PRINCIPAL'S COMMUNICATION STYLE IN BUILDING A QUALITY SCHOOL IN SMP 2 MUARA TIGA

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan proses komunikasi kepala sekolah, bagaimana kepala sekolah membangun komunikasi, faktor-faktor yang menghambat komunikasi kepala sekolah dalam membangun sekolah berkualitas, dan faktor-faktor yang memfasilitasi komunikasi keterlibatan kepala sekolah dalam membangun sekolah berkualitas. Metode yang digunakan tim peneliti dalam penelitian ini adalah metode kualitatif dengan jenis penelitian deskriptif. Selain itu, teknik pengumpulan data yang digunakan yaitu wawancara mendalam, observasi. Hasil dari penelitian ini adalah: (a) prosedur komunikasi yang digunakan oleh pengelola SMP 2 Muara Tiga yaitu komunikasi secara tatap muka; (b) cara kepala sekolah menjalin komunikasi melalui penggunaan pesan verbal berupa pesan lisan dan tulisan serta pesan nonverbal berupa tindakan; (c) Faktor-faktor penghambat komunikasi Kepala Sekolah dalam membangun sekolah berkualitas di SMP 2 Muara Tiga, yaitu sumber daya manusia; dan (d) faktor pendukung komunikasi kepala sekolah dalam membangun sekolah berkualitas di SMP 2 Muara Tiga diantaranya: (1) keterbukaan kepala sekolah; (2) adanya rasa kekeluargaan; (3) sosialisasi visi dan juga misi sekolah.

Kata Kunci: Komunikasi, Kepala Sekolah, Sekolah Berkualitas

Abstract

This research aims to describe the principal's communication process, how the principal builds communication, factors that hinder the principal's communication in building quality schools, and factors that facilitate the principal's communication involvement in building quality schools. The method used by the research team in this research is a qualitative method with descriptive research type. In addition, the data collection techniques used were in-depth interviews, observation. The results of this study are: (a) communication procedures used by the manager of SMP 2 Muara Tiga, namely face-to-face communication; (b) how the principal establishes communication through the use of verbal messages in the form of oral and written messages and nonverbal messages in the form of actions; (c) factors inhibiting Principal communication in building quality schools at SMP 2 Muara Tiga, namely human resources; and (d) supporting factors for principal communication in building quality schools at SMP 2 Muara Tiga include: (1) openness of the principal; (2) a sense of family; (3) socialization of the school's vision and mission.

Keywords: Communication, Principal, Quality School

1. INTRODUCTION

Schools are educational institutions that have various aspects that are interrelated and supportive, including teaching and learning activities to improve quality and develop the potential of students. The principal occupies the highest position in the school. Because the principal has an important role and everything in the school. For this reason, principals and teachers must work together and need coordination to improve school quality.

The principal is a leader, responsible for the management and development of the school. His duties include planning, organizing, implementing, and evaluating educational activities in schools. The principal is also an educator who is given additional duties as the leader of a school, in which the learning process occurs between educators and students as course participants. The role of the principal is as a leader.

Leadership is the key to the success of an organization because leadership is the most central position in an organization. Determining the success of the organization and establishing internal communication within the organization is one of the leadership roles. Strong leadership is based on the philosophy of the majesty of the human spirit and soul, as well as the human spirit. perseverance and persistence in maximizing personal potential (Suwalintyo, t.t.). Everyone has a different division, and so do organizational leaders. Style is a combination of language and actions used by someone to convey a message, so leadership communication style is a combination of language and actions used by a leader used to communicate with his subordinates. In organizations, there are communication rules that apply to the relationship between leaders and subordinates. In this case, communication rules are said to regulate communication behavior between organizational members (Jun, 2020).

Thus, the communication style of a principal determines how the school can become a quality school. Communication styles can be seen as functions, characteristics or different modes, procedures or expressions and replies. Every attitude reflects some communication style may be recognized. Everyone has a distinctive personal Communication style. In addition, the communication style organized by employees must be changed, for the communication style is the core or connection of interaction occurs in each communication between superiors and subordinates.

Communication styles can be arranged situations and beliefs as there is a good communication belief ready anywhere or with anyone. Communication style according to Liliweri, (2003) states that communication style is defined as a mixture of verbal and illustrative communication elements. Individual verbal messages are used to communicate with certain words that characterize the communication style. This includes tone, volume over all messages expressed. In an organization, a leader must be able to create an effective communication style that can increase work motivation for his subordinates to get several goals.

