

HEADMASTER COMMUNICATION IN UPGRADING THE TEACHER QUALITY IN MIS YPI ISLAMIYAH

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Abstract: The purpose of this study is to determine the communication of Madrasa principal in improving the quality of teachers at MIS YPI Islamiyah, namely 1) to find out the communication of the headmaster with staff employees in improving the quality of teachers in MIS YPI Islamiyah, 2) to find out the communication of the headmaster with the teacher in improving the quality of the teacher in MIS YPI Islamiyah, 3) to find out the communication between the headmaster and supervisors in improving the quality of teachers in MIS YPI Islamiyah. The method used in this study was qualitative method. Data were collected through interview, observation and document study techniques. Data were analyzed by data reduction, data presentation, drawing conclusion. The implementation of communication between the headmaster and staff, teachers and supervisors runs smoothly, has a good atmosphere, and communication is carried out using verbal and written communication. Communication is the basic joint of a social interaction between one another, helping one another, giving and receiving, and interdependence. The point is by communicating there will be an understanding or mutual understanding between one another. In educational institutions, there is a headmaster, staff, education supervisors, teachers and even students. This communication is established between the headmaster with the staff to achieve the expected goals in the vision and mission of MIS YPI Islamiyah

Keyword: Teacher Quality, The Communication of Headmaster.

INTRODUCTION

Communication is the basic of a social interaction, among one another to help each other, give and receive each other, interdependence. So, the point is by communicating there will be a sense of understanding or the existence of one another. In the institution, there are a headmaster of Madrasa, staff, education supervisor, teacher and students. A headmaster of Madrasa has full authority over his school progress. As a headmaster of Madrasa, the management functions of course have a tremendous influence on his subordinates. A headmaster is tasked to help guide, organize and monitor the work of each of them. The headmaster of Madrasa is driving force of the resources and tools available to an organization group. The headmaster of Madrasa must have good qualities that can be used as an example in the school environment. One must be humble or simple, patient or have an emotional, confident, honest and skilled life. The headmaster should be an example

for his employees on good behavior, as well as in terms of discipline and in the academic field, and also in the discipline cases; a headmaster can convey the rules by communicating.

According to Fatimah, et al., stating that communication is basic human activity. The importance of communication for humans can not be denied as well as for an organization. Kohler states that effective communication is important to all organizations. Therefore, organizational leaders and communicators in the organization need to understand and refine their communication skills. The information that communicated have a varieties meanings.¹

Furthermore, according to Brent D. Ruben in Muhammad given definition about human communication that more comprehensive as follows: human communication is a process through which individuals in relationships, in groups, in organizations and in society create, transmit, and use information to coordinate their environment and other people².

Communication is already a part of human life, like human beings need air to breathe. Therefore, because communication has become a common thing, this means that communication has become commonplace and common, so that without realizing some of the people, groups, or organizations are less concerned about how should communicate well, and consequently often the respondent of the message has a failure to interact with each other, giving rise to misunderstanding or misunderstandings of one with another.

In many theories, there are many communication models that exist, the author takes one model that describes a communication. One of the old but still used communication models for certain purposes is the communication model put forward by Harold Lasswell, a political science expert from Yale University. He uses five questions that need to be asked and answered in seeing the communication process, namely who, says what, in which medium, to whom, and what effect³.

The terms used for each of these components can be seen in the following figure.

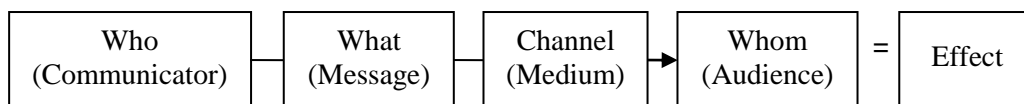


Figure 1. Lasswell Communication Model.

When seen further, the purpose of this Lasswell model will be seen that what is meant by the question who is to show who is the person who took the initiative to start

¹ Fatimah, Djailani, Khairuddin, “Komunikasi Kepala Madrasa dalam Meningkatkan Kinerja Guru pada SMA Negeri 1 Geumpang Kabupaten Pidie”, *Jurnal Administrasi Pendidikan*, Vol 3, No.4. 2015.

² Arni Muhammad, *Komunikasi Organisasi*. (Jakarta: Bumi Alsara, 2014), p. 3

³ Arni Muhammad, *Komunikasi...* p. 5

communication. Who starts of this communication can be a person and can also be a group of people such as organizations.

The second question is says what. This question is related to the content of the communication or what message is delivered in the communication. The contents that communicated are sometimes simple and sometimes difficult and complex. For example, a headmaster instructs a teacher to come to a meeting on Thursday.

The third question is to whom. This question is meant to ask who is the audience of communication. Or in other words to whom the communicator speaks or to whom the message is to be delivered.

The fourth question is in which medium. What is meant by media is communication tools, such as talking, body language, eye contact, touch, radio, television, letters, books and pictures.

