedback, making it more effective in reducing uncertainty and improving interpersonal understanding ([Daft & Lengel, 1986](#)). In student communication in the digital age, the use of communication media shows different levels

of effectiveness in building social relationships (Herawati et al., 2021). Digital media allows for emotional closeness and deeper understanding, but tends to have a lower level of richness due to limitations in nonverbal cues and direct feedback (Wulandari et al., 2025). Although digital media still allows for social interaction, these limitations can affect the quality of closeness and clarity of interpersonal communication (Fadillah et al., 2022). Therefore, the choice of communication media is an important factor in the process of forming and strengthening student social relationships (Choirul Fajri & Fadillah, 2022).

Fourth, Symbolic Interaction Theory explains that the essence of human activity is communication or the exchange of symbols that are given meaning. These symbols can be physical objects, words to represent feelings and ideas, or actions taken to give meaning when communicating (Nabila et al., 2026). The symbolic interaction theory, pioneered by George Herbert Mead and enriched by Peter L. Berger, presents an in-depth perspective on how social interaction and symbols play a role in social relationships. Symbolic interaction emphasizes the importance of meaning constructed through social interaction. In the social life of students at the Islamic University of Indonesia (UII), this theory explains that relationships are not only formed from ordinary conversations, but through a process in which students actively create and change the meaning of every interaction that occurs. The religiously-based educational environment at UII also becomes a social symbol that influences students' identities and how they interact with one another (Febridianti & Pribadi, 2023). Thus, through this exchange of symbols, students are able to build deeper interpersonal relationships, understand prevailing values and norms, and establish social stability in a campus environment based on religious values that also influence social interactions and build interpersonal relationships.



**Fig. 2. Theoretical framework of the Role of Interpersonal Communication in the Formation of Social Relationships of Students at the Islamic University of Indonesia in the Digital Era.**

As seen in Fig. 2, presents four main communication theories that form the basis of this study in shaping the social interaction patterns of students at the Islamic University of Indonesia (UII) in the digital age. Interpersonal communication theory is the main theory, whereby the exchange of messages builds social relationships on campus. However, in the digital age, this process has become more complex due to the transition between virtual and physical spaces. In this digital era, the theory of uncertainty reduction plays an important role for students in maintaining safer social relationships. This process of reducing uncertainty is influenced by media richness theory, whereby students choose the appropriate communication media. Although digital media helps maintain connections, face-to-face interaction is seen as a medium that can provide more effective non-verbal cues to build emotional closeness. The entire interaction process certainly gives meaning to every symbol they exchange, with symbolic interaction theory as a process of meaning-making that is also influenced by religious values and campus culture that shape student identity.

### **3. Method**

Qualitative research is an approach that focuses on the process of exploring and gaining a deep understanding of social phenomena and issues faced by humans. In the process, researchers compile comprehensive representations, analyze data in the form of words, explore the subjects' perspectives in depth, and conduct observations in a natural context without manipulation (Villamin et al., 2024). The main focus is to uncover the meanings hidden behind actions or behaviors, particularly in the context of interpersonal communication among students in the digital age. Thus, this approach allows researchers to capture nuances, dynamics, and complexities that cannot be revealed through quantitative approaches.

In this study, the respondents consisted of active students at the Islamic University of Indonesia (UII) who were involved in various forms of social interaction, both face-to-face and through digital platforms. The selection of respondents was carried out using purposive sampling, which means that subjects were selected based on specific criteria. The criteria included three faculties with different social backgrounds, namely FIAI (Faculty of Islamic Studies), FP (Faculty of Psychology), and FBE (Faculty of Business and Economics) (Jailani et al., 2023). The selection of these three faculties was made to represent variations in the social and cultural contexts of student communication. FIAI was chosen because it represents an academic environment based on religious values, making it possible to see how Islamic norms shape interpersonal communication practices. FP was chosen because it is related to the dynamics of interpersonal relationships and the process of interaction between individuals. Meanwhile, FBE was chosen to represent a more professional and strategic communication context. This variation allows for a better understanding of the formation of student social groups in a diverse academic environment.

