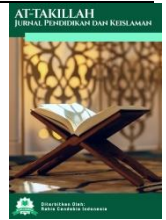




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IMPLEMENTATION OF COMMUNICATION IN IMPROVING THE QUALITY OF EDUCATION

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KEYWORDS

Communication, Quality, Education

A B S T R A C T

The study of the article that will be discussed by the author is about how the implementation of communication between the head of the madrasa in improving the quality of education, what communication is built by the head of the madrasa with teachers, staff and madrasa committees, and the forms of communication that are built by the head of the madrasa with teachers, staff madrasa leaders and committees. The purposes of this article are: 1) to find out the implementation of Communication in Islamic Perspective, 2) to know the Definition of Organization and Organizational Communication 3). to find out the implementation of communication between the Head of Madrasah and teachers in improving the quality of education. This article was conducted using a library study approach. Literature study is a data collection technique by conducting a review study of books, literatures, notes, and reports that have to do with the problem being solved. The results of the article show that the Madrasah Principal must carry out communication with teachers, staff and madrasa committees to improve the quality of education.



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INTRODUCTION

Talking about the quality of education cannot be separated from the planned, directed and integrated guidance process in fostering the potential of students to master science, values, and skills which will determine the future of the nation. At school, students with all their potential are developed to become superior human resources (HR), thus giving birth to various creativity to be able to develop and survive (E. Mulyasa, 1984:98). In reality, the education that has been built at this time has not been able to fully answer today's national and global needs and challenges. The program of equity and improvement of the quality of education which has been the focus of development is still the most prominent problem in our world of education.

Therefore, a school principal can carry out the value transformation process and knowledge transformation for teachers or educators. Including through communication, the principal can motivate/encourage teachers to improve their professionalism. Communication that occurs in schools, especially between principals and teachers, if carried out properly and intensively, will affect the attitude of teachers in carrying out their daily duties, which leads to the occurrence of professionalism in schools (Yuliana, Masluyah Suib, Wahyudi, 2014: 3) . In general, communication takes place reciprocally and produces feedback directly in response to a message. Two-way communication and direct feedback will allow for effective communication. The essence of this interpersonal relationship is that when communicating, the principal not only conveys the content of the message, but also builds a good relationship with the communicant (teacher) and related parties in the school.

Related to the process of delivering this information, communication can be said to be successful if there is a process of understanding meaning from one person to another. So, it is expected for principals and teachers to communicate effectively. Every organization, including schools, cannot avoid organizational conflicts. To avoid and solve this conflict, it is necessary to have effective communication, both verbal and non-verbal communication. With this communication, it is expected to maximize all organizational activities in achieving organizational goals. Efforts to foster communication are not just to create interesting and warm conditions, but will get a deep and meaningful meaning for education in a school. Thus, each personnel can work calmly and pleasantly and is motivated to perform better, and carry out their educational tasks with full awareness. In delivering this communication process, there should be no "Communication overload" or saturation of information so that school residents no longer feel interested in the communication conveyed by the manager.

Turney and Frankenstein"s (1998: 149) argue that effective communication is the basis of successful management in the context of effective schools, Sinclair (1988:155) suggests good communication in effective schools both between principals and teachers or communication between teachers as well as communication between other school staff, therefore this communication process can occur from bottom to top or from top to bottom or also parallel. Departing from the reality that the author observes above and is based on

the theoretical foundation that the author collects, so the author conducts an in-depth conceptual study of the implementation of communication in improving the quality of education.

RESULTS AND DISCUSSION

Communication in Islamic Perspective

The Purpose of Communication According to Islamic Teachings

The purpose of Islamic communication is to give good news and threats, invite the right and prevent evil, warn the negligent, advise and reprimand. In this case, Islamic communication always tries to change the bad treatment of individuals or target audiences to good treatment.

Furthermore, Kholil (2007:7) said that planning is an activity to set goals and targets for communication as well as what actions and equipment should be done and owned to achieve these goals. At the communication planning stage, at least the following things need to be considered: (1) What communication activities are carried out (2) What are the goals and targets to be achieved (3) When are communication activities carried out (4) What skills are needed (5) How much manpower is needed (6) What are the materials or equipment needed (7) How much is the cost (8) How is the technical implementation of the communication.

Thus every time we want to communicate, we must first design and target what we will achieve after doing the communication.

Etika Komunikasi Menurut Ajaran Islam

In Islamic communication ethics there are six types of speech or speech styles (qaulan), namely:

1. Qaulan Sadīdan (true, straight, honest words).

The word "qaulan sadīdan" is mentioned twice in the Qur'an. First, Allah commands humans to convey qaulan sadīdan in the affairs of orphans and descendants, it is found in the Word of Allah Q.S. An-Nisā" verse 9:

Meaning: And fear Allah those who, if left behind them weak children, who they worry about (their welfare). therefore let them fear Allah and let them speak the truth. (qaulan sadīdan)".