The final question of the Lasswell model is what effect. For example: a private school creates advertisements to communicate that they will accept new teachers. After this advertisement is broadcast for several days, how many people have registered to become teachers. The number of people registering this is the effect of communication.

Robbins in Syafaruddin and Asrul explained, communication is an absolute requirement in an organizations leadership process. Especially in the relationship between leaders and individual members or subordinates⁴.

Good communication is when the meaning sent by the sender of the message is understood correctly by the recipient of the message. What is expected from a communication is the inception of mutual understanding as a result of messages sent to the recipient of the message so that changes in behavior occur.

In educational organizations, headmaster make a lot communicate with people in the school environment. start from teachers, students, school employees, and the people he met during his work at school. in achieving their educational goals, the headmaster must be able to communicate with existing teachers, because the teacher is a member of a fundamental organization that carries out the duties and responsibilities of teaching and learning.

Tilar argues that teachers are the key to the success of education, because the essence of educational activities is teaching learning that requires the role of the teachers in it. Based on the results of the study in developing countries, teachers contributed on student learning achievements. The aspect associated with the teacher is the image or

⁴ Syafaruddin and Asrul. *Kepemimpinan Pendidikan Kontemporer*. (Bandung: Citapustaka Media, 2013), p. 75.

quality of the teacher and welfare. Meanwhile, Tilaar stated that increasing the quality of education depends on many things, especially the quality of teachers⁵.

Teachers are educators in the teaching and learning process at school, the main duty is to educate and teach students so that the learning objectives can be achieved to the fullest. According to Mujib in Hidayat Nasution, the educator is someone who is responsible for the development of the participants in the students with the effort to develop the potential learners, both the potential affective (attitude and value), cognitive (knowledge), Psychomotor (skill)⁶.

According from Sardiman in Uno explained, teachers are formal educators in schools whose job is to teach their students so as to obtain various knowledge, skills, values, and attitudes that become more perfect maturity and personality. The types of competences that must have by teachers are: a). Professional Competence, meaning that the teacher must have extensive knowledge of the subject matter to be taught as well as mastery of the methodology in the sense of having a theoretical concept capable of choosing methods in the teaching and learning process. b). Personal competence, which means a steady personality attitude so that it can be a source of intensification for the subject. In this case means having a personality that is exemplary, able to carry out leadership as stated by Ki Hajar Dewantara, namely "*Ing Ngarsa Sung Talada, Ing Madya Mangun Karsa, Tut Wuri Handayani*". c). Social competence, meaning that teachers must demonstrate or be able to interact socially, both with their students and with fellow teachers and principals, even with the wider community. d). Competence to conduct lessons as well as possible, which means prioritizing social values from material values.⁷

In achieving the quality of learning, the teacher must have competencies that are prepared for their personally to be able to become a quality teacher.

Quality is a description of the direct characteristics of a product such as performance, reliability, (realibility), ease of use, aesthetic (esthetics), and so on. According to Feigenbaum, the quality is the overall of characteristic of products and services of engineering marketing, manufacture, and maintenance that makes the products and services used to comply with customer expectations. Furthermore, according to Tjiptono in Syafaruddin, quality is a dynamic condition related to products, human services, processes,

⁵ Tilaar, *Beberapa Agenda Reformasi Nasional*, (Magelang: Tera Indonesia, 1999), p. 104.

⁶ Rahmat Hidayat and Henni Syafriana Nasution, *Filsafat Pendidikan Islam: Membangun Konsep Dasar Pendidikan Islam*, (Medan: LPPPI, 2016), p. 115-116.

⁷ Hamzah B. Uno. *Profesi Kependidikan*. (Jakarta: Bumi Aksara, 2011), p. 69.

and environments that meet or exceed expectations. Quality is a predictable level of uniformity and dependence on low cost and market-based⁸.

The quality of teachers relates to the performance of teachers in the way of their duties and responsibilities as an educator, and is closely related to the communication performed by the headmaster of the Madrasa. It can be seen that a poor way of communicating will negatively impact each individual. Because of the lack of communication, can make the estrangement relationship between the two bonds. A teacher who has less freedom in delivering material to her students in the classroom due to lack of communication done when communicating with students, students also poorly understand the material teachers provide when learning. Also with parents, parents always fail in the advice of his children; this is because of less communication that parents do to their child. Likewise, with the headmaster of the Madrasa who want to succeed in building and developing a Madrasa, it must have good communication skills in directing and guiding the staff and teachers who are in the educational institutions that they are.

There will be a lot of misunderstanding of information from superiors to his subordinates in the scope of education, this is not another because of the lack of effective communication between communicators with the community. Therefore, there must be good communication cooperation so that the expected objectives will succeed optimally. Through good communication and good communication atmosphere, a Madrasa's headmaster will easily be able to utilize and power the potential in the educational institutions, but if the communication atmosphere built by the headmaster of Madrasa impressed not good, full of emotions, arrogance, and the existence of mutual disbelief, then more dominant will be the instability in carrying out the duties and responsibilities of each individual.

