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by PRIA MITRA PURBA

Submission date: 23-Jan-2023 09:11AM (UTC-0500)

Submission ID: 1997706809

File name: Cek_Sartika_Hutasuhut,_dkk.docx (58.66K)

Word count: 2719

Character count: 16104

Application of Islamic Communication at MIS Baja Kuning

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Abstrak

Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan fenomenologi. Pendekatan fenomenologi peneliti berusaha memahami arti dari berbagai peristiwa dalam setting tertentu dengan kacamata peneliti sendiri. Penggunaan pendekatan ini dimulai dengan sikap diam, ditunjukkan untuk menelaah apa yang sedang dipelajari. Penelitian dilakukan di MIS Baja Kuning Kabupaten Langkat yang terletak di Desa Baja Kuning. Penerapan komunikasi Islam kepala sekolah terhadap guru, staf dan siswa di MIS Baja Kuning sudah diterapkan namun belum lancar dan efektif. Karena di dalam kepemimpinannya, kepala sekolah mengeluarkan kebijakan-kebijakan menggunakan komunikasi ke bawah, artinya komunikasi mengalir dari atasan kepada bawahan. Begitu juga kebijakan-kebijakan mengenai perencanaan pembelajaran, pelaksanaan dan evaluasi pembelajaran, kepala sekolah di dalam penerapan komunikasi Islam lebih cenderung memakai sistem *benevolent* otoritatif dan konsultatif. Di mana di dalam pola ini, kadang kala kepala sekolah memakai komunikasi satu arah kadang kala juga kepala sekolah sebagai tempat konsultasi dari para bawahan, tempat mengeluarkan/merencanakan semua ide, pendapat dan gagasan untuk kemajuan sekolah.

Kata Kunci: Komunikasi Islam, Komunisasi Organisasi, Lembaga Pendidikan Dasar.

Abstract

This study uses a qualitative research method with a phenomenological approach. The phenomenological approach of the researcher tries to understand the meaning of various events in a certain setting with the perspective of the researcher himself. The use of this approach begins with silence, shown to examine what is being learned. The research was conducted at the Baja Kuning MIS, Langkat Regency, which is located in Baja Kuning Village. The application of the principal's Islamic communication to teachers, staff and students at MIS Baja Kuning has been implemented but has not been smooth and effective. Because in his leadership, the principal issued policies using downward communication, meaning that communication flows from superiors to subordinates. Likewise policies regarding lesson planning, implementation and evaluation of learning, school principals in the application of Islamic communication tend to use authoritative and consultative benevolent systems. Where in this pattern, sometimes the principal uses one-way communication, sometimes the principal as a place for consultation from subordinates, a place to issue/plan all ideas, opinions and ideas for the progress of the school.

Keywords: Islamic Communication, Communization Organizations, Elementary Education Institutions.

PRELIMINARY

Organization is a structural arrangement of membership in an institution, including education. The membership structure in an organization moves and empowers together to build educational institutions towards improving the quality of institutions. Each member in the organization has a separate position, according to their own capacity (competence), and is responsible according to the authority of their membership status. On this basis, the authority and status of membership shows that as a whole the members of the organization are equal, but all are given authority according to their own potential (Ningsi, 2020).

It should be understood that individuals in an organization are individuals who have differences, both in terms of the individual characteristics of the organization, how to achieve organizational goals, and cooperation as an interactive form between individuals in an organization. On the basis of these differences, an organization including educational institutions must implement national policies and internal policies that require regulations that can discipline all individuals while working, as well as operational standards in carrying out tasks within the organization (Asiyah, 2018).

Organizations are regular or systematic, in the process of running with a structure that is mutually organized as a joint effort to achieve organizational goals. The number of members in an organization is very diverse and each has its own potential advantages. It is natural to complement each other in achieving organizational goals, so that overall the goals of individuals in the organization carry out various responsibilities through formal and informal communication in the organization (Nugroho, 2014).

Organizational communication is mandatory and requires all members of the organization to be able to establish effective communication and good cooperation. The main goal is to send information from the teacher to receive information, namely students in carrying out the complexity of learning programs. More broadly, the transmission of information by the principal is the main driver of achieving the communication of information received by teachers and students to work together to achieve goals. This is based on the meaning of communication as an exchange of information (Labaso, 2018).

The exchange of information or messages does not only involve speech between individuals or groups, but also involves emotional aspects between the sender and recipient of the message. This sometimes causes differences in perceptions when there is interaction or communication. The most worrying thing is that there is a misunderstanding or misperception that causes conflict between the recipient and the sender of the message. In fact, the intention of communication is to connect between individuals effectively and efficiently towards achieving common organizational goals (Dewi, 2020).

Various things in communication should be understood such as ethics, culture, habits, customs, space, time, situation and others, but that is precisely what is sometimes forgotten. The quality of organizational communication also encourages good communication in addition to time and atmosphere being a determining factor, so that a good commitment will be obtained if all aspects provide high enthusiasm for achieving organizational goals. School as an educational institution is a place where the formal education process is carried out, a place that is not just a gathering place for teachers and students, but is in a complex and interrelated order (Mukhrisa, *et.al.*, 2019).