Communication is a way of conveying information or explanations from one interlocutor to another as an individual or group, in order to improve attitudes or behavior, by meeting directly with the person to whom the communication is addressed, or by using communication tools. communication. The most important thing for humans is communication because smooth communication will help in carrying out the right and correct tasks. Irawan, (2021) reveals, communication can take place when there is an understanding of the meaning between something communicated by the informant and the recipient of the information. If someone understands the information conveyed by others to him, then the communication can run or also called their relationship is understandable.

Vice versa, if both parties do not understand each other, then communication will not be effective. The role of media for a school supervisor is not only to have communication tools and means but to convey messages or information. This is because no organization can exist without communication and cannot function properly without communication.

Communication is also an asset to interact between individuals and other individuals. While the concept of communication itself follows Hendra & Hartati, (2019) specifically the process of delivering meaningful messages or information from the sender of information to the recipient of information with the aim of achieving certain goals. Principals in their efforts towards quality schools together with other school members, school members are also an

important factor in efforts to realize quality schools. Therefore, without the involvement of the school community, the goal will not be achieved.

2. METHODE

The method used in this research is qualitative with descriptive research type, namely data only and data management research methods. Qualitative research methods are research methods in natural conditions, researchers are the main tool, in qualitative research the object cannot be seen directly and is broken down into many variables. Qualitative research views an object as something dynamic, the result of the formation of thoughts and interpretations of observed symptoms, and intact because every aspect of the object is an inseparable unity (Murdiyanto, 2020). The purpose of this study is to describe the communication process used by the principal, the methods used by the principal in building communication, the factors that hinder the principal in achieving school quality in his school SMP Negeri 2 Muara Tiga and the Supporting Elements of the Principal. Communication in realizing quality schools at SMP Negeri 2 Muara Tiga.

3. RESULT AND DISCUSSIOM

The search results when searching provide results, namely: (1) The communication process of the Head of SMP Negeri 2 Muara Tiga includes: (a) direct communication process; and (b) communication process through media, especially through WhatsApp group. (2) how to contact the principal of SMP Negeri 2 Muara Tiga, including: (a) oral and written messages; and (b) nonverbal messages in the form of actions, especially through giving good examples from the principal such as completing work on time, never delaying. This is done by the principal to be imitated by his subordinates. (2) Factors that hinder the principal's communication in the implementation of the school's vision and mission come from the human resources themselves, namely all teachers and school staff who do not have a good attitude, the degree is in accordance with what the director expects and not all have good motivation; and (4) elements that support the principal's communication to achieve the school's vision and mission, including: a) openness of the principal; (b) having a sense of kinship; (c) socializing the vision and mission of SMP Negeri 2 Muara Tiga.

The communication process carried out by the Principal of SMP Negeri 2 Muara Tiga takes place in two ways, namely: (a) the face-to-face communication process, the face-to-face communication process carried out by the principal of SMP Negeri 2 Muara Tiga with the aim of further improving communication between the principal and other school members and the principal can see directly the reactions of others and the principal can provide direct feedback; and (b) the process of communicating with the media, such as using WhatsApp. According to the principal, the existence of this group is very helpful for the communication process at school. The existence of this group makes it easier for the principal, whether it is just sharing information or discussing important matters related to everything at school, and school staff can immediately respond to messages.

The communication process found by researchers is supported by Hartini's comments, (2016) There are two communication processes, namely: (a) The face-to-face communication process is called face-to-face because when communication takes place, the sender and receiver of information face each other. In this communication position, the recipient of the information can directly see and communicate with the communicator. Therefore, face-to-face communication is also called face-to-face communication. The communicator can immediately understand the impact of his communication, and the communicator's feedback can be received directly by the communicator. Therefore, often in face-to-face communication, the message response can be obtained directly.

Judging from the number of message recipients encountered by the sender of the message, face-to-face communication is divided into interpersonal communication and group communication (small groups and large groups); and (b) mediated communication, specifically communication that uses channels to convey messages to someone who is far from the information provider or to a large number of message recipients. Communication using media can also be called indirect communication, so that the communicator does not immediately know the communicator's reaction when communicating. Therefore, to facilitate communication through means of communication, communicators also plan and prepare more carefully so that the communication is successful.

