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*by* PRIA MITRA PURBA

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# Organizational Communication Patterns Between Principals, Educators, and Educational Staff at SDN 16 Bilah Barat

Mesiono<sup>1✉</sup>, Abdul Latif Hutagaol<sup>2</sup>, Siti Rahma Ismiatun<sup>3</sup>,

Muhammad Rizki Dermawan Saragih<sup>4</sup>, Elfin Nazri<sup>5</sup>

<sup>1,2,3,4,5</sup> State Islamic University of North Sumatra, Indonesia

[mesiono@uinsu.ac.id](mailto:mesiono@uinsu.ac.id), [abdullatifhutagaol@gmail.com](mailto:abdullatifhutagaol@gmail.com),

[rahmaritonga25@gmail.com](mailto:rahmaritonga25@gmail.com), [rizkisaragih@gmail.com](mailto:rizkisaragih@gmail.com), [nazrielfin301@gmail.com](mailto:nazrielfin301@gmail.com)

## Abstrak

Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif. Fokus penelitian berkaitan dengan Pola Komunikasi Organisasi Antar Kepala Sekolah, Pendidik dan Tenaga Kependidikan di SDN 16 Bilah Barat. Berdasarkan hasil penelitian dan pembahasan mengenai pola komunikasi kepala sekolah antar pendidik dan tenaga kependidikan menggunakan 2 pola komunikasi. *Pertama* kepala sekolah menggunakan pola rantai dalam pengumuman yang diterima dari atasan kepala sekolah yang akan dibagikan informasinya kepada guru dan tenaga kependidikannya. Kepala SDN 16 Bilah Barat juga menggunakan pola rantai dalam memberikan peringatan kepada anggotanya. *Kedua*, pola komunikasi semua saluran juga digunakan kepala sekolah, pendidik dan tenaga kependidikannya dalam keseharian mereka di sekolah. Semua orang dapat saling berkomunikasi tanpa melalui perantara siapapun.

**Kata Kunci:** Kepemimpinan Pendidikan, Organisasi Pendidikan, Pola Komunikasi.

## Abstract

*This research uses a qualitative approach with a descriptive study method. The focus of the research relates to Organizational Communication Patterns Between School Principals, Educators and Education Staff at SDN 16 Bilah Barat. Based on the results of research and discussion regarding the communication pattern of the school principal between educators and education staff using 2 communication patterns. First, the school principal uses a chain pattern in announcements received from the principal's superiors who will share the information with teachers and education staff. Second, the Head of SDN 16 Bilah Barat also uses a chain pattern in giving warnings to his members. The communication patterns of all channels are also used by school principals, educators and education staff in their daily lives at school. Everyone can communicate with each other without going through any intermediaries.*

**Keywords:** Educational Leadership, Educational Organization, Communication Patterns.

## PRELIMINARY

Communication in educational institutions is an important matter that can maintain harmony between "educational citizens". Through communication, the intensity of teacher and student meetings can be established according to the pattern that is built. In addition, communication is also the nature of human beings as social beings, who live side by side between individuals or groups. Furthermore, good communication is also an important part of human life to survive and develop one's potential according to one's mind and mind (Inah, 2016: 156-179).

The importance of communication for individuals also has an impact on an organization. In fact, the success of an organization including education is also determined by the level of harmonization of communication patterns within the educational institution. Furthermore, communication shapes the culture or organizational climate of educational institutions, as well as being an internal factor for improving the quality of educational institutions. This shows that communication plays an important role in improving the quality of schools (Anisa, 2021).

Smooth communication at school will help smooth the academic and administrative processes of education at school. The pattern of communication in education does not only take place in the classroom between teachers and students, but effective communication between various parties, starting from school leaders, namely the principal and vice principal. Furthermore, there are teachers, education staff, and students. More broadly, school communication is also connected with the school committee, student guardians, and the

community around the school. Moreover, communication is currently also focused on digitalization efforts, thus involving many parties in helping to improve school quality (Retnowati, 2014).

Communication effectiveness assists schools in the aspect of achieving performance results and organizational goals, as well as contributing to school work productivity. The success of communication is usually found in the pattern applied by the leadership, in this context the principal. This is because the personal figure and authority of the principal is a reflection of the dignity of a school. In fact, teachers as internal parties will be affected by their performance and level of discipline through the leadership displayed by the principal (Haomasan & Nofharina, 2018: 1-7).

