

THE COMMUNICATION IMPLEMENTATION OF THE HEADMASTER TO IMPROVE THE SCHOOL QUALITY

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INFORMASI ARTIKI

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A B S T R A C T

The aim of this study is to investigate the communication implementation of the headmaster to improve the school quality. This investigation uses phenomenological qualitative research. The data of this study is the result of observation and interview. To analyze the data, the researcher uses Miles and Huberman, and Saldana (2014): data condensation, data display and verification. The result of this study are: (1) Imposing fines for tardiness among teachers. (2) The school principal reprimands teachers who are frequently late. (3) Promoting a new idea by conducting a meeting to socialize it. (4) Providing new ideas without actively participating in their implementation. (5) Issuing warnings to teachers if their attendance is only 50%. (6) Instructing teachers to revise lesson plans without proper guidance.

Tujuan penelitian ini adalah untuk mengetahui implementasi komunikasi kepala sekolah dalam meningkatkan mutu sekolah. Investigasi ini menggunakan penelitian kualitatif fenomenologis. Data penelitian ini merupakan hasil observasi dan wawancara. Untuk menganalisis data, peneliti menggunakan Miles dan Huberman, dan Saldana (2014): kondensasi data, tampilan data dan verifikasi. Hasil penelitian ini adalah: (1) Pengenaan denda atas keterlambatan di kalangan guru. (2) Kepala sekolah menegur guru yang sering terlambat. (3) Mempromosikan suatu gagasan baru dengan mengadakan pertemuan untuk mensosialisasikannya. (4) Memberikan ide-ide baru tanpa ikut serta aktif dalam implementasinya. (5) Memberikan peringatan kepada guru apabila kehadirannya hanya 50%. (6) Menginstruksikan guru untuk merevisi RPP tanpa bimbingan yang tepat.

INTRODUCTION

Communication management is the reciprocal process of exchanging signals to convey information, persuade, or give commands, based on shared meaning and conditioned by the context of the relationship between communicators and their social context. (Cutlip, 2007) Communication has an extremely close relationship with leadership, to the extent that it can be said there is no leadership without communication. Furthermore, as a prerequisite for a leader, in addition to being knowledgeable, forward-thinking, sincere, diligent, courageous, and honest, physically and mentally healthy, they must also possess communication skills, as Rogers states, "Leadership is Communication." The ability to communicate will determine the success of a leader in fulfilling their duties.

However, in reality, teachers do not feel heard or have a channel to voice their concerns; they may feel stressed or isolated. They may also struggle to share ideas or input that could enhance education at the school. The lack of communication management can negatively impact the relationship between the school principal and teachers, creating feelings of distrust and tension that can hinder the collaboration necessary to achieve desired educational goals. To address this issue, it is crucial for the school principal to prioritize open and transparent communication with the teaching staff. This may include regular meetings, collaborative sessions to formulate school policies, and listening to input and concerns from teachers.

Therefore, How is the communication management of the headmaster to improve the school quality? It is crucial for the school principal to prioritize open and transparent communication with the teaching staff. This may involve holding regular meetings, collaborative sessions for policy formulation, and actively listening to input and concerns from teachers. In doing so, the principal's communication management can enhance school quality by ensuring that all parties are engaged in the decision-making process, sharing ideas, and feeling heard and valued. This, in turn, will create a more positive and supportive work environment, which will contribute to the improvement of the quality of education within the school.

THEORITICAL ORIENTATION

Communication management is a process of managing the utilization of communication resources to enhance quality and effectiveness based on shared meaning and conditioned to achieve the organization's predefined goals. Organizational communication management serves as the driver of communication activities in the effort to achieve the organization's objectives. Communication within an organization functions as a control system in management, serving as a tool to direct, motivate, monitor, observe, and evaluate the implementation of organizational management, which aims to guide toward objectives so that the performance conducted by the organizational management can proceed smoothly. Within an organization, there are individuals with their respective roles, and they are interrelated (Hadikusuma, 2011).

Communication serves as the foundation in management, where managers or leaders of a company or institution use communication to direct and coordinate their employees. This ensures that activities within a company can be carried out effectively without any hindrances.

Additionally, communication is also employed by superiors to establish objectives, provide work instructions, convey policies and procedures to subordinates, highlight issues that require attention, and provide feedback on performance.