Based on the amount of communication in the media, they are grouped into mass media. Hapsari, (2016) explains dynamic communication, meaning that the message sent by the sender of the message goes through the main process carried out by the source of the message sender and the compilation is carried out by the recipient of the message. We see that in the early stages the receiver acts as an encoder and the receiver acts as a decoder, and vice versa and so on. This method is in accordance with the researcher's findings about the WhatsApp communication process, where a principal sends a message to his subordinates through the WhatsApp communication group, and the subordinates can directly receive messages and feedback to the principal.

The face-to-face communication process and WhatsApp media are both related to how communication works, starting from who provides information, what messages are conveyed, messages are conveyed by means of communication, by what means, such as face-to-face or using the media, to whom, and the impact of messages on message recipients. The results of the study are supported by the theory of Ardana et al. (2014) The communication process is closely related to the way communication is carried out, starting from, who, gives what, or with what, to whom and with what consequences.

How the Principal Builds Communication at SMP Negeri 2 Muara Tiga

The Principal of SMP Negeri 2 Muara Tiga uses verbal communication, namely: a) orally, the oral communication method is considered the most effective because the message can be conveyed directly to the person being communicated; b) and in writing, the way the principal conveys messages beyond the principal's words must also be supported by a written message design that reinforces the message to be better understood by subordinates.

The results of this study are in line with the view of (Darmawan & Djauhari, 2022; Hamid & Budianto, 2016) giving verbal communication as a unique human trait. No one can convey the various meanings of words other than humans, the words used to convey

messages can be manipulated. Words can allow a person to express ideas completely and accurately. Words can cause the sender to have many ideas spread across the airwaves and transmitted to many people. Meanwhile, verbal communication according to Akhirudin & Nurjaman, (2022) verbal messages are used with the help of language. Language itself can be understood as a collection of words that are structured into meaningful sentences.

Non-verbal communication, namely communication by action, how to carry out communication by action so that the principal can set a good example for the school community. Act before subordinates execute, not just talk but immediately actualize. Andrian, (2020) Nonverbal communication is the creation or exchange of messages without using words but using gestures, signals, eye contact, expressions, distance and touch. It can also be said that all the facts surrounding the communication situation are related to the informant's words.

Communication Style of the Principal of SMP Negeri 2 Muara Tiga

Principals have certain communication styles or characteristics in terms of sharing opinions and thoughts with their members, which can largely determine the effectiveness of communication in the school system. The principal's open communication style can be seen from the manager's habit of listening to criticism or suggestions from anyone including subordinates. In addition, the director's decision-making approach uses participatory decision-making, providing ample opportunity for all members to express their views, ideas, and ideas that can build the institution, which shows the principal's open communication style. As stated by (Okotoni & Akinwale, 2019), open communication style is a communication style where all school members feel comfortable sharing comments, ideas and even criticisms at every level of the school. An open and democratic communication style is considered an important factor for effective leadership in schools and creating a stress-free work culture that contributes to organizational success.

Furthermore (Parker, 2005) also mentioned that women's leadership roles in real-life interactions have a more positive view of openness. While the inclusive director's communication style can be seen from the director's habit of making decisions by involving all members, listening more, considering members' ideas and ideas. As stated by (Herachwati & Basuki, 2012), the communication style of female leaders tends to adopt an approach that invites subordinates to jointly implement changes and develop together in the organization and leaders also participate in it. but very different from the male leadership style.

Men tend to focus on the superior-subordinate relationship where subordinates do what the superior has done. Female leadership can build excellent interpersonal relationships through communication and engagement, and female leaders are highly negotiable compared to male one on one leadership (Halilah, 2011), as inclusive communication style is a conscious move by principals to ensure that all school staff feel involved in decisions that affect their daily activities (Okotoni & Akinwale, 2019). Next is the manager's assertive communication style, which is reflected in the principal's steady, open, and friendly demeanor, as well as how the principal is an active and caring listener to his/her members. As stated by (Okotoni & Akinwale, 2019), assertive communication style is when a principal communicates assertively, is willing to listen to others' opinions, and feels comfortable enough to speak up. Therefore, principals should use an assertive communication style so that subordinates also can express their ideas and realize that their contributions are part of successful management (Shalle, Naypa, Sy, & Fe, 2018)., Sy, & Fe, 2018).

