



JURNAL BASICEDU

Volume 7 Nomor 1 Tahun 2023 Halaman 944 - 954

Research & Learning in Elementary Education

<https://jbasic.org/index.php/basicedu>



Internal Communication Function of Madrasah Principal (Communication Analysis at Elementary Education Institutions)

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Abstrak

Pola komunikasi yang diterapkan oleh kepala madrasah menjadi aspek krusial dalam menentukan tingkat optimalitas kinerja guru. Penelitian ini bertujuan untuk menganalisa fungsi pelaksanaan komunikasi internal kepala madrasah dalam meningkatkan kinerja guru Madrasah Tsanawiyah At-Tibyan Deli Serdang. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif analitis. Pengumpulan data menggunakan metode observasi, wawancara dan studi dokumen. Selanjutnya, dianalisa menggunakan teknik reduksi data, penyajian data dan penarikan kesimpulan. Uji keabsahan data menggunakan teknik triangulasi data. Hasil penelitian ini menyimpulkan bahwa komunikasi internal kepala madrasah dengan komite madrasah dan personil lainnya dalam meningkatkan kinerja guru Madrasah Tsanawiyah At-Tibyan Deli Serdang ternyata terjalin dengan baik melalui komunikasi internal yang dilakukan oleh kepala madrasah dengan komite madrasah. Komunikasi internal yang dibangun oleh kepala madrasah kepada komite madrasah tidak hanya sebatas komunikasi ke bawah akan tetapi kepala madrasah juga membangun komunikasi ke atas dengan komite madrasah.

Kata Kunci: Kepemimpinan Pendidikan, Komunikasi Organisasi, Lembaga Pendidikan Dasar.

Abstract

The communication pattern applied by the madrasa head becomes a crucial aspect in determining the optimal level of teacher performance. This study aims to analyze the function of implementing the internal communication of the madrasa head in improving the performance of teachers at Madrasah Tsanawiyah At-Tibyan Deli Serdang. This study used a qualitative approach with an analytical descriptive study method. Collecting data used the method of observation, interviews, and document study. Furthermore, the data were analyzed using data reduction techniques, data presentation, and drawing conclusions. Test the validity of the data using data triangulation techniques. The results of this study concluded that the internal communication of the madrasah head with the madrasah committee and other personnel in improving the performance of Madrasah Tsanawiyah At-Tibyan Deli Serdang teachers turned out to be well established through internal communication carried out by the madrasah head with the madrasah committee. The internal communication built by the head of the madrasa to the madrasa committee is not only limited to downward communication but the head of the madrasa also builds upward communication with the madrasa committee.

Keywords: Educational Leadership, Organizational Communication, Elementary Education Institutions.

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DOI : <https://doi.org/10.31004/basicedu.v7i1.4701>

ISSN 2580-3735 (Media Cetak)

ISSN 2580-1147 (Media Online)

Jurnal Basicedu Vol 7 No 1 Tahun 2023
p-ISSN 2580-3735 e-ISSN 2580-1147

INTRODUCTION

The process of providing guidance, direction, and integrative information needed by students is obtained in an educational activity. Development of students' potential in extracting information insights, and instilling values, and skills in the form of soft skills is also obtained integrally in the educational process. Furthermore, the style and orientation of a nation can also be observed through the quality of education, so that it can also be reflected or illustrated in the future of a nation (Rosadi, 2017: 28-44).

Schools or madrasas as formal educational institutions in Indonesia are candradimuka's crater in helping or facilitating the development of students' potential towards superior human resources (HR) in the future. Of course, the intended superior level is in the form of a balance between intellect, attitude (behavior), skills, and also spirituality. Concrete efforts in realizing superior human resources through education in schools/madrasas, teachers need to optimize their potential as role models that students hope can help their development (Yasin, 2021; Inah, 2016).