In-depth interviews were used as a data collection technique in this study. The aim was to gain a rich and contextual understanding of students' experiences, views, and subjective meanings regarding the role of interpersonal communication in shaping social interactions in the digital age. Interviews were conducted face-to-face or using online platforms such as Zoom. This method allows researchers to explore participants' perspectives in depth, enabling them to understand their points of view in a more personal and reflective manner (Villamin et al., 2024). The stages of data collection included preparing interviews based on the research objectives, contacting and obtaining participant consent, conducting interviews and recording conversations with participant permission, transcribing the interview results verbatim, and finally compiling the data for analysis. Thus, the research also pays attention to ethical principles in research, namely participant consent, maintaining the confidentiality of participant identities, and using data only for academic purposes.

Data analysis in this study used a qualitative descriptive approach with thematic analysis methods. Thematic analysis is a data analysis method in which the process of identifying, analyzing, and reporting data is done in the form of themes or patterns that form data conclusions. The data obtained from the interviews were analyzed by grouping the findings based on the main themes that emerged during the research process (Dwi Kristanto & Sri Padmi, 2020). The stages are data familiarization, where the researcher reads and reviews the interview transcripts repeatedly to understand the entire content of the data, followed by data reduction, which is an important process of selecting data, focusing and simplifying it by marking the parts that are relevant to the research focus (Putra et al., 2019). Next is data grouping, which involves grouping meanings that form initial categories and themes that represent patterns in the data. Data review and refinement, where the formed themes are reviewed by adjusting them to the initial data, and themes that are less relevant are adjusted or eliminated (Heriyanto, 2018). Finally, there is the interpretation and presentation of results, where the final themes are interpreted to explain the phenomenon being studied, and then the data is presented in the form of a narrative description.

In this study, data validation was carried out using the source triangulation technique. Source triangulation is a technique for checking the reliability of information by testing data obtained from several different sources. This technique aims to sharpen the credibility of data by checking the consistency of information obtained from several sources. In practice, the researcher compared the results of interviews with three informants from different backgrounds, comparing the perspectives of informants from the Faculty of Islamic Studies (FIAI), the Faculty of Psychology (FP), and the Faculty of Business and Economics (FBE). Through this technique, the researcher can compare and explore the interview data obtained from each informant. The comparison aims to obtain a more comprehensive picture from various perspectives and draw valid and objective conclusions.

#### **4. Result and Discussion**

The results of interviews with three informants from three different faculties and social backgrounds revealed several findings regarding students' views on interpersonal communication, the role of technology, Islamic values, and the dynamics of social interaction in the digital age.

##### **The importance of direct (interpersonal) communication in the digital age**

Interpersonal communication plays a very important role compared to online communication, in that face-to-face communication is considered more meaningful because it can build closeness, emotionally, and also social relationships. Students from the Faculty of Islamic Studies (FIAI) stated that they prefer direct communication because it is considered warmer and makes it easier to read the expressions of the person they are talking to. He revealed that, *"I prefer direct communication because it feels warmer and I can see the expressions of the person I am talking to,"* which he believes helps create emotional closeness. Furthermore, the second informant, a student from the Faculty of Business and Economics, also emphasized the importance of direct communication. He considered that direct interaction remains the primary choice in building social relationships and effective cooperation. This was confirmed by his statement, which mentioned that *"face-to-face communication is important,"* because according to him, *"online classes or meetings are not effective, even though they are efficient,"* so direct communication is considered more capable of avoiding misunderstandings and strengthening relationships between students. Meanwhile, a student from the Faculty of Psychology, despite being active in digital communities, acknowledged that online communication does not always run smoothly when transitioning to face-to-face meetings. This

statement is in line with his experience, stating that *"I've had long conversations on Discord, which seemed fun and connected, but when there was an event and we met in person, it felt really awkward,"* making him feel that digital communication has limitations in building real social closeness.