The communication style carried out by the principal of SMP Negeri 2 Muara Tiga, namely: First, the Principal of SMP Negeri 2 Muara Tiga uses an open communication style, where the Principal provides a wide platform for all members of the organization to convey opinions, ideas and understanding that can build relationships with the organization. This also shows that the principal uses a participatory decision-making approach. The Principal of SMP Negeri 2 Muara Tiga also uses a holistic communication style where he always involves all members and employees in decision making. In addition, the principal also listens more and considers all members' opinions and views to be constructive. In addition, the Principal of SMP Negeri 2 Muara Tiga also uses an assertive communication style, where the manager firmly and openly listens to members' opinions. In addition, the principal is also an active listener, which is willing to listen to all complaints of subordinates and cares about subordinates.

Second, the leader of SMP Negeri 2 Muara Tiga uses an open communication style, where the leader communicates with all members of the organization as it is and without hiding, ready to listen to complaints, criticism or suggestions from anyone including subordinates, regardless of position, because what is considered their idea or opinion, not their position. Therefore, by using an open communication style, it is expected that each individual can carry out their duties more effectively. In addition, the Principal of SMP Negeri 2 Muara Tiga uses a holistic communication style where the principal thinks carefully before deciding something and involves all members to share their thoughts and opinions. The director does not like to decide everything by himself, but sometimes he decides something without consulting the members first.

In addition to using an open communication style and an inclusive communication style, the manager of SMP Negeri 2 Muara Tiga also uses an assertive communication style. This can be seen from the attitude of the principal who is firm and open to all members. This is in accordance with the view (Efeoğlu & Ulum, 2017) that the concept of culture strictly refers to various influences on how individuals act in a group, organization or public place. into the behavior of each member when acting in an agency or organization. Similarly, organizational culture also affects the formation of a principal's leadership communication style because organizational culture can direct members to achieve organizational goals that affect organizational performance. In addition, organizational culture can also affect all activities in the organization.

While the internal factors of the principal that are said to be the basis for the formation of a manager's leadership communication style are the characteristics and personality of the manager himself. The principal's characteristics are related to age and work experience, while the principal's personality is related to the principal's personality that can be inherited from parents and has been updated. This is in accordance with the statement (Bass & Bass, 2008) that leadership has been ingrained in humans since they were raised by their parents to carry out their life processes. That is, a person will learn to follow parental leadership to meet the needs and demands of life by going through the process of life. Parents are one's teachers since childhood. The way they think and behave as leaders and subordinates when they reach adulthood can be influenced by their previous relationship with their parents as well as their genetic makeup.

In general, the communication style used by the principal to motivate teachers to work honorifically, namely the egalitarian style style is characterized by the staging of verbal

messages and there is no two-way word between the principal and his people, as well as he is open, relaxed, lively and friendly, it can be seen from the results of the researcher's observations, the principal is still open with all available information relating to the school and his calm attitude is full of smiles and laughter.

Inhibiting Factors of Principal Communication in Building a Quality School at SMP Negeri 2 Muara Tiga

The inhibiting factor of communication of the Head of SMP Negeri 2 Muara Tiga in building a school that is recognized for its quality lies in human resources, not everyone is good and not everyone has good motivation. Inadequate human resources can be one of the factors inhibiting communication in building quality schools at SMP Negeri 2 Muara Tiga Not all teachers and staff have a good attitude and not all have good motivation. By giving reprimands and warnings, it makes a problematic teacher or staff better. The principal approaches relevant staff or teachers for advice on how to work together to solve problems. The manager said that no matter how bad the problem is, the key is in the manager, when the manager has control over himself, everything will be fine.

The results of the study put forward by the researcher are in line with Fajar's opinion (2009: 62), especially obstacles arising from message recipients. This is because the main obstacles and interventions are that communicators (employees or teachers) do not work and often ask for permission, and not everyone has good motivation. In this way, the principal invites relevant staff or teachers to talk and possibly solve problems together. Thus this opinion is in accordance with the inhibiting factors that exist in SMP Negeri 2 Muara Tiga, because the problem causing the obstacle comes from the communicator (employee or teacher).