In fact, relevant research on the application of Islamic communication in madrasas has been extensively researched by previous researchers. Among them discussed the aspect of virtual communication in madrasas during the Covid-19 pandemic (Aprinaldi, 2022), communication between madrasa residents and its correlation with the learning climate (Akram, *et.al.*, 2019: 1-21), analysis of the strategy of the head of the madrasa in an effort to realize a religious madrasa (Tajudin & Aprilianto, 2020), Islamic communication and its relevance to teacher performance (Nasution, 2021), the influence of the principal's leadership behavior on communication between madrasah members (Buhaiti, 2014), organizational culture and cross-cultural counseling communication in madrasas (Suryadi, 2018), madrasah religious culture development strategy (Mulyadi, 2018), conducive madrasa organizational culture (Astuti & Danial, 2019), communication between members based on the organizational structure of the madrasa (Khotimah, 2022),

In connection with the literature review above, it is understandable that relevant studies have been discussed from various scientific perspectives. Likewise, a gap analysis was found, namely a focused study on the implementation of communication involving all stakeholders in one madrasa, including the head of the madrasa communicating with teachers, administrative staff and students which in turn is expected to become the basis for improving the quality of learning in madrasas. Summarized in the title, "Implementation of Islamic Communication at MIS Baja Kuning".

METHOD

This research uses a qualitative approach with a descriptive study method. The research focus is the implementation of Islamic communication at the Baja Kuning MIS. Data collection uses in-depth interviews, participant observation and documentation studies. This research instrument uses interview guidelines and special notes during the research. Furthermore, the data were analyzed using data reduction techniques, data presentation, and drawing conclusions. As a step for testing the validity of the data, the researcher used a

triangulation technique, so that credible, interdependence or correlative, and confirmability of the data were found (Assingkily, 2021).

RESULTS AND DISCUSSION

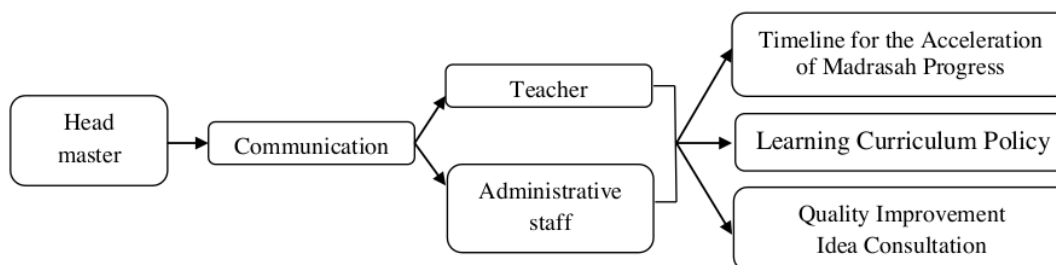
The results of the research are directed at efforts to reveal the results of research in the field that are guided by the focus and formulation of research problems, namely: (1) Application of Islamic communication at MIS Baja Kuning; (2) Application of Islamic communication in Baja Kuning MIS; (3) Factors inhibiting the application of Islamic communication at the Baja Kuning MIS; and (4) Efforts made.

The results of observations made in the field showed that the application of Islamic communication at the Baja Kuning MIS between the school principal and the teacher based on the results of interviews conducted by the researcher and the school principal obtained information, in a coordination meeting which is held once a month which is usually held in the office, the principal through two-way communication, is open to getting feedback from the teacher.

The principal asks all those present at the meeting to express what are the problems or difficulties in their work, ask for opinions or ideas, thoughts to support the smooth running and success of the school, so that the school can achieve problem solving and be able to implement appropriate policies. with the hope of the teachers and students of MIS Baja Kuning in the goals of Islamic education. Coordination meetings are routinely held once a month, the point is to look at problems/difficulties in work and ask for and encourage ideas from teachers, thus, it is hoped that communication will continue to run smoothly.

As the principal of the school, the information he receives concerning school matters is immediately communicated to his subordinates so that there are no misunderstandings from information developing outside. This usually happens when the information is related to finance (funds, BOS, assistance from the school committee, etc.). To avoid issues or gossip within the organization (school) because in Islamic law gossiping or backbiting is sinful, the principal instructs a meeting in the office for all employees to discuss it, the principal transparently, openly and honestly conveys true information. Because if the issue continues to grow, their performance/motivation to work will decrease, subordinates will feel competitive with superiors. If the feelings of subordinates towards superiors are already suspicious, it will be difficult to invite and embrace them to achieve goals at MIS Baja Kuning.

The results of interviews with the homeroom teacher said that, the principal as the leader at MIS Baja Kuning, instructed that every teacher before the learning process must first prepare a lesson plan as their guide in achieving learning objectives. In school learning, students start learning by saying greetings, praying before studying, reading short letters, then learning the subject matter of learning, after learning the teacher and students pray and say hello. While fellow teachers greet each other when they meet and so does the principal. The following is shown in scheme (1) regarding the application of Islamic communication at the Baja Kuning MIS.



