



Implementation of Organizational Communication at Madrasah Aliyah Plus Taruna Teknik Al Jabbar Medan in Enhancing Teacher Performance

**Toni Nasution¹, Mesiono², Raudatun Annisa³, Wan Anwar Fuadi⁴,
Indra Sakti Siagian⁵**

^{1,2,3,4,5} Universitas Islam Negeri Sumatera Utara, Indonesia

ABSTRACT

The study aims to analyze the implementation of organizational communication at Madrasah Aliyah Plus Taruna Teknik Al Jabbar Medan and its impact on improving teacher performance. This research employs a descriptive qualitative approach with the main informants being the head of the madrasah and the teachers. Data were collected through interviews, observations, and documentation, and then analyzed through data reduction, data presentation, and conclusion drawing, using triangulation techniques to ensure validity by comparing data collection methods. The results show that the head of the madrasah employs various communication strategies, including personal approaches, regular meetings, the use of digital media, and awarding high-performing teachers. However, obstacles such as differing perceptions, language limitations, and suboptimal use of communication media were identified. In conclusion, effective communication has been shown to improve teacher performance, and communication barriers can be addressed with structured strategies and appropriate media utilization.

ARTICLE INFO

Article history:
Received
21 September 2024
Revised
25 October 2024
Accepted
20 November 2024

Keywords

Organizasional Communicaton, Teacher Performance, Communication Strategies.

Corresponding Author :

✉

toninasution@uinsu.ac.id

INTRODUCTION

Education is a fundamental aspect of life, critical in shaping human existence. The Father of Indonesian Education, Ki Hajar Dewantara, stated that education is an effort to develop the character, intellect, and physical abilities of children. He also emphasized that education has three main objectives: to build good character, enhance intelligence, and maintain physical health. Education plays a vital role in national development, sustainability, and societal welfare (Rahayuningsih, 2022).

Through education, individuals acquire essential knowledge, skills, morals, and ethics necessary for social life. Quality education produces individuals with high competencies, innovation, and adaptability to their

environment and contemporary challenges. Education enables individuals to contribute to advancements in economic, social, and cultural fields. In this regard, educators, including teachers and other education staff, are the cornerstone of the educational system (Pendidikan et al., 2016).

Educators hold significant roles and responsibilities in shaping the character and intellect of students. They function not only as teachers but also as mentors, motivators, and sources of inspiration. Their role greatly influences students in planning their future. Therefore, the quality and dedication of educators significantly determine the quality of education. Enhancing educators' competencies, welfare, and providing moral and material support are vital investments for the nation's future (Nurhasnah et al., 2024).

As stipulated in the Indonesian Minister of Religious Affairs Regulation No. 16 of 2020 regarding Madrasah Committees, Article 1 Paragraph 1, a madrasah is a formal educational institution under the Ministry of Religious Affairs that provides general and vocational education with an Islamic character. Madrasahs include Raudhatul Athfal, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah, and Madrasah Aliyah Kejuruan. Madrasahs play a critical role in shaping young generations who are not only intellectually intelligent but also morally and ethically strong through religious education.

As part of the educational ecosystem, madrasahs continuously strive to build effective organizational communication to improve teachers' performance. Proper and effective organizational communication is crucial for fostering collaboration and synergy among teachers, ensuring that educational goals are optimally achieved. The quality of education heavily depends on the performance of all madrasah teachers, including principals and other educational staff (Utu, 2021).

To provide the best services to students, it requires teachers with high performance. One way to improve professional performance is by fostering positive organizational communication. This research is expected to contribute to enhancing teachers' performance, which will ultimately impact the quality of schools and national education in advancing the nation.

Organizational communication is essential to demonstrate to members, particularly school personnel and teachers, that the organization trusts them and provides freedom to take risks, support, and responsibilities in carrying out their tasks. It ensures the availability of transparent and sufficient information, attentive listening, and honest, reliable feedback from organizational members. Furthermore, the organization actively guides teachers to understand the

importance of their roles in organizational decision-making, emphasizing high-quality and challenging work.

The phenomenon of improving teacher performance at Madrasah Aliyah Plus Taruna Teknik Al Jabbar through organizational communication arises from the need to achieve established educational goals. Optimal teacher performance cannot be realized without effective organizational communication. The process of delivering and receiving messages must function well to avoid misinterpretations, requiring individual responsibility to work efficiently and synergistically. This is crucial for addressing workplace challenges in an evolving educational landscape that demands good coordination among individuals (Muhammad, 2021).

