Organizational Communication between Principals, Educators, and Educational Staff of Elementary Education Institution

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Abstrak

Komunikasi kepala sekolah terhadap bawahan menjadi salah satu faktor penentu keberhasilan atau kegagalan tata kelola sekolah. Penelitian ini bertujuan untuk menganalisa pola komunikasi kepala sekolah dengan guru dan tenaga kependidikan di SDN 16 Bilah Barat. Jenis penelitian ini termasuk kualitatif dengan metode studi deskriptif analitis. Pengumpulan data penelitian menggunakan metode observasi, wawancara dan studi dokumentasi. Selanjutnya, data dianalisis menggunakan teknik reduksi data, penyajian data, hingga penarikan kesimpulan. Uji keabsahan penelitian menggunakan teknik triangulasi data. Hasil penelitian ini menyimpulkan bahwa komunikasi yang dibangun oleh kepala sekolah dinilai efektif. Hal ini terlihat dari penerapan 2 pola komunikasi, yaitu *Pertama* kepala sekolah menggunakan pola rantai dalam pengumuman yang diterima dari atasan kepala sekolah yang akan dibagikan informasinya kepada guru dan tenaga kependidikannya. Kepala sekolah 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. Dengan demikian, pola komunikasi efektif terlaksana di sekolah dasar.
Kata Kunci: Kepemimpinan Pendidikan, Organisasi Pendidikan, Pola Komunikasi.

Abstract

Communication of school principals with subordinates is one of the determining factors for the success or failure of school governance. This study aims to analyze the communication patterns of the principal with teachers and education staff at SDN 16 Bilah Barat. This type of research includes qualitative with descriptive-analytical study method. Collecting research data used the method of observation, interviews, and documentation studies. Next, the data were analyzed using data reduction techniques, data presentation, and conclusions. Test the validity of the research using data triangulation techniques. The results of this study concluded that the communication built by the school principal was considered effective. This can be seen from the application of 2 communication patterns, namely, first the school principal uses a chain pattern in announcements received from the head of the school's superiors who will share the information with teachers and education staff. The principal 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. Thus, effective communication patterns are carried out in elementary schools.
Keywords: Educational Leadership, Educational Organization, Communication Patterns.

INTRODUCTION

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. 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 are a reflection of the dignity of a school. 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 role models, school principals must have communication skills so that teacher performance and all learning activities run well (Zulaekhah, 2014).

Relevant research on communication patterns in schools has been discussed from various viewpoints. One of them discusses the aspect of increasing teacher professional competence (Mukhlasin, 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). Looking at the literature review, it is understood that previous research has not comprehensively examined communication patterns in schools. Thus, this novelty research presents a scientific study of this pattern of communication, between school principals, teachers, and education staff.

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 can

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. The focus of this research is to analyze the organizational communication that is manifested in SDN 16 Bilah Barat as a prototype of effective communication between education members at the elementary school level.

METHOD

This study used a qualitative approach with an analytical descriptive study method. The background of this research is located at SDN 16 Bilah Barat, located at Jl. Pendidikan, Afdeling I Rantau Prapat, Kec. West Bilah, Labuhanbatu Regency, North Sumatra Province. 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. In this context, researchers seek to directly observe the types and forms of communication that occur in schools, to ensure the correctness of the observations, they are cross-checked by asking informants according to interview guidelines. Furthermore, researchers also checked school documentation to ensure organizational climate and communication in schools. 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 (Mukhlasin, 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).

Chain Pattern

The principal of SDN 16 Bilah Barat uses a chain communication pattern as a form of conveying information to members of his school. This chain communication pattern occurs when the school principal receives information from the service or the sub-district coordinator, then the school principal convey 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 it 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.

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), and 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 to find the best way to communicate, although, there is no truly universally good way in the field of communication because information can be sent with different purposes. Apart from that, in communication, of course, talking about how 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 to direct, coordinate, and control 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 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.

Research on this topic is in line with research Rolan (2020) explaining that organizational communication is fundamental in creating a conducive learning climate in schools. Elementary-aged children as learning objects will be able to play a position as learning subjects who can learn independently at the encouragement of the school. This is in line with the research of Nasukah, *et.al.* (2020) which explain that effective communication will create quality learning. Supporting this, research by Jaya (2021) proves that organizational communication has a positive impact on service quality and accreditation, as well as the quality of school graduates.

Referring to the findings above, it can be discussed that these findings are in line with previous research. As research Inah (2016) found that all-channel communication patterns are the right alternative for school principals in building an effective learning culture. This is because the components of educators, students, and education staff can interact directly with the school principal. Paradiba (2021) added that school principals as leaders should not close themselves to their subordinates, to build a sense of egalitarianism among school members.

Thus, it is understood that the communication pattern built by the principal of SDN 16 Bilah Barat displays the effectiveness of the principal's role in the school environment. That is, the principal in establishing an internal policy is not unilateral, but involves subordinates through effective communication with two types of patterns. This is certainly an implementation of effective leadership, because the success of leadership will be seen from decision-making, and the best decision-making is based on effective communication in schools.

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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