The optimal potential possessed by the teacher, ranging from professional, pedagogic, and social, to personality or personal will be reflected in the teacher's performance in a certain period. The optimal performance of teachers in schools or madrasas also has a real impact on the productivity of madrasas. Real contributions in the form of products or creative works of teachers make a major contribution to the success of madrasas in terms of academic-administrative quality and services, as well as the quality of graduates who excel in academic and non-academic fields (Haomasan, 2018: 1-7; Choir, 2014).

The optimum level of teacher performance is a real form of teacher accountability starting from the planning, implementation, to learning assessment stages. Optimal teacher performance will have a real impact on creating a conducive climate. Creative and innovative teachers certainly seek to continue to improve their potential and can transmit it to students. This is because the teacher's task is not as a person who only teaches teaching materials, but also as an organizer, leader, manager, and facilitator of learning. Thus, students' intellectual prowess will be balanced with another potential (Latuconsina, 2019; Arni, 2009).

Interaction and communication between educators and students are believed to be the main factor in building a conducive learning culture climate in schools. In reality, the education that has been developed at this time has not been able to fully respond to today's national and global needs and challenges. The program for equity and improving the quality of education, which so far has been the focus of coaching, is still the most prominent problem in our world of education. The number of population of primary education age who are outside the national education system still shows a very large number while the quality of education is still far from what was expected (Maulida, 2020; Kencanawati & Fitriyani, 2021: 42-54).

This is all the more important considering that the process of empowering school functions is not a light matter. This empowerment must start from a good management pattern because good management will only be formed if the principal's leadership can run effectively. Realize students who have good output and teachers who have good performance, all of this will lead to the leadership of a school principal because the principal greatly influences the performance of a school organization. Principal leadership can determine whether a school organization can achieve the goals set or not (Wahab, 2008; Ruliana, 2014).

Effective principal leadership will establish a healthy learning environment which will ultimately encourage the development of teacher professionalism as part of empowering school resources ultimately professional teachers are teachers who can innovate in designing and finding meaningful and student-centered learning strategies that not only make it easier for students to understand the context of the lesson but also make it easier for teachers to teach (Mukhlisin, 2017; Zulaekhah, 2014).

The above is in line with an opinion by Pidarta (2005) that the leadership pattern of the school principal is very influential and determines the progress of the school. Collaborative leadership is expected to be able to provide facilities and optimize resources for school progress. Madrasah principals must obtain policies and

targets based on the real conditions and capabilities of their schools. Thus the empowerment of schools towards effective schools must be pursued through operational management managed by professional principals.

In this case, the author is interested in the existence of Madrasah Tsanawiyah At-Tibyan Deli Serdang which can currently be seen as an educational institution that has leaders who have an ideal spirit of leadership with a communication approach taken to all existing stakeholders. In addition, this Madrasah also has teachers with good performance, this is evidenced by the election of these Madrasah students as representatives from Deli Serdang Regency for competitions at the Provincial level, as recently these Madrasah students became delegates for Deli Serdang for the Science and Mathematics Olympiad at the Provincial level. So that makes this Madrasa a model for Tsanawiyah Madrasas in Deli Serdang Regency.

In this madrasa, there is a good atmosphere for student learning and a good working atmosphere for teachers, this can be found in the presence or absence of the Head of the Madrasah. At the madrasah, there are also attitudes and behavior of students who are orderly, disciplined, and maintain cleanliness, all of which cannot be separated from the role of the teachers in providing teaching and guidance as well as supervising students with a full sense of responsibility and sincerity to carry out their duties as educators. . This madrasa is also one of the madrasas that often receives visits from various schools, both those from within the district itself and schools from outside the region such as from several madrasas in the Aceh region, namely madrasas from Aceh Singkil and Aceh Tenggara districts.

From several Madrasah Tsanawiyah in Deli Serdang Regency, the authors found indications that some teachers tended to show less good performance in their duties, including some teachers who did not make lesson plans (RPP), did not evaluate learning outcomes, were less innovative in using teaching methods. and student-centered learning strategies, not wanting to use teaching aids such as learning media, and not monitoring student learning progress, there are even those who lack discipline such as coming in late, joking around with fellow teachers by leaving the classroom while teaching, and even absent teachers.

