

## **TEACHERS OF COMMUNICATION MANAGEMENT PERFORMANCE**

**Nurhalimah Harahap<sup>1</sup>**

<sup>1</sup>Kepala Sekolah Madasyah Islamiyah Bina Insani, Batang Kuis, Deli Serdang, Indonesia

*E-Mail: burhalimahhrpmedan@gmail.com*

### ***Abstract***

The results of this study revealed three findings: first, the implementation of the communication head of Madrasah with teachers in the performance improvement teachers in Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung performed continuously and scheduled. Secondly, the implementation of teacher communication with the head of Madrasah in improving the teacher's performance in Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung is continuing to establish communication of working relationship both information and communication assignments and also by the head of the Madrasah to the teacher. Thirdly, the implementation of communication between fellow teachers, education personnel in improving the performance of teachers in Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung is exchanging information about both the task information and information that develops or and brainstorm both fellow teachers and fellow educations.

**Keywords: Communication Of Organization, School Leadership, Information**

### **Introduction**

The ideal performance is a performance that can provide high working achievement to Madrasah, so that with high working achievement can improve the quality of Madrasah, with high teacher performance will provide optimal work, and do the task effectively and efficiently. The performance of a teacher will be seen in everyday situations and working conditions. The performance can be seen in the activity aspect of carrying out the task and quality in carrying out the task.

According to Mulyasa (2007:136-138), performance can be interpreted as the achievement of work, implementation of work, achievement, work, or performance. Smith, stating that performance is "... output drive from processes, human or otherwise", so performance is the result or output of a process. According to Payman J. Simanjuntak's performance is the achievement level of the results on the implementation of certain tasks in order to achieve

organizational objectives. In this respect, Simanjuntak insists that performance is important in achieving organizational objectives, as each individual or organization of course has a goal to be achieved by setting a target or target. The success of the individual or organization in achieving that target is a performance.

In the observation of the Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung, the author also found unique things in the Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung, namely the cooperation between the head of Madrasah and stakeholders both teachers, and all staff communicate with each other to improve teacher performance. The role of the head of Madrasah in enhancing the teacher's performance in training, workshops, and seminars and even the teacher's participation to participate in improving its performance, such as involving teachers, education professionals, and also students to hone skills through competitions or races whether local, national, and even international, thus training teachers to get used to the competition as well as seeing the capabilities of the teachers.

But the students also participated in the competition. So that with the training and also high ability so that teachers can engrave achievements both at the local level, and national. However, teachers can create students who excel to the international. As for the achievements that have been achieved by the teacher is Champion 1 Olympic mathematics teacher Se-North Sumatra, Olympic silver medal of mathematics in North Sumatera, bronze medal of the National Mathematics Olympiad in Jakarta and Champion 1 TIK Se-North Sumatra, Madrasah Also ever got champion II MTQ Porseni Kamenag provincial level. Ever champion II meticulous Porart Kamenag district level, Champion Drumband provincial level, champion of the district Karate level, not only that student achievement has also achieved international go, including the Olympic bronze medal International mathematics in Singapore, the bronze medal of the National Mathematics Olympiad in Jakarta, the silver medal of the KSM mathematics North Sumatra province, the KSM gold medal mathematics and IPA district, and many others and even this year it coincided on February 24, 2019 for the semifinals of the Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung hosted

in KMNR 14 (The Realistic Mathematics Competition) in Indonesia Regional North Sumatera.

The author find communication organization in the performance of the teacher in Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung, namely communication organization from top to bottom or from the head of Madrasah to the teacher in improving the performance of teachers Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung coordinate to hold coordination meeting with the deputy head of Madrasah to discuss the performance of the teacher. Then, the head of the Madrasah meeting with the teacher in order to explain the task and also the program of Madrasah Al Washliyah throughout the teachers and education, so that the information or message delivered effectively and efficiently. In improving the performance of teachers also follow the certification or one of the programs held by the Government to make professional teachers in their field. The number of teachers 57 teachers and a certification of 31, so that teachers are not only required in Madrasah to be professional but also prosecuted by the government program to become professional teachers in their field.