### **The Use of Digital Media in Social Interaction**

Although face-to-face communication is considered very important, the results of the interviews show that UII students also use digital media as a means of communication. Student informants from the Faculty of Business and Economics said that digital media is indeed very helpful for conveying initial information in organizational activities, but ultimately face-to-face interaction is still necessary to create a better understanding. This is reinforced by his statement that *"if coordination initially takes place in a group, but in the end everyone will gather together,"* which shows that digital communication serves as a tool, not a substitute for direct interaction. In addition to coordination, FP students use social media as a means of building social relationships, especially with friends who have similar interests. He recounted his experience, *"I have a close friend whom I met through an online community... we chat every day about hobbies, confide in each other, and help each other with assignments,"* which shows that digital communication can also create emotional closeness and become a space for sharing personal matters. This statement shows that digital media can be an initial bridge in building more intense social relationships, even though it cannot always completely replace direct interaction. Meanwhile, the informant from FIAI showed caution in utilizing digital media. He revealed that *"even on digital media, I try not to chat too often or for too long, except for very important matters,"* reflecting his view that online communication should be used sparingly and be more functional in nature.

### **Islamic Values and Social Norms in Student Communication**

Islamic values and social norms are among the factors that influence the communication patterns of UII students. Students from the Faculty of Islamic Studies (FIAI) emphasize the importance of maintaining good manners and politeness in communication, especially when interacting with the opposite sex. He stated that *"I make sure not to chat intensely with someone of the opposite sex without a purpose, and I try my best to be mindful of my body language and tone of voice,"* which shows his cautious attitude to ensure that communication remains in line with the Islamic values embraced on campus. This shows how religious norms act as boundaries in students' social interactions. A student from the Faculty of Psychology (FP) also acknowledged the influence of Islamic values taught at UII on the way they communicate. They stated that *"because UII teaches manners, I am not as free as I am in online groups,"* reflecting that even though they are active in the digital community, they feel the need to restrict themselves when on campus in order to comply with the prevailing norms. This reinforces the idea that religious norms at UII are not only symbolic but also influence students' attitudes in maintaining their communication style. Unlike the other two, students from FBE view Islamic values as reinforcing rather than determining students' communication patterns. He argues that *"if Islamic values are only reinforcing... the habits have already been formed before entering college,"* which shows that for him, polite behavior in communication is mostly formed from habits that existed before entering the campus world. Even so, he still acknowledges the importance of ethics and manners in every form of interaction, both direct and digital.

### **Factors Affecting the Effectiveness of Interpersonal Communication**

In addition to the aspects of communication form and social values, several other elements play a crucial role in determining the effectiveness of interpersonal communication among students at the Islamic University of Indonesia (UII). Students from the Faculty of Islamic Studies (FIAI) specifically highlight that politeness, choosing the right time, and manner of speaking are essential factors in ensuring smooth communication, both when interacting directly and through digital platforms. They strive to maintain good manners, including when joking in groups or sending private messages, because, according to them, *"sometimes the boundaries become blurred," especially when joking around in groups or DMs,*" which shows how sensitive the context of communication is among students. Students from the Faculty of Psychology (FP) added that personal comfort is the main reason for choosing a method of communication. He revealed that he is *"more comfortable via chat,"* because when meeting in person, he often feels awkward and at a loss for words. This shows that an individual's psychological condition has a major influence on the effectiveness of interpersonal communication.

The FBE student, who is active in organizations, emphasized the importance of separating personal and professional matters so that communication remains effective. He recounted his experience, *"There was once someone who mixed personal matters with the organization, and the result was unprofessional,"* so he prefers to limit social relationships in organizations to work matters only. In addition, he also highlighted the influence of digital technology on students' communication patterns. He stated that although technology facilitates communication, it can also make people more reluctant to interact directly, because *"if there is digital communication, everything becomes easier... but sometimes it makes people lazy."* This statement reinforces the idea that digitalization has a double impact, facilitating communication but at the same time reducing the intensity of face-to-face social interaction (Berger & Roloff, 2019). Thus, factors such as communication ethics, personal comfort, separation of personal and professional matters, and the influence of digitalization are the main determinants of the effectiveness of interpersonal communication among UII students. Each of these factors varies according to the character and experience of the students, thereby forming unique communication patterns on campus (Tiago & Veríssimo, 2014).

