



**THE CONTRIBUTION OF COMMUNICATION INTENSITY TO THE  
RESPONSIBILITY ATTITUDE OF SUPERVISORS IN THE OFFICE OF MINISTRY  
OF RELIGIOUS AFFAIRS AT MEDAN CITY**

Mesiono

Faculty of Islamic Education and Teachers Training  
State Islamic University of North Sumatra, Medan- Indonesia  
[mesiono@uinsu.ac.id](mailto:mesiono@uinsu.ac.id)

**Abstract.** *This study aims to determine the magnitude of the contribution of communication intensity in the assignment of the responsibility attitude of the Supervisor at the Ministry of Religious Affairs Office at Medan. Hypothesis proposed; the intensity of communication in the assignment contributed significantly to the attitude of the Supervisory responsibility in the Ministry of Religious affairs Medan. The population of this study is all supervisors in the Ministry of Religious Affairs at Medan. Samples determined by Stratified Proportional Random Sampling Technique, obtained by 30 people. The instrument is designed with questionnaire form for communication intensity variable in assignment and responsibility attitude of Supervisor at Ministry of Religious Affairs at Medan. Two main conditions that must be owned by a data collection tool, they are; validity and reliability. Instrument validity was tested through content validity which was tested to 25 respondents outside the research sample. Instrument reliability was analyzed by Alpha Cronbach. The results of data analysis showed that the intensity of communication in the assignment has a significant contribution to the attitude of the Supervisory Board of Education in the City of Medan for 14.50% with a correlation coefficient of 0.381.*

**Keywords:** Communication Intensity, Responsibility of Supervisors, Supervisors Attitude

## INTRODUCTION

Communication is one factor that can realize a responsible attitude towards the task carried by a person. Hence the quality of the organization is more optimal and produce better. Likewise human resources that become mobilization within the organization in order to produce high productivity, should be given appropriate compensation in return for the services to realize high motivation of work. Therefore, the reality of an organization that wants to obtain a Supervisor who has a high responsibility attitude needs to be communicated in every task performed by the supervisor.

The Contribution of Communication Intensity to the Responsibility Attitude of Supervisors in the Office of Ministry of Religious Affairs at Medan City  
DOI: 10.30575/2017/IJLRES-2018050805

With the concept of supervisory work that focuses on the task, of course will be able to deliver a more optimal work value. Supervisors will not work just like that, without the established work procedures. Then, automatically the goals of the organization will be achieved well. All this can be realized when the supporting factors are accomplished.

Supervisor is an integral and functional unity and mutually support each other. For example, School leaders and teachers may not be able to perform their duties properly if they are not supported by the Supervisor. Therefore, the Supervisor in an organization is very important and needs to get serious attention with effective management. Supervisors who need professional ability, high responsibility, seriousness and seriousness in the work so that the effectiveness and productivity can be realized optimally. Therefore communication in the assignment is important in an organization, because the harmonious communication will encourage the Supervisor to work hard.

In the Ministry of Religious Affairs at Medan, the execution of the tasks of the institution activities one of them involves the Supervisor. By not minimizing the meaning of the involvement of other components, the Supervisor is the most important component in achieving the goals of the organization. Supervisor is the administrative element with the duties and responsibilities of carrying out daily administrative activities. Implementation of the duties of Supervisors requires the ability, perseverance, work involvement and other skills as well as several factors that can support the achievement of the goals of the institution. In performing the duties, the supervisor must have a high sense of responsibility and dedication so that the work done can achieve a maximum level of success.

In reality in the field, the above expectations are not always fulfilled, from several times the observations made indicate that the attitude of responsibility, especially in the case of the successful completion of tasks conducted by Supervisors at the Ministry of Religious Affairs of Medan City, shows at a low level, this is evidenced by the still many completion of duties which has not been right on time, seems to procrastinate, initiative and lack of enthusiasm in work. Seeing this fact can certainly be predicted that the quality and success of completion of tasks performed by Supervisors at this institution is quite low. This can be seen from the indication that the Supervisor is late to work from

the appointed time, leave the office during office hours, sit back and chat while reading the newspaper during working hours and return home before office hours run out.