Whereas, communication is one of the most important aspects of human life. Communication is very influential in conducting activities, especially in the educational world of communication between the head of Madrasah with teachers or communication teachers with the head of Madrasah, as well as communication between fellow teachers, and education personnel. There is a communication axiom (Umam: 164) That reads "*A person cannot not communicate*". Technically, it means that one cannot avoid to show the message. What you show or place so that it is clearly obvious is that you are a show of running messages.

The communication with interrelated performance as the flow of communication between fellow teachers, communication of teachers with the head of Madrasah, and communication between fellow teachers, and education personnel run effectively and efficiently so as to improve the performance teacher. The communication of the head of Madrasah convey the message or information to the teacher briefly and clearly so that the teacher is easy to understand and takes place reciprocal. In contrast, among teachers with the head of Madrasah also went

well demonstrated with the response from the head of Madrasah to the message delivered by the teacher so that the communication runs effectively.

### **Literature Review**

According to Arni Muhammad (2014:108) formal communication is communication that is through the path or channel of the organization and with respect to formal affairs. There are three main forms of message flow in the formal communication network following the line of communication as illustrated in the organizational structure as a “*downward communication*”, “*upward communication*” and “*horizontal communication*”. According to Mesiono (2012:117), the communication down is a message sent from a higher hierarchy level to the lower level, example: “message from director at the Secretary, from the Senate chair in his subordinates”, etc..

The communication down shows the flow of messages flowing from the superiors or leaders to the subordinate. Most of the communication down is used to convey the messages pertaining to tasks and maintenance. The message is usually related to direction, purpose, discipline, command, question and general policy. According to Lewis the communication down is to convey the purpose, to change attitudes, to form opinions, reduce fears and suspicion arising from misinformation, preventing misunderstandings due to lack of information and preparing members organization to adapt to changes.

According to Robbins and Coulter (Syafaruddin,2015:266), downward communication is the communication that flows from the manager to the employees. This communication process is used to inform, direct, coordinate and evaluate employees. When the manager composes the target to their employees then they are used communication from top to bottom. They also use the communication from top to bottom when giving duties to employees, giving information on organizational policies and procedures, reorganizing issues that need attention or evaluating performance from the top down can be implemented through certain methods of communication.

As the main function of downward communication (M.Ashraf Rizvi,2006:8) is providing direction and control, it refers to communication from the higher level in managerial hierarchy to the lower ones. A communication from the general manager of a company to the branch managers is an example of downward communication include annual confidential reports, performance appraisals, notices, project feedback, announcements of company policies, official instructions, and so on. Foms of downward communication may include notes, notices, memos, telephone conversations, voice mails, emails, or face-to-face convenrsation.

The communication (Stephen P. Robbin, 2009:270) that flows from one level of a group or organisation to a lower level is downward communication. When we think of managers communicating with employees, the downward pattern is the one we are usually thinking of It's used by group leaders and managers to assign goals, provide job instructions, intorm employees of policies and procedures, point out problems that need attention, and offer feedback about performance. But downward communication doesn't have to be oral or face-to-face contact. When management sends letters to employees homes to advise them of the organisation's new sick leave policy, it's using downward communication. Another example of downward communication is an e-mail from a team leader to the members of her team, reminding them of an upcoming deadline.

According to (Kadar Nurjaman,2012:57),downward communication is a communication that drops from one level to a lower level, slowly towards the bottom. In the communication below, the leadership is required to communicate, provide information and ideas to its subordinates, either individually or in groups, or either directly or indirectly. Messages that go through multiple levels, usually become inaccurate, especially messages delivered with speech. The communication functions. First, convey information from the top to the bottom relating to the policies, regulations, procedures, programmes and objectives of the work. Second, provide assignments in the job direction. Third, the deliver feedback by superiors to subordinates about their behaviour and performance;

Fourth, the providing information about the institution or organization and progress report; Fifth, to make requests from superiors to subordinates.