The ideal condition in madrasah organizational communication involves smooth communication without barriers, clear message delivery, and educational programs running as planned. However, challenges in the field include a lack of coordination, limited stakeholder participation, and other obstacles. These barriers lead to miscommunication, decreased teacher performance, and suboptimal madrasah program implementation (Supartha & Sintaasih, 2017).

Madrasah Aliyah Plus Taruna Teknik Al Jabbar, located in Medan, faces challenges in implementing organizational communication to enhance teacher performance and educational quality. Factors such as organizational structure, work culture, and available human resources contribute to the gap between the ideal expectations of organizational communication and the realities on the ground. This study aims to examine how organizational communication in this madrasah can be optimized to improve teacher performance.

RESEARCH METHODE

This study employs a qualitative descriptive method, aiming to holistically and descriptively understand phenomena experienced by the research subjects in the form of words and language within their natural context. The research site is located at Madrasah Aliyah Plus Taruna Teknik Al Jabbar in Medan. Data collection techniques include interviews, observations, and documentation. Interviews are conducted to explore the informants' opinions, attitudes, and behaviors related to organizational communication. Observations are used to directly examine organizational communication practices, while documentation supplements the data obtained from interviews and observations. Data validation is carried out using the triangulation method, which compares data collected through interviews, observations, and documentation to ensure accuracy and reliability.

RESULT AND DISCUSSION

Communication Strategies of the Madrasah Principal in Improving Teacher Performance

Communication is a critical strategy for achieving an organization's vision and mission, particularly in enhancing teacher performance. This study identifies the communication strategies employed by the madrasah principal to improve teacher performance as follows:

- a. **Personal and Emotional Approach:** An effective principal often uses a warm and empathetic approach in communicating with teachers. This is achieved through two-way communication, encouraging teachers to share their input or challenges.
- b. **Regular and Planned Communication:** Principals typically organize routine meetings, such as monthly or weekly sessions, to discuss targets and performance evaluations. These meetings help teachers understand educational goals and their roles in achieving them.
- c. **Use of Diverse Communication Media:** Principals utilize various media, such as WhatsApp groups or other applications, to accelerate information dissemination and ensure all teachers receive the same information.
- d. **Recognition and Appreciation:** Through direct communication, principals frequently express gratitude or recognition to teachers who demonstrate excellent performance. This fosters motivation and improves work morale (Zuhdi, H., 2014).

Interviews with the principal of Madrasah Aliyah Plus Taruna Teknik Al-Jabbar in Medan revealed that effective communication between the principal and teachers requires clarity, accuracy, and structure. Building trust and good relationships with all parties ensures that every message and instruction is well conveyed. The principal employs a humanistic approach and fosters positive relationships with teachers, creating a conducive and productive work atmosphere.

Good communication strategies significantly impact teacher performance. Clear, structured, and empathetic communication helps teachers better understand their duties and responsibilities, leading to optimal performance. A principal who can build strong interpersonal relationships fosters a supportive learning environment within the madrasah.

Processes and Media of Communication Between the Principal and Teachers

In today's digital age, communication media simplify the delivery of messages quickly and accurately to many individuals simultaneously. These

tools facilitate communication between the principal and teachers to access up-to-date information. Effective communication involves the following aspects:

- a. Clear and Directed Communication Process: The principal routinely engages in both direct (face-to-face) and indirect (digital) communication. Face-to-face meetings occur during official gatherings, while digital communication is used for disseminating urgent information and daily instructions.
- b. Openness in Communication: The principal encourages openness by providing opportunities for teachers to discuss issues, suggestions, or feedback related to their daily responsibilities.
- c. Media Utilized: Communication media include formal meetings (monthly or weekly), instant messaging platforms (e.g., WhatsApp), bulletin boards, and emails. The choice of media depends on the urgency and context of the message.
- d. Media Selection Based on Need: For matters requiring detailed explanations, the principal prefers meetings or direct discussions, while practical reminders or updates are shared via digital media (Zainal, V., 2017).

The principal at Madrasah Aliyah Plus Taruna Teknik Al-Jabbar implements various methods, including formal meetings, circular letters, and informal communication through email, WhatsApp, or online platforms. These efforts ensure clear and directed communication, creating a pleasant school environment. Additionally, the principal monitors teacher performance through evaluations conducted during meetings or via digital platforms, fostering a positive impact on communication and the quality of education.