This condition weakens the leadership of the school principal, and also reduces responsibility, and reduces teacher participation in supporting school activities. In the end, the resulting teacher performance tends to be low, and the principal's leadership is also not running optimally due to a lack of information about education and training that leads to a modern performance system. One of the causes that are thought to affect the working relationship between the leadership of the school principal and the teacher is healthy internal communication. Because, whatever concept is planned by the school principal will not be actualized properly, if the principal is not democratic in treating teachers consistently and proportionally (Wahyusumidjo, 2004).

Principals and teachers also have to create downward and sideways lines of communication. Thus an open atmosphere, synergy with each other, and the establishment of verbal and nonverbal communication can be created and the teachers will be more enthusiastic in carrying out performance because internal communication is created in the school to support teachers to do their best, due to positive appreciation from school leaders (Cangara, 2011).

Internal communication is a supporting factor for the performance of school organizations because members want their performance to achieve job satisfaction. Thus, the leader as a responsible figure in the organization can contribute to generating a good communication climate within the organization. To achieve successful performance in the organization, the leadership should play an active role in communicating internally to members in terms of (1) setting organizational work goals, (2) paying attention to work progress, (3) actively providing guidance, (4) providing new methods of work, (5) make plans for the future, (7) develop the capabilities of members (Suprihatin, *et.al.*, 2004).

Relevant research on this topic has been examined by previous researchers from various perspectives. These include discussing aspects of leadership that have proven to be the main capital in realizing good governance (Vembriyanto, 2022), organizational implementation in Islamic mass organization institutions in Indonesia (Muzzammil, 2020), proof of communication as a vital aspect in testing the loyalty of subordinates

and leaders (Asyifa, 2016), community and school relations as an integral system in Islamic educational institutions (Maulana & Afifi, 2021), interpersonal and intrapersonal communication needed for every member of the school organization (Yodiq, 2016), public relations and school image (Ningsih & Pramusinto, 2017), and internal policy implementation and its impact on school organizations (Supriatini, *et.al.*, 2019). This literature review shows that the study of madrasah head communication has not specifically studied the internal communication function carried out by the madrasah head. This presents a novelty of research by describing the pattern of internal communication between personnel built by the head of the madrasa.

Departing from the reality that the author observed above and based on the theoretical basis that the author collected, the authors conducted an in-depth study of the factors that can affect teacher performance in managing learning, among others, allegedly influenced by the internal communication of a school leader or principal. So the authors conducted research with the title "Internal Communication Function of Madrasah Tsanawiyah At-Tibyan Deli Serdang". This study aims to analyze the communication carried out by "madrasa residents" at basic education level institutions.

METHOD

The approach used by researchers in this study is a qualitative research approach. In qualitative research, the phenomenological approach is very dominant. This research was conducted at MTs At-Tibyan Deli Serdang, located at Jalan Medan-Tanjung Morawa KM. 13.5 Alley Mardisan, Bangun Sari, Kec. Tanjung Morawa, Deli Serdang Regency, North Sumatra. The duration of the research is from November 2022-January 2023. In this context, researchers seek to gather information about the topics discussed comprehensively. The subjects in this study were taken directly from parties that are directly related to improving teacher performance. In seeking this information, researchers will collaborate with, among others: The head of Madrasah Tsanawiyah At-Tibyan Deli Serdang, the Head of Administration of Madrasah Tsanawiyah At-Tibyan Deli Serdang, the Deputy Principal of Madrasah Tsanawiyah At-Tibyan Deli Serdang, Teachers of Madrasah Tsanawiyah At-Tibyan Deli Serdang. For this research to obtain correct and accountable data, the research team made several methods for collecting relevant data, the methods used were observation methods, interview methods, and documentation (Assingkily, 2021). After obtaining the data, the researcher analyzed using data reduction techniques, data presentation, and drawing conclusions. The validity of the research data was tested through triangulation, fulfilling the criteria of credibility, capability, dependability, and confirmability.