It can be concluded by the author that communication down is the current message flowing from the employer or leader (head of Madrasah) to the subordinate (teacher). The process of communication is to provide information on policies, ideas, orders for advice to maximize the achievement of satisfactory performance.

The communication above is a message that flows from subordinates to superiors or lower level to the higher tingkat. According to Mesiono (2012:116) communication upwards is a message sent from a lower hierarchy level to a higher level. For example: from the Chairman to the head of field, or from the committee chairman of the executive. The communication above serves as a reversal to give guidance on the success of a message conveyed to subordinates and can provide stimulus to employees to participate in formulating the implementation of policies for Departemennya or its organization. As the main purpose of upward communication (M.Ashraf Rizvi,2006:9) is to provide feedback on several areas of organisational functioning. It refers to communication from subordinates to superiors. A business report from the branch manager of a company to the managing director of the company is an example of upward communication. The other examples of upward channel include business proposals, suggestion box, exit interviews, grievance committees, and so forth.

Upward communication, according to (Syafaruddin, 2015:266) is a communication that flows from the officers to the manager. This communication keeps the manager aware of how employees feel about their work, their work mates, and the organization in general. The managers also carry out communication from the ground up to receive ideas on how something works, facilities and infrastructures, services can be improved. As examples of top-down communication include performance reports prepared by employees, employee and manager discussions and informal group activities among employees who have the opportunity to discuss issues with their or representing top

management. Upward communication or communications (2012:58), namely communication with superiors. The communication is not as easy as communication with subordinates. The difference in status causes some obstacles in communicating, especially in getting feedback on things that are becoming thought and subordinate performance. The communication to the above is generally aimed at obtaining information, description relating to the activities and execution of the duties/occupations of employees at the lower/low level. The above communication functions are to:

1. Providing feedback on employer policies, arrangements, directives and instructions;
2. Delivering progress reports and work results;
3. Delivering ideas and proposals for performance enhancement and problem solving;
4. Delivering ideas and proposals for performance enhancement and problem solving;
5. Conveying expressions of feelings, attitudes, and complaints relating to work and personal subordinates.

It can be concluded by the author that communication down is the current message flowing from the subordinate (teacher) to the employer or leader (can be concluded by the author that the communication down is the current message flowing from the subordinate (teacher) to the employer or principal (head of Madrasah). The communication to the top serves as feedback (feedback) to the superiors of the subordinate to the policy, arrangement, direction, and instruction of the employer in improving performance runs effectively and efficiently. The communication between coworkers (co-worker), intersections or with other coworkers, leaders with leaders, subordinates with subordinates, neighbors, fellow teenagers, parents with teenagers. Horizontal communication involves people in a level indicating tendency is easier, familiar, simple, and fast because the position similarity can eliminate difficulties in communicating. Horizontal communication is useful for coordination of work and teams.

Gibs and Hotgetts (Syafaruddin, 2015:266) explaining horizontal or lateral communication is the communication that lasts between people in the level of the same hierarchy in a formal structure. In the complexity of the organization things are important. Many call this activity as lateral communication that is in the informal system. There are at least five horizontal communication objectives, namely: first, the method performs between work units and departments. Without horizontal communication, the process of coordination and effectiveness of work team is difficult to properly. Secondly to build social system support organizations. Third, being the main method of information sharing. Fourth, help facilitate troubleshooting of all layers. This communication is possible for a person or work unit to learn from each other, especially solving problems and taking decisions together. Fifth, this communication prevents conflicts in the same sphere as resulting from misunderstandings, communication barriers, and less understood, with this communication can advance the spirit of cooperation in the same unit to maximize performance achievement. The main objectives of horizontal communication (2006:9) are developing teamwork, and promoting group coordination within an organisation. It takes place between professional peer groups or people working on the same level of hierarchy. Horizontal communication (Arni, Muhammad, 2014:121) is the exchange of messages among the same level of authority within the organization. Messages that flow by function in the organization are directed horizontally. This message is usually related to humanitarian tasks or objectives, such as coordination, problem solving, conflict resolution and information giving each other.