The situation above, if not resolved and searched for the cause factors will gradually affect other units in the institution. Therefore, the respectivity of the leaders in this institution would need to be raised in order to solve this problem.

## LITERATURE REVIEW

### Attitude and Supervisors' Behavior

Kartini kartono suggests that what is meant by attitude is tendency to give response, either positive or negative to certain people, object or situation <sup>1</sup>. Meanwhile, the responsibility according to Poerwadarminta is defined as the state of being obligated to win everything (if there is something, may be prosecuted, blamed, etched.)<sup>2</sup>. This definition is in line with what Sondang proposes, that what is meant by responsibility is the obligation to do something <sup>3</sup>. More clearly stated by Poerwanto, that responsibility is the ability to carry out a duty of duty to be best suited to him <sup>4</sup>.

In this context the responsibility of the supervisor means the obligation to be carried out with full ethical, social and scientific norms. This means that the supervisors who perform their duties must do so in accordance with the rules or rules that apply in accordance with the basic knowledge that can not be separated from social life as a public servant. Therefore, in carrying out his duties he must really pay attention to the demand society, and must dare to take risks to what he is doing. implementing the tasks carried should be as optimal as possible to pay attention to the pragmatism of the community, because of the pragmatic nature of this comonity will give birth to the appreciation of what has been done.

While considering the explanation of Muhammad Al Buraey, he interpreted that responsibility with the meaning of belief centered on God's command and away from his restrictions<sup>5</sup>.

---

<sup>1</sup> Kartono Kartini , (1991). *Pemimpin dan Kepemimpinan*. Jakarta : Rajawali Press. P. 34

<sup>2</sup> Purwadarminta, W.J.S., (1986), *Kamus Umum bahasa Indonesia*, Jakarta : Balai Pustaka.p. 42

<sup>3</sup> Sondang, P Siagian., (1989), *Fungsi-Fungsi Manajemen*, Jakarta : Bumi Aksara. P. 89

<sup>4</sup> Ngalim, M Purwanto dan Sutaadji Djojopranoto , (1996), *Administrasi Pendidikan*, Jakarta : Mutiara Sumber Widya. P. 94

<sup>5</sup> Muhammad Al Buraey , (1986), *Islam Landasan Al Ternatif Administrasi Pembangunan*, Jakarta : Rajawali. P. 68

In carrying out their duties everyone needs the skills or skills that support to be successful in carrying out their duties. Ability is a nature that is brought at birth or learned and allows a person to complete the work that is charged<sup>6</sup>.

Basically the ability is divided into 2 (two) categories, namely: (1) physical abilities, including strength, flexibility, coordination and resilience and (2) cognitive ability (cognitive abilities), is the ability to think logically and analyze information. Thus a person in carrying out a particular job would be perfect if the person mastered both capabilities<sup>7</sup>.

Ability focuses on the capacity of individuals to perform various jobs in a task. There are two factors that make up the various abilities of a person, namely: intellectual ability (intellectual ability) and physical ability (physical ability). A supervisor has certain abilities in performing his duties. Knowledge and skills are about management, and this capability must also be owned by the supervisor in terms of completion of their daily tasks<sup>8</sup>.

The supervisory process has three stages, They are;

1. Establishment of work implementation standards (including criteria for measuring job performance at all layers of work, may be quantitative as well as qualitative).
2. Compare ongoing performance to predefined standards, and
3. Take action to correct in case of deviation and determine what action / solution or sanction will be provided<sup>9</sup>.