RESULTS AND DISCUSSION

Communication of the Head of Madrasah with Leadership Staff

Based on the findings in the field that were found by researchers while conducting research at the At-Tibyan Deli Serdang Madrasah Tsanawiyah, there was a good working atmosphere, an intimate atmosphere between fellow teachers and between the Madrasah Head and the teachers, this was seen in the various good activities that formal or non-formal.

Madrasah Tsanawiyah At-Tibyan Deli Serdang is also one of the madrasas that often get visits from various schools, both from within the district itself and schools from outside the region such as from several Madrasas in the Aceh region, namely Madrasas from the district Aceh Singkil, and Southeast Aceh. Students at Madrasah Tsanawiyah At-Tibyan Deli Serdang also often take part in various types of competitions from the inter-school or madrasah level to the district level and even the provincial level and Alhamdulillah said the head of the madrasa from the various competitions they participated in often won, this was seen by the author, many displayed various kinds of trophies and trophies from various branches and types of competitions and all of these are documented by the author and attachments in this study.

The maximum performance of the teachers created in the madrasa environment cannot be separated from the way of communication and leadership style of the head of Madrasah Tsanawiyah At-Tibyan Deli Serdang, he said this could be created with a communication system that was built between the head of the madrasa and the leadership staff and teachers through communication internally between the principal of the madrasa and each of them. Madrasah heads often carry out dialogue either through routine meetings that are scheduled every month or face-to-face or in person. So that a kinship atmosphere is built among the stakeholders in the Madrasah.

Apart from that, the head of the madrasa also said that to foster this good relationship he also conducts recitation activities every month by involving the families of the staff and teachers and conducts comparative study activities as well as refreshing several areas such as the cities of Padang, Parapat, Berastagi, and others.

In connection with the communication built by the Principal of the Madrasah with the leadership staff covering various matters including communication in conveying rules and policies that will be applied to teachers and staff, in this case, the Principal of the Madrasa conveys rules and policies to them through direct communication, and communication directly it is carried out by the head of the madrasa through regular meetings with teachers and staff which are scheduled every month and is usually carried out by the head of the madrasa in the first week at the beginning of the month such as on the 1st or 2nd of each month. As a leader, the head of the madrasa said that it was necessary to establish communication with the leadership staff because how could I possibly implement existing policies or rules without their support, one way for them to want to support and implement existing regulations and policies was through a communication approach.

Direct communication is carried out by the Head of the Madrasah with the leadership staff through the first two forms of communication, direct communication with staff through meetings that have been scheduled in advance, second direct communication with individuals or face-to-face. Because according to the head of the madrasa by communicating directly with the leadership staff, he can immediately find out the problems or problems faced by the staff and at the same time find out how far the existing rules and policies have arrived and been implemented by the existing stakeholders.

The same thing was conveyed by the administrative head of the Madrasah Tsanawiyah At-Tibyan Deli Serdang, he said that as the administrative head, he was also invited to communicate in setting the rules or policies to be implemented in the Madrasa. Likewise, for every activity that you want to make, usually, the head of the madrasa communicates it to me first, after that, it is conveyed to the leadership staff, who then the rules and policies, and activities are conveyed to the teachers through scheduled meetings or announcements posted on the notice board.

During these meetings, apart from conveying information on existing rules and policies, the head of the madrasah usually also discusses matters that are considered important, for example regarding the obstacles faced by teachers and staff in carrying out their duties. In addition to establishing a good relationship between leaders and subordinates. The head of the madrasa also communicates to embrace all stakeholders in this madrasa including the leadership staff, namely by opening communication to anyone regardless of whether they are happy or unhappy with the head or regardless of whether they are lazy or diligent, all leadership staff are invited to communicate by the principal of the madrasa.

If there are obstacles that are conveyed by the leadership staff related to the tasks carried out by them, then usually the head of the madrasa invites all existing stakeholders and usually, he invites me first to solve the problems experienced by these staff together. If the problem cannot be solved, then the madrasa head takes personal approaches, for example by inviting them to talk one-on-one. What was done by the head of the madrasa turned out to have a positive impact, where the staff or teachers were satisfied with what the head of the madrasa was doing by not allowing the existing problems to continue to develop.