Scheme 1. Flow of Communication between the Head of Madrasah and Teachers and Administrative Staff

The application of the principal's Islamic communication to teachers, staff and students at MIS Baja Kuning has been implemented but has not been smooth and effective. Because in his leadership, the principal issued policies using downward communication, meaning that communication flows from superiors to subordinates. Likewise policies regarding lesson planning, implementation and evaluation of learning, school principals in the application of Islamic communication tend to use an authoritative and consultative benevolent system. Where in this pattern, sometimes the principal uses one-way communication, sometimes the principal as a place for consultation from subordinates, a place to issue/plan all ideas, opinions and ideas for the progress of the school.

According to one of the teachers, the application of Islamic communication at MIS Baja Kuning, said that so far it has been running smoothly, the principal wants to ask for and receive complaints or problems at work, opinions and ideas from them during regular coordination meetings held at office. Although in the end the principal makes the policy. The results of interviews with teachers said that the principal wanted to hear and asked for opinions from them, but the principal did not respond enough, so they felt that the implementation of school organizational communication was only used as a tool to achieve the principal's wishes.

Communication activities are carried out by anyone, not only in the external environment but also within the scope of the organization also carry out the communication process which includes interpersonal and group communication. The importance of communication within the organization has a relationship with the work indicated by the amount of time spent carrying out the communication process. Communication is likened to blood that connects separate parts in the body of the organization (Indrioko, 2019: 1-13).

The relationship between communication and human behavior is a reciprocal relationship, each influencing and being affected by the environment. An open communication environment encourages honest and open behavior. Communication and behavior are so closely related that it is not possible to learn one without learning the other. To arrive at a discussion about the implementation of organizational communication, it is better if the researcher explains a little about organizational behavior. Organizational or organizational behavior is identified as the study of human behavior in organizations, which uses knowledge about how to act in organizations (Nurhadi & Niswah, 2019).

The implementation of organizational communication is how the implementation of communication within the organization / school by understanding the differences in human behavior, because human behavior in the organization plays a very influential role in achieving the goals of the organization / school that have been implemented. Implementation of organizational communication when connected with education is to improve the quality of learning. The implementation of good communication between message recipients and message senders will have a positive impact, because if good communication has been established between the principal and teachers, staff and students it must have been a perception to achieve educational goals (Lidia, 2020).

In the implementation of communication, the principal treats and recognizes teachers, students and school members as subjects, not objects. The implementation of this communication is a meeting between the subject and the subject. The principal recognizes and treats the educational component as a very important subject because the better a school principal analyzes other educational components, the more likely there is an increase in the quality of learning in the school, however, there will definitely be obstacles in the implementation of organizational communication, depending on how a school principal looking for a way out (Haris, 2019).

Likewise, it needs to be understood that the application of communication also encounters several obstacles, namely differences of opinion, misunderstandings, feelings of feeling aggrieved by one party (recipient or sender of information), and sensitive behavior. These various obstacles can trigger the cause of conflict when interaction or communication occurs. Conflict within an organization can have both positive and negative impacts and can also encourage innovation, creativity and adaptation. Although conflict can

reduce performance, cause dissatisfaction, increase tension and stress levels, but conflict can also make a person to introspect and develop better alternatives (Ali, *et.al.*, 2016).

Basically, communication in accordance with Islamic guidelines is communication that seeks to build good bonds, whether it is with oneself personally, with the Creator, and with each other in order to create peace, friendliness and personal and environmental safety, through obedience to the commands of Allah SWT and His Messenger. As a means of this information as a means of da'wah where this information is very necessary for Muslims to study it more deeply and practice it. As a place to motivate to always compete in goodness, because as a provision for the hereafter (Purwanti, *et.al.*, 2017).

In terms of substance, Islamic communication must inform or convey the truth, factual, just the right thing, be honest, not lie, nor manipulate or manipulate facts, "And stay away from lying words" (QS. Al-Hajj: 30). The information function of Islamic communication is expected to be able to offer information that contains the values of peace, kindness and happiness for the community. In this way, a harmonious society will be realized among the people of the digital era. Furthermore, it is understood that the implementation of Islamic communication has been carried out at the Baja Kuning MIS, although there are weaknesses in the implementation aspect.

4 CONCLUSION

Based on the results of the research conducted, it can be concluded that the application of the principal's Islamic communication to teachers, staff and students at MIS Baja Kuning has been implemented but has not been smooth and effective. Because in his leadership, the principal issued policies using downward communication, meaning that communication flows from superiors to subordinates. Likewise policies regarding lesson planning, implementation and evaluation of learning, school principals in the application of Islamic communication tend to use an authoritative and consultative benevolent system. Where in this pattern, sometimes the principal uses one-way communication, sometimes the principal as a place for consultation from subordinates, a place to issue/plan all ideas, opinions and ideas for the progress of the school.

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