In connection with the completion of duties, a supervisor must have certain capabilities that include; human capabilities, technical abilities, emotional abilities and analytical skills. Furthermore, the ability is as follows;

*First* is human capability. In this context the supervisor in carrying out his duties can not be separated from interactions with people. This ability is needed to influence,

---

<sup>6</sup> James L., John M Ivancevich Gibson dan Donnelly Jr. James H. (1985), *Organizations : behavior, Structure & Process*, Texas Business Publications Inc. p. 109

<sup>7</sup> Patrick W Wright., and Raymond A. Noe.(1996), *Management of Organizations*, United States : Richard D. Irwin. P. 192

<sup>8</sup>, Soegeng Santoso.(2000), *Problema Pendidikan dan Cara Pemecahannya*, Jakarta : Kreasi Pena Gading. P. 105

<sup>9</sup> Miftah Thoha,.(1994), *Perilaku Organisasi*, Jakarta, Raja Grafindo Persada. P.67

supervise, lead and control. This capability includes communication, motivation and leadership and is regarded as the most important managerial ability.

*The second* is technical ability. This ability shall be owned by the supervisor as it relates to the understanding and use of techniques, methods, equipment and procedures in operating its duties. In carrying out its function, the supervisor can not arbitrarily without going through the established rules of the game, making changes. Because this will have a negative impact on the school as a whole.

*The third* is the emotional ability associated with the level of personality maturity that affects the sense of responsibility it has. With this capability the manager can always solve all problems calmly without shrouded in tense, tense, angry and so forth. Maturity of personality turned out to be a factor that is highly considered, because it has a major influence in an organization.

*Fourth* is the analysis. In its work, a supervisor is often involved in making decisions and analyzing situations. A supervisor must have this ability to identify, analyze and solve problems in incomplete and uncertain information conditions in relation to task completion<sup>10</sup>.

### **Communication Intensity**

Communication is one important factor in an organization. Without communication there will be no information to be conveyed, otherwise, without any information, the organization's activities will not take place. So the role of communication in an organization is very important, because it should be everything related to communication and information needs to be designed and arranged properly. So that organizational activities can be implemented optimally<sup>11</sup>.

Gondokusumo explained, in the working relationship we are familiar with information communication and communication assignment. The first conveys information only, while the second is a way of giving the task to be completed efficiently. Communication is meant in this research is communication in giving task or known by communication of assignment. In the communication assignment everything that

---

<sup>10</sup> Richard Hodgetts, M.(1975), *Management : Theory, Process and Practice*, West Washington : W. B. Saunders Company. P.28

<sup>11</sup> Handoko, Hani, T. (1987). *Manajemen Personalia dan Sumberdaya Manusia*, Yogyakarta : BPFE. P. 94

concerns the execution of the task should be planned and arranged with the best in order to be clearly communicated. Submission of communication in the assignment of an organization can be oral or written form. The process of delivering superiors and subordinate information will be done in the communication assignment<sup>12</sup>.

Scott divides the flow of communication within the organization into three dimensions, namely: 1) the vertical dimension of the form of communication that occurs between superiors and subordinates on a reciprocal basis, 2) the horizontal dimension, namely the form of communication that occurs between fellow group members in an organization, 3) dimensions extra organization is a form of communication that occurs with outsiders of the organization<sup>13</sup>.

The dimensions of communication above, actually become a procedure for the supervisors to be able to put the information proportionally. This means that when the information should be submitted to superiors then he must understand well the situation and conditions of how appropriate to convey information or communication to superiors, although it is very heavy must be done, because communication strategy should also be applied to the success of communicating from communicator to the communicant harmonious and clear information submitted. Likewise, the horizontal and extra-organizational dimensions of communication must in principle understand the situation and conditions if to convey information.

Communication assignments that occur in the work environment will directly affect the completion of tasks given, also indirectly affect other factors in the organization such as work productivity. Muhammad Al Buraey gives assertion about the above statement that from the results of the study of Schener and Blank concluded that there is a positive relationship between the accuracy of communication with respect to tasks with job satisfaction and the work achieved<sup>14</sup>.

From the description and discussion mentioned above about the communication in the assignment, it can be concluded that some based on the description above which become an indicator of the intensity of good assignment communication depends on: (a)

---

<sup>12</sup> Gondokusumo, A.A. (1986), *Komunikasi Penugasan*, Jakarta, Gunung Agung. P. 198

<sup>13</sup> Scoot, (1962), *Human Relation In Management Behavior, Science Approach*, Illions, Homewood. P. 34

<sup>14</sup> Muhammad Al Buraey, (1986), *Islam Landasan Al Ternatif Administrasi Pembangunan*, Jakarta : Rajawali. P. 43

time, (b) matter, (c) place, (d) ways and (e) media. While the indicators used in this study are associated with the above indicators are matters relating to: (1) approach, (2) smoothness, (3) accuracy and (4) clarity.