RESEARCH METHOD

The methodology adopted in this research was qualitative methods with approach that serves to give a profound meaning to the existing data or facts. The approach was chosen because the study was not aimed at testing the hypothesis, but describing the data, facts, and circumstances or tendencies that existed, as well as conducting analyses and predictions about what to do to achieve the state of desired time in the future. The method used in this research was a descriptive method, it means that the method seeks to illustrate and interpret objects according to what they are. In this research, the author describes

⁸ Syafaruddin, *Manajemen Mutu Terpadu dalam Pendidikan (Konsep, Strategi, dan Aplikasi)*, (Jakarta: PT Grasindo, 2016), p. 29.

about the communication of the headmaster of Madrasa in improving the quality of teachers in MIS YPI Islamiyah.

FINDING AND DISCUSSION

The implementation of communication by headmaster of Madrasa with staff officer in improving the quality of teachers in MIS YPI Islamiyah

Based on the research that the communication of the headmaster of Madrasa with staff in improving the quality of teachers in MIS YPI Islamiyah with communication conducted by the headmaster with the staff through two forms of communication, the first communication Immediately through scheduled meetings in advance, second with face to face direct communication. Because according to the headmaster by means of direct communication with the staff, can directly find out the problems faced by the staff and also to know the extent of the rules and policies that exist and implemented by the existing staff. The communication of the headmaster with the staff showed that there was communication between the headmaster with the staff about the good cooperation in guiding the teachers to become superior through the teaching and learning process, so teachers are increasing in terms of learning and conveying the rules and obligations of a teacher in carrying out their duties. Academically, communication is one of human activities and one topic is very important to be discussed so that the word communication itself has a diverse meaning.

The implementation of communication by the headmaster of Madrasa with teachers to improve the quality of teachers in MIS YPI Islamiyah

Based on the research that the communication of the headmaster with the teacher in the quality of the teachers in MIS YPI Islamiyah, the headmaster also conduct communication to the teachers through social media (group WhatsApp), so with it, the headmaster easy to know what happen with the teacher, with that headmaster can give input on the learning that teachers face or get input from other teachers who better understand the obstacles in learning. Thus, communication that occurs between the headmaster with the teacher in the Madrasa environment belongs to the communication of the organization, from the type of communication that is done by the Madrasa is verbal communication where the headmaster convey direct policies and rules using both oral and written words. Regarding the quality of teachers, the headmaster always guiding teachers who have problems in the teaching learning process, the teachers who have not fulfilled the standard IE who do not have a diploma-1. And the headmaster always have more

attention to teachers who have not fulfilled the standards to overcome the constraints. And doing training thus the teachers have done some training in MIS YPI Islamiyah with the development on the way of good teaching methods, branding materials, then the development of a teacher's personality, and teachers also follow dissemination of curriculum 2013 held in other schools. And the headmaster fosters teachers in the syllabus program, semester program, annual program, KKM, and RPP. Thus, in improving the teachers in MIS YPI Islamiyah more effective, through the communication of the headmaster can provide and guidance about the constraints in the learning process faced by the teacher.

The implementation of communication by headmaster of Madrasa with supervisors in improving the quality of teachers in MIS YPI Islamiyah

An educational supervisor is one component that has an important role in improving the quality of education. Supervisors have specific duty in education that allow teachers to evaluate and change their teaching ways. Surveillance tasks that have the potential to influence the development of teachers include: direct assistance, group development, professional development, and curriculum development. In carrying out the duties of a supervisor need to establish good communication with the headmaster and teachers so that the duty goes well and in accordance with the desired purpose

Based on the research results of the communication by headmaster and supervisors in improving the quality of teachers in MIS YPI Islamiyah, it is possible to know that communication is built through direct communication, it means that communication is not by use intermediary, if it is done with intermediaries it usually addresses problems or obstacles that suddenly occur.

This is done to know the extent of the implementation of teaching learning process. And the supervisor also conducts the supervision by visiting the class to see the process of learning to take place as well as asking the obligation of a teacher has been fulfilled or not (like RPP and others) through the headmaster of the Madrasa. Thus there is the role of education supervisor in improving the quality of teachers in MIS YPI Islamiyah, who cooperate with the headmaster and then assisted by the staff through the communication that has been built.

CONCLUSION

1. The implementation of communication between the headmaster of the Madrasa with the staff went smoothly, in good mood, as well as communication done using verbal and written communication. With the establishment of such communication between

headmaster with the staff to achieve the objectives that have been expected in the vision and mission MIS YPI Islamiyah.

2. The implementation of communication between the head of the Madrasa with the teacher went smoothly, as well as using verbal and written communication. Seen at a meeting held every week on Thursday, the headmaster with the teacher has a good cooperation to complete the constraints that exist in the teachers who have not fulfilled the education standards or who already, and handle the constraints and prepare obligations as a teacher.

The implementation of communication between the headmaster of the Madrasa with the supervisor goes well, and is built through direct communication to cooperate in addressing the constraints experienced by the teacher or about other things and can achieve the vision and mission of MIS YPI Islamiyah.

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