### **Communication as a Means of Shaping Social Interactions**

The interview results show that interpersonal communication is seen as an important means of forming social relationships among UII students. Students from the Faculty of Islamic Studies (FIAI) revealed that good communication can create a positive social environment and have a good influence on social relationships. He stated that *"if our communication is good, inshaAllah, social interaction will be more meaningful and lead us to a positive environment,"* which indicates that for him, communication is not only a means of exchanging information, but also a foundation for building healthy social relationships. This reinforces the understanding that interpersonal interaction has a broad impact on the quality of students' social relationships. Students from the Faculty of Psychology (FP) also view communication as the initial bridge for forming social relationships, both in the virtual world and in the real world. He shared that his involvement in the digital community made it easier for him to find friends with similar interests, saying, *"I became more interested in finding friends on campus who share the same hobby... we can have long conversations,"* which shows that communication is key in expanding social networks and building closer personal relationships. Unlike the other two, the FBE student, who is active in organizations, chooses to limit his social interactions within the context of the organization. He mentioned that he

considers his friends in the organization as work colleagues only, not as close personal friends. This is emphasized by his statement, *"I consider my friends in the organization to be a work team, I can't get too close to them personally,"* which shows that for him, interpersonal communication in organizations is more professional and does not always lead to personal social relationships. Thus, interpersonal communication plays a very important role in shaping the social interactions of UII students, even though the way it is interpreted differs from one student to another. For some students, communication becomes a bridge to build closer and more personal relationships, while for others, communication is seen more as a professional tool with certain limitations (Jongsma et al., 2021).

**Table 2.** Discussion

<b>Research Finding</b>	<b>Theories Used</b>	<b>Conceptual Explanation / Implications</b>
Face-to-face communication is considered more effective in building social closeness	Interpersonal Communication Theory	Direct communication provides a stronger emotional channel through facial expressions, gestures, and eye contact. This strengthens trust and warmth in student social relationships.
Digital media is used as a complement for initial coordination, not as a primary substitute for interaction	Media Richness Theory	Students realize that digital media is not "rich" enough in conveying emotional nuances, so they still rely on face-to-face communication to resolve ambiguities and build relational closeness.
Digital relationships that appear close do not always translate successfully into real- life interactions	Uncertainty Reduction Theory	Digital communication is not fully capable of reducing social uncertainty. Relationships that appear smooth online can become awkward when moving to physical interaction due to the limited social cues in digital media.
Social media is used to find friends with similar interests, share personal stories, and form virtual communities	Symbolic Interaction Theory	Students form social meaning and self- identity through symbols, language, and narratives used in digital communities. This process strengthens social bonds even though it does not completely replace physical interaction.
Islamic values limit the form and intensity of communication between genders	Symbolic Interaction Theory (expanded with religious values)	Communication symbols are not only interpreted sociologically, but also religiously. Manners, interaction boundaries, and caution become moral symbols that strengthen or limit the intensity of interpersonal communication.
Personal and psychological comfort influences the choice of communication media	Interpersonal Communication Theory	The choice of using direct or digital communication is related to perceptions of comfort and social anxiety. This shows that interpersonal communication is greatly influenced by individual characteristics.
Separation between professional and personal spheres in organizational communication	Uncertainty Reduction Theory & Communication Ethics	Students are aware of the importance of maintaining communication boundaries so as not to cause role conflicts or miscommunication, especially in the context of organizations or teamwork.