Using digital platforms such as WhatsApp and email aligns the madrasah with the current digital era, allowing for quick and practical information sharing. The right media selection supports effective communication, enhancing engagement and collaboration between the principal and teachers, ultimately contributing to improved education quality.

Barriers and Solutions in Organizational Communication at Madrasah

Communication within organizations is not always smooth and may encounter various obstacles. Effendy categorizes these barriers as follows:

- a. Sociological, Anthropological, and Psychological Barriers:
 - Sociological barriers stem from differences in social status, ideology, education level, or economic conditions.
 - Anthropological barriers arise from differences in physical characteristics, habits, or language.

- Psychological barriers occur when emotions like sadness, anger, or disappointment affect communication.
- b. Semantic Barriers: Misinterpretation of words or messages can lead to misunderstanding.
- c. Mechanical Barriers: Issues with communication tools, such as unclear phone lines or illegible texts, hinder message clarity (Situmeang, 2020).

Interviews with the principal of Madrasah Aliyah Plus Taruna Teknik Al-Jabbar revealed that communication challenges often include perception differences, lack of trust, and difficulty using clear language. These barriers can slow down communication and hinder mutual understanding within the organization.

To address these issues, the principal employs structured performance evaluations focusing on key indicators such as professionalism, dedication, and contributions to madrasah goals. Clear communication strategies and structured guidance ensure that all stakeholders contribute effectively.

Effective communication requires not only overcoming barriers but also fostering active collaboration. As Muhammad (2021) states, organizational goals can only be achieved when communication flows smoothly. Any disruptions must be promptly addressed by both the communicator and the recipient to maintain effective communication.

At MA Plus Taruna Teknik Al-Jabbar, overcoming barriers such as trust deficits and miscommunication is vital for fostering harmony and achieving collective goals. Effective communication strategies ensure that all parties work collaboratively toward the shared vision of the madrasah.

CONCLUSION

Effective communication within the madrasah environment is crucial for achieving optimal organizational performance. Despite various challenges, such as sociological, anthropological, psychological, semantic, and mechanical barriers, these obstacles can be addressed through appropriate solutions, such as two-way communication approaches, technology training, and effective information management. The principal plays a vital role in implementing communication strategies that promote openness, engagement, and structure, thereby fostering a conducive work environment and driving improved performance among teachers and madrasah staff as a whole.

REFERENCES

- Muhammad, Y. (2021). Komunikasi Organisasi Untuk Mengembangkan Kinerja Guru Muhammad. *Cybernetics: Journal Educational Research and Sosial*

Studies, 2(April).

- Nurhasnah, N., Kustati, M., Sepriyanti, N., Tiffani, T., Pratiwi, S. H., & Sarbaini, S. (2024). Manajemen Sumber Daya Manusia dalam Pendidikan Islam. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(2).
<https://doi.org/10.54371/jiip.v7i2.3430>
- Pendidikan, J. P., Iii, B. A. B., Pendekatan, A., Penelitian, M., Ii, B. A. B., Teori, A. K., Susanto, A., Mustakim, M., Fay, D. L., Khairunikmah, A., Fauzy, A., Nurfauziah, P., Susanto, H., & Lina, H. (2016). Manajemen Peningkatan Kinerja Guru (Konsep, Strategi, dan Implementasinya). *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 2(1).
- Rahayuningsih, F. (2022). Internalisasi Filosofi Pendidikan Ki Hajar Dewantara Dalam Mewujudkan Profil Pelajar Pancasila. *Social : Jurnal Inovasi Pendidikan IPS*, 1(3). <https://doi.org/10.51878/social.v1i3.925>
- Situmeang, I. V. O. (2020). Komunikasi Organisasi Dalam Perspektif Objektif Dan Perspektif Subjektif. *Ekuilibria*, 3(3).
- Supartha, W. gede, & Sintaasih, D. K. (2017). Pengantar perilaku Organisasi; Teori, kasus dan Aplikasi penelitian. In *Universitaa Udayana*.
- Utu, N. M. dan B. S. (2021). Kepemimpinan Kepala Madrasah Dalam Peningkatan Mutu Pendidikan Di Mts Miftahul Ulum Cermenan Jombang. *Jurnal Studi Kemahasiswaan*, 1(1).
- Zainal, V. (2017). Komunikasi Efektif dalam Manajemen Pendidikan. Jakarta: Pustaka Media.
- Zuhdi, H. (2014). Peran Komunikasi dalam Meningkatkan Kinerja Guru. Bandung: Alfabeta