Supporting Factors of Principal Communication in Building a Quality School at SMP Negeri 2 Muara Tiga

Supporting factors for principal communication include the principal's openness and sense of involvement. Openness of Communication The principal of SMP Negeri 2 Muara Tiga applies this approach by trying and not limited to teachers, administrative staff, school staff, and even students. Do not consider job status as a barrier to the ability to communicate intimately. This means that the principal is always open to subordinates, does not keep a distance, is responsive to subordinates when subordinates convey messages.

The results of this study are in line with the opinion of Suranto (2011: 107-108) establishing communication factors perceived by the messenger, namely reliability, attractiveness, intellectual capacity, similarity of attitudes and behavior in daily work activities, reliability, social sensitivity, emotional maturity, psychological understanding of the state of the person spoken to, the communicator must have a good attitude, work hard and must also be firm. yellow, the communicator must be able to adjust wherever he speaks. The results of research on openness in communication by the Head of SMP Negeri 2 Muara Tiga are similar to Soekanto's theory (1990) that there is contact with other people, through contact or interaction and by communicating, we can exchange thoughts, feelings, acceptance and understanding. The actions of each, and we can say that it works well if there is mutual trust and understanding between the two parties. With the openness of the principal to his

subordinates, both can exchange thoughts and understand attitudes. There is a sense of familiarity and mutual cooperation between friends and school members. With kinship, there will be a feeling of mutual respect, the need to support each other. The sense of kinship is a strength for the residents of SMP Negeri 2 Muara Tiga, with a sense of kinship there will be cohesiveness in the school. The results of this study are in line with the opinion of Suranto (2011: 107-108) which states that (a) the perceived communication factors of the message sender, reliability, attractiveness, intellectual ability, similarity of attitudes and behavior in daily activities at work, reliability, social sensitivity, emotional maturity, friendly communicators, sociable and assertive, communicators must be able to adapt wherever they speak; and (b) the elements of communication seen by communicators.

4. CONCLUSION

The principal's leadership communication style in the three schools is also based on the school culture and the principal's internal factors. Institutional culture has a great influence on how individuals act in a group, organization or establishment, meaning that institutional culture has a great influence on the behavior of each member in action. In addition, organizational culture also has an influence on the formation of the principals' leadership communication style because organizational culture can direct members to achieve organizational goals that have an impact on the effectiveness of members' work. Internal factors are the basis for the formation of a principal's leadership communication style, which is related to the characteristics and personality of the principal himself. the characteristics of the principal are related to the principal's personality which can be derived from parental upbringing and maintained until now.

Communication between the director of SMP Negeri 2 Muara Tiga and other school members uses two communication processes. The first communication process is the direct communication process, the direct communication process is carried out by the principal of SMP Negeri 2 Muara Tiga for the purpose of communication between the principal and other school members. reactions and expressions of others. and the principal can provide direct feedback. While the second communication process is the media communication process. The communication process used by the Manager of SMP Negeri 2 Muara Tiga with his subordinates uses the WhatsApp group media. The existence of this group makes it easier for principals to share information or discuss important matters related to anything in the school.

The way the Principal of SMP Negeri 2 Muara Tiga communicates with other school members is possible through the transmission of verbal messages, namely verbal and written messages, and non-verbal messages through actions. The communication used by the Principal of SMP Negeri 2 Muara Tiga uses verbal communication, especially verbal. Oral communication is considered the most effective because it can convey messages directly to the person being communicated to and in writing, this is done so that it is better understood by other school members. In addition, the principal uses nonverbal communication methods in the form of actions taken by the principal by giving direct examples to other school members to be used as inspiration.

Factors that hinder the communication of the Head of SMP Negeri 2 Muara Tiga in building a quality school lie in human resources. Not all teachers and staff have the attitude that the principal expects, and not all have good motivation. By issuing reprimands and warning letters, it allows teachers or staff who are experiencing problems to improve

themselves. The principal approaches relevant staff or teachers for advice on how to work together to solve problems. The manager also said, no matter how bad the problem is, the key lies with the principal, if the principal can control himself, everything will be fine. In addition, with this group, the principal can guide the janitors when there are unexpected items or school works that need to be cleaned or repaired. A facilitator is something that can influence or develop an activity to be better or more advanced than before. The elements that support the principal's communication in achieving the school's vision and mission include: a) openness of the principal, b) a sense of family.

5. ACKNOWLEDGMENTS

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