In particular, the meaning of school leadership is in how to make decisions. The essence of self-decision making is communication. This shows that communication is at the core of the leadership displayed by the principal. The existence of healthy and good communication between one sub-work and another is expected to help develop teacher performance in schools. In addition to being a role model, school principals must have communication skills so that teacher performance and all learning activities run well (Zulaekha, 2014).

In fact, relevant research on communication patterns in schools has been discussed from various viewpoints. One of them discusses the aspect of increasing teacher professional competence (Mukhlisin, 2017), communication in the public sphere (Latuconsina, 2019), child-friendly communication (Maulida, 2020), student communication patterns in inclusive schools (Mudjiyanto, 2018), parental communication patterns with children with special needs (ABK) (Boham, 2013), model of communication between students with ABK (Yohanah & Setyawan, 2017), interpersonal communication patterns (Karningtyas, *et al.*, 2014), early childhood communication patterns (Yiw'Wiyouf, *et al.*, 2017), Meditation practice and communication patterns (Paramita, 2021), teacher's strategy in forming communication patterns with student guardians (Triwardhani, *et al.*, 2020), as well as school committee communication patterns and their impact on institutional quality (Yasin, *et al.*, 2021).

Achieving organizational communication between school principals and members requires a pattern of communication in it. This communication pattern needs to be understood because then the principal is able to implement good communication without any discomfort between superiors and subordinates. SDN 16 Bilah Barat has an exemplary principal in communicating with his subordinates. For this reason, researchers will discuss how the communication patterns are applied by the principal of SDN 16 Bilah Barat to teachers as teaching staff and the Administrative field (TU) as educational staff.

## **METHOD**

This study used a qualitative approach with an analytical descriptive study method. The series of data findings are described as sourced from research informants, including school principals, teachers, and administrative staff. As a scientific process, researchers use methods of observation, interviews and documentation studies in gathering research information. The next researcher analyzed the research data using data reduction techniques, data presentation, and drawing conclusions. Data can be declared valid if it meets the criteria of credibility, accountability and confirmability (Assingkily, 2021).

## **RESULTS AND DISCUSSION**

### ***Patterns of Communication Between Principals, Educators and Educators***

Humans are social creatures whose nature of life is to communicate, interact, and relate to each other between individuals or groups. Communication between humans is carried out using various symbols, ranging from verbal (verbal), gestures, and others. In general, the purpose of communication is to convey messages from the communicator to the communicant, so that interaction occurs and the essence of interpersonal relationships is realized. Communication is not only involving verbal or gestures between individuals, because more than that communication activities can also express feelings between people (Kencanawati & Fitriyani, 2021: 42-54).

Patterns of communication between individuals are also formed naturally in accordance with the intent of the message conveyed and the person conveying the communication. There are communication patterns that are top-down, bottom-up, horizontal or other patterns, which of course differ from one another. The pattern of receiving and sending messages (information) also differs according to the context of communication (Mukhlisin, 2017). Theoretically, communication patterns are divided into chain patterns, wheel patterns, circle patterns, Y patterns, and all channel patterns.

Based on research findings at SDN 16 Bilah Barat, it is understood that the principal as the top leader uses 2 (two) patterns, namely the chain pattern and the all-channel pattern. Where the use of these two types of communication patterns is adapted to the condition or situation of the conversation. Furthermore, the following shows a description of the pattern of communication to the SDN 16 Bilah Barat school with teachers and administration staff (TU).

#### 1. Chain Pattern

The principal of SDN 16 Bilah Barat uses a chain communication pattern as a form of conveying information to members in his school. This chain communication pattern occurs when the school principal receives information from the service or from the sub-district coordinator, then the school principal conveys all this information to the teachers in regular meetings which are held once a month.

In these regular meetings the school principal conveys information and discusses with the teachers present at the meeting. After finishing the discussion, the principal orders the teacher to convey the results of the meeting to the parents or students if the results of the meeting are related to the parents and students. This communication pattern has five levels in its hierarchy and is only known as upward and downward communication system communication, which means that it adheres to a direct line relationship either upward or downward without any filtering.