2. Qaulan Balighan (words that imprint on the soul, right on target, communicative, easy to understand).

This expression is found in Q.S An-Nisā" verse 63 which reads:

Meaning: They are people whose Allah knows what is in their hearts. therefore turn away from them, and teach them a lesson, and say to them words that leave a mark on their souls.

3. Qaulan Maisyūra (light words).

In communication, both oral and written, use language that is easy, concise and precise so that it is easy to digest and understand. In the Qur'an, the term qaulan maisyūra is found which is one of the guidelines for communicating using language that is easy to understand and relieves feelings.

In the Word of Allah Q.S. Al-Isrā": 28 explained:

Meaning: And if you turn away from them to obtain the mercy from your Lord that you hope for, then say to them a proper word.

4. Qaulan Layyina (gentle words).

The command to use these gentle words is found in

Al-Quran Surah Thāḥā: 20:44

It means:

So speak to both of you with gentle words, I hope he remembers or is afraid."

5. Qaulan Karīma (noble words).

Islam teaches to use noble words in communicating to anyone. These noble words are as contained in the verse of the Qur'an Surah Al-Isrā' verse 23, namely:

It means:

And your Lord has commanded that you should not worship other than Him and that you should do good to your parents as well as possible. if one of them or both of them reach old age in your care, then never say to them the word "ah" and do not yell at them and say to them noble words.

6. Qaulan Ma'rūfa (kind words).

Qaulan ma'rūfa can be translated with appropriate expressions. The word ma'rūfa is in the form of the isim maf'ul which comes from the maḍi, arafa. One of the etymological meanings of ma'rūfa is al-khair or al-ihsan, which means which is fine. So qaulan ma'rūfa contains the meaning of words or good and proper expression.

The word Qaulan Ma'rūfa mentioned by Allah in the Qur'anic verse (Q.S. Al-Ahzab verse 32) is:

It means:

O wives of the Prophet, you are not like other women, if you are pious. So don't be submissive in your speech, so that those who have a disease in their hearts desire and speak kind words.

Communication in Improving the Quality of Education

a. Understanding Communication

According to Suranto (2010:2) A.W the term communication has the following meanings:

Derived from the Latin *communicare* which means to inform. The word then developed in English *communication* which means the process of exchanging information, concepts, ideas, ideas, feelings and others between two or more people.

Meanwhile, according to Keith Davis and John W. Newstorm quoted and translated by Agus Dharma (1993: 150) that:

Communication is the transfer of information and understanding from one person to another. Communication is a way of conveying ideas, facts, thoughts, feelings and values to others. Communication is a bridge of meaning between people, so that they can share what they feel and know.

Another opinion expressed by Arni Muhammad (2005:67) is that communication is defined as the exchange of verbal and nonverbal messages between the sender and the recipient of the message to change behavior.

Meanwhile, according to T. Hani Handoko (2001:272) communication is the process of transferring understanding in the form of ideas or information from one person to another.

The same thing was also stated by Suranto (2005:16) A.W Communication is a process of sending messages or symbols that contain meaning from a communicator to the communicant with a specific purpose.

b. Communication Purpose

That the purposes of communication include 1) humans can control their environment, 2) adapt to where their environment is located, and 3) carry out the transformation of social heritage to the next generation. In short, communication bridges human relations in society.

According to Law and Smith in the explanation of Turney (1998:149) the main goals of the role of good communication are:

- a. Generating and supporting effective communication systems and techniques within schools so as to build and maintain organizational cohesion.
- b. Develop communication skills of all school personnel to facilitate the achievement of the goals that have been outlined.
- c. Maximize the exchange of information among all sections of all communities in the school, as well as with educational organizations that others, so that there is a general understanding and understanding of the school's plans and goals.

Communication Function

Communication when interpreted broadly is not only as an exchange of news or messages, but is defined as the activity of individuals or groups exchanging information, data, facts and ideas. Referring to this understanding, according to Widjaja, the meaning of the communication function in every social system is as follows:

1. Information; collection, storage, processing, dissemination of news, data, images, facts, messages, opinions, and comments needed to be understood and react clearly to environmental conditions and other people can make the right decisions.
2. Socialization; provision of knowledge resources that enable people to behave and act as effective members of society.
3. Motivation; explain the purpose of each society, encourage to make choices and desires.
4. Debate and discussion; exchange of facts necessary to resolve differences of opinion on public matters.
5. Education; transfer of knowledge so as to encourage intellectual development.
6. Promote culture; dissemination of cultural and artistic products with the aim of preserving the heritage of the past.
7. Entertainment; dissemination of signals, symbols, sounds, dances, arts, music, sports, games and others for recreation.
8. Integration; provide nations, groups and individuals with the opportunity to get the messages they need to know and understand each other.