Based on the findings above, it can be seen that the principal of the madrasa has carried out internal communication itself in carrying out his leadership at Madrasah Tsanawiyah At-Tibyan Deli Serdang, where he always maintains communication between himself and the leadership staff both as a group and with all existing

leadership staff. as well as through individuals or face to face to the leadership staff, for example, this communication is built through meetings that have been scheduled in advance, or during spare times such as during breaks.

Head of Madrasah Communication with Teachers

The same communication was also built by the head of the madrasa with the teachers at Madrasah Tsanawiyah At-Tibyan Deli Serdang, where the head of the madrasa also always makes contact or communicates with the teachers through any momentum either through meetings that have been scheduled every month or through small talk with the teachers while on break. The head of the madrasa also said that he usually approaches teachers and existing stakeholders who do not accept the rules and policies that have been set by conducting in-depth communication, namely by inviting him to tell stories, sometimes I invite him to tell stories in my room or when the teacher is alone. in the teacher's room.

To maximize the communication that has been built so far, I usually make a more personal activity and a family approach, for example, every month we always carry out recitation activities for all teachers, staff, and their families to gather together. At the event, all teachers, staff, and families mingled with each other, telling each other from light things to problems experienced by each teacher in carrying out their duties, so that at that time all teachers would feel closer and more intimate so that there was no longer a rigid atmosphere. between superiors and subordinates and vice versa between subordinates and superiors, and it is at this time that I, as the leader, find out all the problems experienced by teachers and staff, both related to policies that are applied to teacher problems when carrying out their daily duties at the madrasa.

In addition to the recitation program, I also held a refreshing program at the end of the school year where all teachers and staff were invited to take a walk to a recreation area, as recently we had a comparative study in the Padang area, at that time we went with class IX students, during the trip there, a very harmonious relationship was built between the head and the teacher, the teacher and the teacher, and the teacher and the students, even at that time we also invited the wife of the Head of the Ministry of Religion of Deli Serdang Regency, who also felt amazed and proud of the harmonious atmosphere that was fostered in within the Madrasah Tsanawiyah At-Tibyan Deli Serdang.

What was conveyed by the head of the madrasa, namely regarding the communication built by the head of the madrasa towards teachers, was confirmed by one of the religious teachers who said that the head of the madrasa in conveying rules and policies to teachers was by communicating these rules and policies to teachers through scheduled meetings or unscheduled meetings if there are urgent rules to be conveyed. This is done by the head of the madrasa with the aim that the rules and policies that will be implemented can be accepted and carried out by the teachers besides that according to him also so that there are no misunderstandings in responding to all the policies of the head of the madrasa so that good relations will be maintained between the head of the madrasa and the stakeholders that include teachers.

Furthermore, the same opinion was also conveyed by the next religious teacher, he said that the head of the madrasa always maintains a communication relationship with the teachers. The communication carried out by the head of the madrasa is direct communication between the head of the madrasa and the teachers, both regarding the rules and the activities to be carried out. In this way, the teachers can find out firsthand about the rules and policies that the head of the madrasa wants to implement, besides that it also seems that the head of the madrasa also wants to know how far the readiness of the teachers is in accepting and implementing the rules and policies that will be implemented. This can be seen when the head of the madrasa has finished conveying the rules and policies that will be applied, the head of the madrasa usually asks for responses and input from teachers and staff regarding the rules and policies that will be implemented whether the rules and policies that will be implemented are acceptable or not by teachers and staff, and at the same time discuss how to solve the problem.