As seen in Table 2, in this study shows the research findings that UII students view face-to-face interaction as far more effective in building social closeness than digital media. Theoretically, this

confirms the theory of interpersonal communication that strengthens student trust in the digital age, and the use of digital media in building relationships also confirms the Media Richness theory, which states that digital media is often not "rich" enough to convey emotions and non-verbal cues. As explained in [Table 2](#), students' use of digital media tends to be functional as a complement to initial coordination. The limitations of digital media in providing complete social cues often trigger awkwardness when switching to direct interaction. The social awkwardness experienced by students when interacting face-to-face can be minimized through small talk or light conversation. As found by [Arlintang et al. \(2024\)](#), face communication plays an important role in building trust and deeper personal connections, which are often difficult to achieve through functional digital communication.

This proves that online communication is not fully capable of performing its function in uncertainty reduction theory. On the other hand, the use of social media by students to form communities based on interests shows a process of symbolic interaction based on strong Islamic values among UII students. Finally, the effectiveness of interpersonal communication is also greatly influenced by individual psychology, such as comfort level and social anxiety. The researchers also observed conscious actions by students in applying communication ethics to separate the professional and personal spheres, especially in organizations. Overall, these findings show that the dynamics of UII students' communication in the digital era are a combination of technological convenience, psychological needs, and compliance with norms that form structured social relationship patterns.

The findings in this study reinforce the theory while providing a new perspective in the digital context. A comparison with previous research by [\(Purwaningsih et al., 2020\)](#) shows similarities in that emotional intelligence affects the quality of relationships, but this study also expands on these findings by showing that in religious environments such as UII, "Adab" is a determining variable in the effectiveness of interpersonal communication in the digital age. Furthermore, the findings regarding interactions in the digital era are in line with [\(Turnip & Siahaan, 2021\)](#) that communication ethics in the digital era are crucial for maintaining social relationships.

## 5. Conclusion

This study confirms that interpersonal communication plays a significant role in shaping the social interactions of students at the Islamic University of Indonesia (UII) in the digital age. Although digital technology offers convenience in communication, it has not been able to replace the emotional depth and effectiveness of communication. Face-to-face interaction is still considered more effective in creating emotional closeness, reducing uncertainty, and building meaningful social relationships. Digital media is used by students as an initial means of coordination or interaction, but it cannot fully replace the warmth and depth of direct communication. In addition, Islamic values and social norms that apply in the UII environment are important guidelines in limiting and directing communication patterns, especially in maintaining ethics and prudence in interact, especially with the opposite sex. Individual factors such as communication media preferences, personal comfort, and the separation of professional and personal spheres also influence the effectiveness of students' interpersonal communication. The results of this study show that the communication patterns of UII students in the digital era are a combination of technology utilization, religious and social values, and personal characteristics, which together form effective, ethical social interactions that are appropriate to the campus cultural context ([Febrianti et al., 2024](#)).

Theoretically, this study reinforces media richness theory by proving that the emotional dimension remains the main advantage of face-to-face communication and cannot be replaced by digital technology. In addition, findings regarding social discomfort after digital interaction contribute to uncertainty reduction theory. Finally, this study broadens the perspective of symbolic interaction by showing how religious values function as a form of interpersonal communication patterns among students in Islamic higher education institutions. Practically, the results of this study provide input for educational institutions to continue prioritizing physical interaction spaces as a means of student development. Given the limitations of digital media in building emotional closeness, student organizations are advised to strike a balance. Thus, this study makes an important contribution to understanding the dynamics of interpersonal communication among students in the digital age, particularly in the context of Islamic-based universities, and can serve as a reference for developing more effective communication strategies in academic environments. This study has several limitations. First, the number of informants involved in this study is still limited, namely only three students from different faculties, so it does not fully represent all students at the Islamic University of Indonesia. Second, this study was conducted in an Islamic-based university, so the communication patterns found were influenced by certain cultural and religious factors. Future research is recommended to involve a larger number of participants in order to obtain a more comprehensive picture.

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