Leadership remains a vacuous concept without effective communication. Communication channels the substantive aspects of leadership in the sustainability of an organization. The organization serves as a container wherein communication patterns can take place. The leader is responsible for creating a conducive pattern of communication flow. (Saleh, 2016)

Leadership in an organization is about trust, not only for the organizational leader but also for all individuals within the organization, by instilling confidence in them to carry out assigned tasks or responsibilities. This engenders a harmonious working relationship between leaders and employees.

The key to the school principal's effective leadership lies in their emotional stability, confidence, and the ability to instill fairness. This forms the psychological basis for treating the staff equitably, setting exemplary behavior, and carrying out their responsibilities. In this context, the school principal is expected to demonstrate their capacity to foster collaboration with all staff members within an open and partnership-oriented work environment. Furthermore, they should actively engage parents to enhance their participation.

As a communicator, the school principal serves as an intermediary to convey instructions to the teachers and relay the aspirations of the school's personnel to higher authorities and the community. The communication pattern in schools is generally familial, often taking place during their leisure time. Information flow is characterized by two-way communication, comprising both top-down and bottom-up channels. (Fitrah, 2017)

METHODS

The method used in this research is qualitative. This choice is due to the fact that in this research, the author analyzes the communication implementation of the headmaster to improve the school quality. The subjects serving as sources of information to obtain the desired data in this study are Headmaster of Madrasah Ibtidaiyah Bidayatul Hidayah Bandar Khalipah. In this research, data is collected through three methods: observation, interviews, and documentation. The primary data collection instrument is the researcher themselves, referred to as the human instrument. Furthermore, data analysis in this research employs qualitative techniques with the following steps: 1) data condensation, 2) data display, and 3) verification.

RESULT AND DISCUSSION

After analyzing the data about the communication implementation of the headmaster to improve the school quality, there are 6 findings in this research namely: (1) Imposing fines for tardiness among teachers. (2) The school principal reprimands teachers who are frequently late.

(3) Promoting a new idea by conducting a meeting to socialize it. (4) Providing new ideas without actively participating in their implementation. (5) Issuing warnings to teachers if their attendance is only 50%. (6) Instructing teachers to revise lesson plans without proper guidance.

Imposing fines for tardiness among teachers means this suggests that there is a system in place where teachers can be fined if they are consistently late. The school principal reprimands teachers who are frequently late means it indicates that the school principal takes the initiative to address the issue of teacher tardiness by giving them warnings or reprimands. Promoting a new idea by conducting a meeting to socialize it means this implies that there is a practice of introducing and gaining support for a new concept or idea by organizing a meeting to discuss and familiarize others with it. Providing new ideas without actively participating in their implementation means suggests a situation where someone is offering suggestions or ideas but not taking an active role in carrying them out or ensuring their execution. Issuing warnings to teachers if their attendance is only 50% means his indicates a policy where teachers receive warnings if their attendance falls below a certain percentage, in this case, 50%. Instructing teachers to revise lesson plans without proper guidance means that teachers are given instructions to modify their lesson plans, but the instructions lack clear and proper guidance

CONCLUSION

1. Findings

After analyzing the communication implementation of the headmaster to improve school quality, the research identified several key findings. These include the imposition of fines for teacher tardiness, reprimanding teachers who are frequently late, promoting new ideas through meetings, providing new ideas without actively participating in their implementation, issuing warnings to teachers if their attendance is only 50%, and instructing teachers to revise lesson plans without proper guidance.

2. Comparison

The comparison between the findings in the article and the expert findings by Danim and Suparno reveals several aspects of interpersonal communication and the persuasive communication skills of the school principal. The article's findings include imposing fines for teacher tardiness, reprimanding late teachers, promoting new ideas through meetings, providing new ideas without active participation in their implementation, issuing warnings for low teacher attendance, and instructing teachers to revise lesson plans without proper guidance.

In contrast, Danim and Suparno emphasize the need to cultivate the school principal's persuasive communication skills. This can be achieved through various methods, including the exchange of information, using appropriate methods and approaches, enhancing the ability to understand message content and provide feedback, and promoting honesty and openness in carrying out school management tasks.

The comparison highlights the importance of not only implementing disciplinary measures and communication strategies but also developing the school principal's ability to communicate persuasively and foster open and honest communication within the school community. This approach can contribute to a more collaborative and supportive environment, ultimately enhancing the quality of education within the school.

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