It can be concluded by the author that the horizontal communication is the communication between the person-the same level as the head of Madrasah with the other head of Madrasah, teachers with other teachers, and so too the power of education with other educational professionals with the aim of advancing the spirit of cooperation in the same unit to maximize performance achievement.

## **METHOD**



This research uses a type of qualitative research with a phenomenological approach using data collection techniques in the form of observation, interviews, and documentation studies. There are nine research informant that is head of Madrasah, deputy chief of Madrasah curriculum, deputy chief of student Madrasah, bid coordinator. The study general education, class guardian, subject teacher, business administration (TU), officers security guard. To analyze data using Milles and Hubberman models, namely data reduction, data presentation, withdrawal of conclusions. To check the validity of data using credibility test, using triangulation technique, transferability, dependability, and confirmability.

## **Results and Discussion**

After the exposure of data that has been disclosed both based on the interview and review of the document in this study, based on the analysis done can be formulated this research findings based on the focus of research. The communication with the teachers in the performance of the teacher in Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung was carried out continuously. The head of Madrasah in its communication process with the teachers through several communications flows, which is the first to create a systematic and scheduled work program. The head of Madrasah added a way to establish communication with the teachers in improving the performance of teachers, conducting workshops or training in Madrasah and also attending workshops or trainings and seminars outside the Madrasah which can improve the teacher's performance.

The performance will be maximal when teachers can understand communication well or clearly convey communication. By meeting, briefing, and also face to face makes it easy for the head of Madrasah to know the complaints, suggestions, or inputs felt by the teacher so that the head of Madrasah can provide input and solutions of each teacher's problem to improve the performance, the teacher. In addition to direct communication, printing, electronic, the head of Madrasah also establish good communication with the teachers through daily

activities such as embedding the discipline of both task and presence discipline, and the head of Madrasah also communicates these tasks with good manners such as untimely, displinated assignments, and performs the teaching duties according to the demands set forth, e.g. preparing the material and media, preparing learning process plan (RPP), syllabus, annual program, semester programs, and other tasks.

The head of Madrasah in his communication process in conducting performance improvement activities of teachers and education has two activities that are work programs that contain rules, policies and reports of Madrasah, either from the teacher of the report file students and the head of Madrasah. The head of Madrasah conveys the program to the teachers by communicating directly through activities and tasks both daily, monthly, semester, and yearly through scheduled meetings. However, there are also unscheduled meetings such as briefings, face to face that adapt to the conditions and situations. The communication between fellow teachers through the teachers' Musyawarah (MGMP) and also exchanged minds in developing learning and also solved the task problem, and teachers also communicate with teachers outside Madrasah to share their experience in improving the teacher's performance both through mobile phone and face to face.

## **Conclusion**

According to the results of research that has been proposed, that the implementation of communication head of Madrasah with teachers in improving the performance of teachers in Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung, communication head of Madrasah with teachers in improving the performance of teachers in Madrasah Tsanawiyah Al-Jam'iyatul Washliyah temdude is carried out continuously, which continues to conduct communication continuously and sustainably, the head of Madrasah in its communication process with the teachers through several threads communication, which is the first to establish a systematic and scheduled work program. The implementation of teacher communication with the head of Madrasah in improving the teacher's performance in Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung. A

continue to establish communication in both information communication and assignment communication, in addition to meeting-form communication, briefing, face to face, and online communication through WhatsApp, and also communication with the example that is modeled by the head of Madrasah with the teacher, obey the rules or policies of the head of the Madrasah such as coming on time, entering classes on time, and also doing the task on time. The implementation of communication between fellow teachers and education in improving teachers' performance in Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung is exchanging information for information about the task and information that develops or is latest and the minds of both fellow teachers and fellow educations, conducting MGMP.

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