## METHODOLOGY

To see this implication can be seen through the relationship between two variables by using cross table and describing the association. To describe the relationship (association) was used statistical tests "Product Moment Correlation ( $r = \text{Pearson}$ ).

Research data collected from the respondents is processed and analyzed using simple correlation. This technique of analysis is intended to test the hypothesis. To test the hypothesis, done by using Pearson / product moment ( $r$ ) correlation coefficient. If the value of positive correlation coefficient and  $p$  value  $< 0.05$  (95% confidence level), means a significant positive relationship. Whereas if the value of positive correlation coefficient and  $p > 0,05$  (95% confidence level), mean there is not positive significant relationship. While to know the amount of contribution, by using correlation coefficient of determination ( $r^2$ ).

## FINDINGS AND DISCUSSION

To know the significant contribution between the intensity of communication in the assignment with the attitude of supervisor responsibility, can be seen in the following table.

Table 1

Correlation	Coefeciency of Correlation ( $r$ )	Coefeciency of Determination ( $r^2$ )	$p$
$r_{y1}$	0,381	0,145	0.000

Based on the above table, the value of the correlation coefficient between the communication intensity variables in the assignment with the supervisor responsibility attitude  $r_{y1} = 0.381$ . Thus, between the variables of communication intensity in the assignment with the attitude of supervisory responsibility indicates a significant relationship.

On the basis of the above analysis, it can be concluded that the intensity of communication in the assignment and attitudes of responsibilities of employees have a significant positive relationship. The correlation of determination  $r^2$  of 0.145 implies that the intensity of communication in the assignment contributes to the supervisor responsibility attitude of 14.50%.

## CONCLUSION

There is a positive relationship between the intensity of communication with the attitude of supervisor responsibility. This is indicated by the correlation coefficient ( $r$ ) value of 0.381, while the correlation value of determination ( $r^2$ ) of 0.145 indicates that the contribution of communication intensity to the supervisor responsibility attitude is 14.50%. Means the intensity of communication made by Supervisors able to support the improvement of supervisor responsibility attitude, so the higher the intensity of a supervisor's communication the better the attitude of the supervisor's responsibility. Conversely, the lower the intensity of supervisory communication, the lower the responsibility of the supervisor.

The contribution of communication intensity to the supervisor responsibility attitude is 14.50%. This means that the remaining 85.50% is caused by other variables not included in this study.

## BIBLIOGRAPHY

- Azwar, S. (1988), *Sikap Manusia, Teori dan Pengukurannya*, Yogyakarta : Pustaka Pelajar.
- Arnold, Hugh J. And Daniel C. Feldman (1986), *Organizational Behavior*, New York : McGraw-Hill Inc.
- Al Buraey, Muhammad, (1986), *Islam Landasan Al Ternatif Administrasi Pembangunan*, Jakarta : Rajawali.
- Cochran, William G.(1974), *Sampling Techniques*, New Delhi Eastern Private Ltd.
- Chot, Ahmad, (2001). Pengaruh Gaya Kepemimpinan dan Kompensasi Serta Motivasi terhadap Prestasi kerja Pengawas Pada AKPER DEPKES RI Medan. *Tesis*.
- Davis, K. (1962), *Human Relations At Work*, Tokyo, McGraw Hill Book Co.Inc. Kogahusha Co.Ltd.