In this pattern one member can only communicate with one other member and then the other member can convey the message to the other members again and so on (Arni, 2009; Alifiani, *et.al.*, 2019: 51-55). For example, person A can communicate with B, B with C, C with D, D with E, and so on. If member A wants to communicate with E, it must first go through B, C, and D sequentially. Likewise, if E wants to communicate with A, he must go through D, C, and B respectively. So A does not directly communicate with E.

The chain pattern is also used by the school principal when giving notifications of teacher or staff errors such as being late or negligent at work. The notification was first delivered through the vice principal of the school, namely the curriculum representative, after which it would be conveyed to the teachers concerned.

#### 2. All Channel Pattern

The principal of SDN 16 Bilah Barat uses an all-channel communication pattern in which all members can speak and ask for their opinion. The SDN 16 Bilah Barat school environment also uses an all-channel communication pattern, where teachers and staff can communicate without going through any intermediaries.

The communication pattern of all these channels is that each member can communicate and reciprocate with all other group members. It is undeniable that in the researcher's interview with one of the class teachers he said:

*"...All of us at this school, both the principal, teachers and staff and even cleaners, can communicate with anyone without an intermediary. If we need information from Mr. Yes, we can just ask directly. It's even easier now, there's a WA group so he can respond quickly and directly without having to be waited on or met in the principal's office".*

The pattern of total channel communication (all channel communication), is used by several terms, including: free circle, interactive communication, "participative management" communication (participative management communication), sometimes it is also called "democratic" communication. The

total channel communication pattern guarantees communication among each member of the group. Each group member can directly communicate with other members without going through intermediaries (Khoir, 2014).

This total channel network reflects a peer group environment and a participatory management system. The pattern of this communication network is the development of a circle model, where all three levels can interact reciprocally without adhering to who is the central figure. The communication pattern of all these channels is that each member can communicate and reciprocate with all other group members (Yuliani, 2020).

From the explanation of the class teacher, it can be concluded that it is true that the SDN 16 Bilah Barat school environment uses all-channel communication patterns every day. The principal of SDN 16 Bilah Barat also expressed the same thing where each of his teachers and other members could meet and communicate with him at any time as long as it didn't interfere with his work and rest at night, said the principal in the interview.

### ***Barriers to Communication Between Principals, Educators and Education Personnel***

Every communication must have obstacles, wherever and to whoever it is. Communication between the principal of SDN 16 Bilah Barat and the teachers and educational staff has several obstacles as follows: (1) according to the communicant, the message conveyed by the communicator is not clear; (2) differences of opinion between teachers; (3) It is difficult to unite perceptions between school principals and teachers; (4) senior teacher's lack of understanding in digital communication; and (5) Information that is not evenly distributed is the result of being lazy to listen to the information provided by the communicator.

The study of communication patterns is carried out in an effort to find the best way to communicate. Although in fact there is no truly universally good way in the field of communication because information can be sent with different purposes. Apart from that, in a communication, of course talking about how the communication is channeled. Following is the implementation of organizational communication patterns set in organizational communication channels that can be used to interact so that they are in accordance with what is expected and the communication can be well structured and easy to understand (Novialdi & Awza, 2019: 1-15).

The flow of communication from superiors to subordinates is related to the responsibilities and authority of a person in an organization. A manager uses downward communication channels with the aim of directing, coordinating and controlling various activities at lower levels. Communication from top to bottom takes the form of orders, instructions and procedures that must be carried out by subordinates. To achieve organizational success, superiors or leaders must trust their subordinates. Downward communication in an organization means that information flows from positions of higher authority to those with lower authority (Ruliana, 2014; Rosadi, 2017).

Based on the description above, it can be understood that urgent communication is created naturally and harmoniously between school members. Because, through intense and dignified communication between members of the school will be harmonious and peaceful, and focus on achieving common goals. Thus, administrative and academic aspects run effectively and efficiently in schools, both those handled or responsible by teachers and school administration staff. To achieve this, the role of the principal in building effective communication is needed for the progress and improvement of school quality.

### **5 CONCLUSION**

Based on the results of the research conducted, it can be concluded that regarding the communication patterns of school principals between educators and education staff using 2 communication patterns. First, the school principal uses a chain pattern in announcements received from the principal's superiors who will share the information with teachers and education staff. The head of SDN 16 Bilah Barat also uses a chain pattern in giving warnings to his members. Second, the communication patterns of all channels are also used by school

principals, educators and education staff in their daily lives at school. Everyone can communicate with each other without going through any intermediaries.

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