We teachers occasionally experience problems or obstacles in carrying out our tasks, usually we don't

hesitate to convey our problems to the head of the madrasa and Alhamdulillah we get a good response or response from the head of the madrasa, he will quickly solve the problem through an in-depth communication approach namely through a personal or personal approach of the teachers. According to a mathematics teacher who also teaches at Madrasah Tsanawiyah At-Tibyan Deli Serdang, he said the communication made by the head of the madrasa towards teachers turned out to have a positive impact, both for us teachers and also for existing stakeholders, for example by establishing communication by the head madrasah towards teachers and staff, then there is a harmonious relationship between teachers and staff, and there is no negative prejudice from teachers towards the madrasa head so that whatever policies and rules will be imposed by the head of the madrasa, the teachers are ready to carry it out because the teachers and staff will assume that the rules and policies that will be enforced are basically to improve the quality or quality of teachers and staff as well as to further advance Madrasah Tsanawiyah At-Tibyan Deli Serdang.

The head of the madrasa also maximizes the communication that he has built with the teachers, namely by always inviting the teachers to talk during recess, because the head of the madrasa often mingles with us in the teacher's room, besides that the head of the madrasa also uses the monthly recitation to communicate against us. Apart from the statements made by several teachers above, the same expression was also conveyed by the social studies teacher, the teacher is a senior teacher at Madrasah Tsanawiyah At-Tibyan Deli Serdang, because she started serving since the founding of Madrasah Tsanawiyah At-Tibyan Deli Serdang this. According to the social studies teacher, the head of the madrasa always communicates with teachers and staff both through meetings and when the teachers are in the teacher's room. Communication built by the head of the madrasa to teachers and staff is direct communication between the head of the madrasa and teachers and staff or through face to face. Apart from that, according to the social studies teacher, to further harmonize the relationship between the head of the madrasa and the teachers and staff, the head of the madrasa also wants to know firsthand what problems teachers and staff experience in carrying out their daily duties which might cause delays. educational process or can reduce the performance of teachers and staff.

Based on the findings above, it can be seen that the head of the madrasa also builds the same communication relationship with the teachers at the At-Tibyan Deli Serdang Madrasah Tsanawiyah. The relationship or communication carried out by the principal of the madrasah with the teachers is not only limited to scheduled meetings with the teachers, it even touches on further relationships or communication, namely by establishing communication relations with the families of the teachers themselves. This can be seen from the monthly recitation activities and comparative studies carried out by the head of the madrasa, where in these activities not only the teachers are involved, but even the families of the teachers themselves are also involved in these activities so that a relationship or good communication that exists between the principal of the madrasa and the teachers.

Communication of the Head of Madrasah with the Committee

The madrasa committee which is part of the existing stakeholders who have a share or role in advancing and improving the quality of education at Madrasah Tsanawiyah At-Tibyan Deli Serdang is considered important by the head of the madrasa to establish good communication with them, therefore the head of the madrasa always communicates with the madrasa committee either through meetings with teachers who always invite the madrasa committee or through internal meetings between the head of the madrasa and the madrasa committee to discuss various activities and those related to policy making.

The discussion also revolved around how to develop and advance Madrasah Tsanawiyah At-Tibyan Deli Serdang in the future including discussing improving teacher performance, because the committee also has a very important role in supporting teacher performance improvement, one example when at the beginning In the past school year, many parents of students provided input or suggestions to the madrasah, to increase the quota or increase the number of new students to be accepted, while at that time the number of buildings owned by Madrasah Tsanawiyah At-Tibyan Deli Serdang could not accommodate all prospective students who

registered for this Madrasah, finally at that time to respond to the proposals from the parents of these students, we then invited the madrasah committee to discuss what was the proposal from the parents of students, because the madrasah committee is a place or place to discuss proposals -What's the suggestion? again, several madrasa committee administrators also come from the parents of students at this madrasa.

According to the expression of the Head of Madrasah, there was a meeting between the Head of Madrasah and the administrators of the madrasah committee and at that time the chairman of the committee, namely Mr. madrasah with the madrasah committee, even the head of the committee also thanked the cooperative principal by involving the madrasah committee in thinking about the problems that existed at the At-Tibyan Deli Serdang Tsanawiyah Madrasah, because many other madrasah heads he paid attention to said lacked inviting the madrasa committee to manage the madrasa, so that the impression of the madrasa committee is not only like a complementary object for sufferers and is only used as a fulfillment of requirements in the organizational structure or educational institution, but we see the figure of the head of Madrasah Tsanawiyah At-Tibyan Deli Serdang turned out to be very different from other madrasah heads in viewing the function of the madrasah committee in an educational institution, he seemed to be aware of the function of the madrasah committee which also has an important role in the madrasah itself.