- Fattah, Nanang. (1996), *Landasan Manajemen Pendidikan*, Bandung, Remaja Rosdakarya.
- Gibson, James L., John M Ivancevich dan James H. Donnelly Jr. (1985), *Organizations : behavior, Structure & Process*, Texas Business Publications Inc.
- \_\_\_\_\_. (1987), *Fundamentals of Management*, Illionis : Business Publications, Inc.
- \_\_\_\_\_. (1980), *Management : Principles and Functions*, Illionis : Richard D. Irwin, Inc.
- Griffin, Ricky W. (1987), *Management*, Boston : Houghton Mifflin Company.
- Gondokusumo, A.A. (1986), *Komunikasi Penugasan*, Jakarta, Gunung Agung.
- Hellriegel, Don and John W. Slocum, Jr. (1988), *Management*, New York : Addison-Weslwy Publishing Company.
- Hodgetts, Richard M. (1975), *Management : Theory, Process and Practice*, West Washington : W. B. Saunders Company.
- Handoko, Hani, T. (1987). *Manajemen Personalia dan Sumberdaya Manusia*, Yogyakarta : BPF.
- Irianto, Agus, (1988), *Statistik Pendidikan (1)*, Jakarta : Dirjen Dikti.
- Hoy, Wayne K. Dan Cecil G. Miskel. (1978), *Educational Administration : theory, Research and Practice*, New York : Random House.
- Komaruddin, (1991), *Managemen Kantor : Teori dan Praktek*, Bandung, Sinar Baru.
- Kartini, Kartono, (1991). *Pemimpin dan Kepemimpinan*. Jakarta : Rajawali Press.
- Kartini, Kartono, dan Gulo, D. (tt.). *Kamus Psikologi*, Bandung, Pionier Jaya.
- Mondy, R. Wayne dan Premeaux, Shane R. (1992), *Management : Concepts, Practices, and skills*, Massachusetts : Allyn and Bacon, Inc.
- Manullang, M. (1981), *Dasar-Dasar Management*, Jakarta, Ghalia Indonesia.
- Mar'at, (1981), *Sikap Manusia, Perubahan Serta Pengukurannya*, Jakarta : Ghalia.
- Purwanto, Ngalm, M. dan Djojopranoto, Sutaadji, (1996), *Administrasi Pendidikan*, Jakarta : Mutiara Sumber Widya.
- Purwadarminta, W.J.S., (1986), *Kamus Umum bahasa Indonesia*, Jakarta : Balai Pustaka.
- Ricky, W.G. Gregory M. (1986), *Organizational Behaviour*, Boston : Houghton Mifflin Company.

The Contribution of Communication Intensity to the Responsibility Attitude of Supervisors in the Office of Ministry of Religious Affairs at Medan City

DOI: 10.30575/2017/IJLRES-2018050805

- Scout, W.G, (1962), *Human Relation In Management Behavior, Science Approach*, Illions, Homewood.
- Santoso, Soegeng.(2000), *Problema Pendidikan dan Cara Pemecahannya*, Jakarta : Kreasi Pena Gading.
- Siagian, Sondang, P., (1989), *Fungsi-Fungsi Manajemen*, Jakarta : Bumi Aksara.
- Sharpin, Arthur., R. Wayne, Mondy and Edwin B. Flippo.(1988), *Management, Concepts and Practices*, United States : Allyn and Bacon Ins.
- Stoner, James A.F. dan R. Edward Freeman.(1992), *Management*, New Jersey : Prentice Hall International, Inc.
- Santoso, Singgih.(2001), *SPSS Versi 10 Mengelola Data Statistik Secara Profesional*, Jakarta : Gramedia.
- Sudjana, (1996), *Metode Statistik*, Bandung : tarsito.
- Thoha, Miftah.(1994), *Perilaku Organisasi*, Jakarta, Raja Grafindo Persada.
- Tuckman, W. (1975). *Measurement Educational Outcomes : Fundamental of Testing*. New York : Harcourt Brace Javanovich Inc.
- Tuckman, Bruce W. (1972), *Conduenting Educational Research*, New York : Horcourt Brace Jovanovich Inc.
- Wright, Patrick W. and Raymond A. Noe.(1996), *Management of Organizations*, United States : Richard D. Irwin.
- WS, Indrawan, (tt.) *Kamus Ilmiah*, Surabaya : Cipta Media