Furthermore, according to the Head of the Madrasa, from the results of the meeting with the madrasah committee in discussing the parents' suggestions regarding increasing the number of new students to be accepted, a decision was finally made which was then used as a policy in solving the problem, namely by involving parents to participate in financing the increase in the number of study classes, and thank God this policy was also welcomed by the parents of students with their voluntary donations for the development of new locales.

What was conveyed by the head of the madrasa was reinforced by a statement from the head of administration which said that the head of the madrasa had so far maintained a good relationship or communication with the madrasa committee because every activity whatsoever the head of the madrasa always involved the madrasa committee and even the head of the madrasa also provided the opportunity for the madrasa committee to provide remarks, and often when the committee chairman gave remarks he always expressed his pride to the madrasah head who always involved the madrasah committee in every event held at the At-Tibyan Deli Serdang Tsanawiyah Madrasah.

The same thing was conveyed by the head of the At-Tibyan Deli Serdang Madrasah Tsanawiyah committee, he said that the head of the madrasa always communicates with us on the committee, both relating to students, and madrasah infrastructure to improve the quality of teachers and staff. There is one thing that I have not forgotten, said the head of the madrasa committee, namely when we were invited to attend a meeting to prepare for the acceptance of new students 5 years ago, at which time the head of the madrasa asked what preparations had to be made for acceptance. new students, suddenly at that time I was surprised that I was the one who had to be asked about this matter even though the head of the madrasa in this case had full authority over any policies to be taken in this Madrasa.

Then I asked the headmaster again why should we be asked for his response even though we were only limited to people who only support whatever programs the madrasah head delivered. But at that time the head of the madrasa said I am sir, even though I am the head of the madrasa here and also a leader for all the stakeholders here, I will not be able to do anything and will not be able to produce anything without ideas. - ideas and input from existing stakeholders, then the head of the madrasah said again, Mr. Committee, wouldn't an idea generated by many people be far better than the idea of just one person?

What's more, if the idea came from the gentlemen of the madrasa committee, it would be even better if the head of the madrasa gave us the thumbs up. This is what makes us proud and salute the head of the madrasa so that with the treatment and recognition of the head of the madrasa towards us administrators of the madrasa committee, our relationship with the head of the madrasa will be even better and will increase the harmony

between the head of the madrasa and us the madrasa committee.

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 explains 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.

Based on the findings regarding the internal communication between the head of the madrasa and the madrasa committee, it can be seen that communication was also built by the head of the madrasa, namely direct communication between individual members of the committee through scheduled and unscheduled meetings. This was done by the head of the madrasa because he realized that the committee also had the same contribution or role in improving the quality of the madrasa as well as improving teacher performance, therefore the head of the madrasa also embraced the madrasa committee through communication he built with the madrasa committee so that they could work together in improving quality madrasas and improve the performance of existing teachers at Madrasah Tsanawiyah At-Tibyan Deli Serdang.

CONCLUSION

Based on the results of the research conducted, it can be concluded that communication is implemented by the head of the Madrasah with the leadership staff in improving the performance of teachers at Madrasah Tsanawiyah At-Tibyan Deli Serdang, namely organizational communication in the form of internal communication in the form of communication between personnel in the school. Communication in which there is an exchange of ideas between administrators and employees in an organization or agency that causes the dynamics of the organization to be realized, complete with its distinctive structure and the exchange of ideas horizontally and vertically within an organization that causes work to take place. The communication between the head of the madrasa and the madrasa committee in improving the performance of Madrasah Tsanawiyah At-Tibyan Deli Serdang teachers turned out to be well established through internal communication carried out by the head of the madrasa with the madrasa committee. The internal communication built by the head of the madrasa to the madrasa committee is not only limited to downward communication but the head of the madrasa also builds upward communication with the madrasa committee.

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