According to Rudolf F. Verderber (2005:45) explains the function of communication, namely; Communication has two functions. First, the social function, Second, the decision-making function,

According to Judy C. Pearson and Paul E. Nelson (1997:32) that:

Communication has two general functions. First, for the survival of oneself which includes: Second, for the survival of society,

Based on this description, it can be concluded that the function of communication is to relate and invite others to understand and understand what is being conveyed in achieving goals. Communication skills are needed in cooperating with others either through verbal or written communication.

Communication Elements

Communication can run well and smoothly if the message conveyed by someone who is based on a specific purpose can be well received and understood. The success of a communication if the delivery includes elements of communication, while Claude E. Shannon and Warren Weaver (1948:379) stated that the communication process requires elements of sender, transmitter, signal, receiver and destination.

According to Wilbur Schramm (1987: 18) the elements of communication are divided into three, namely; Communicator, Message and Communicate.

Meanwhile, according to David K. Berlo (1996:18) communication elements can be divided into four which are commonly called "SMCR", namely; Source (sender), Message (message), Channel (media-channel) and Receiver (receiver).

According to Harold D. Lasswell in Mulyana (2007:62) Lasswell's contributions to communication science can be found in his book propaganda and communication in World History, which contains elements of communication, namely; who is the communicator, says what is the message, in with channel is the channel, to whom is the communicant and with what effect is the effect.

Meanwhile, according to Cangara (2011:9) the elements of communication, namely; Source, Message, Media, Recipient, Influence or Effect, Feedback, Environment. Based on some of these opinions it can be concluded that effective communication if there is; (a) Source (b) Message (c) Media (d) Recipient (e) Influence or Effect (f) Feedback (g) Environment

Basic Principles of Continuing Communication

According to Sinclair and Hatton, (1998:155) there are eight principles that need to be followed so that communication can run effectively, namely:

1. Think and speak clearly. The clarity of thought and speech will make it easier for others to understand what is being conveyed. Principals need to get used to thinking systematically and speaking clearly.
2. There is something important. In communicating, the importance of the substance being communicated must be emphasized, so that the communicant feels that he or she has received a valuable message/information.
3. There is a clear goal. Clear goals will help focus the communication process on certain aspects. Without a real purpose, communication will run without meaning and even confuse people.
4. Mastery of the problem. The principal will find it easier to explain something if he masters the problem. Therefore, before communicating an idea/program, it should be studied thoroughly in-depth matters related to the idea/program.
5. Understanding the communication process and applying it consistently. This is important to support the effectiveness of communication.
6. Get empathy from the communicant. For this reason, school principals need to try to place themselves as part of them.
7. Always maintain eye contact, voice that is not too loud or weak, and avoid harassing words (eg eeee, etc.).

Communication must be planned. The principal, needs to plan the communication that will be carried out.

Communication Type

According to Rachmadi (1996:66) there are three types of communication between humans, namely: 1) Intrapersonal communication, namely communication with oneself, 2) Communication with others, interpersonal communication), 3) Communication through mass media. (mass media communication).

According to Joseph A. Devito (1989:62) in his book *The Interpersonal Communication Book*, interpersonal communication is the process of sending and receiving messages between two people or between a small group of people, with some effects and some immediate feedback (the process of sending and receiving messages between two persons, or among a small group of persons, with some effect and some immediate feedback).

According to Rogers in Depari (1998:16), interpersonal communication is word of mouth communication that occurs in face-to-face interactions between several individuals.

Some of the opinions above can be concluded that interpersonal communication is the delivery and receipt of messages between two people face to face directly or through various media using verbal and non-verbal language. Group communication (group communication) is a communication process that takes place in one group. Mass communication is a communication process that involves many people.

According to Gerbner in Ardianto (2004:3) "Mass communication is the technologically and institutionally based production and distribution of the most broadly shared continuous flows of messages in industrial societies"

Based on this description, it can be concluded that in communicating, knowing the form/type of communication can determine the effectiveness in communicating. The types of communication will help humans easily communicate so that the communication process runs smoothly. Therefore, the communicant must know the right type of communication to use, so that the communicant can receive the message properly.

Definition of Organization and Organizational Communication

Definition of Organization

Nurudin (2009:11) quotes from Everet M. Rogers in his book *Communication in Organization*, defines an organization as an established system of those who work together to achieve common goals, through ranks, and division of tasks. Another understanding of the organization is "Organizations have certain characteristics, namely having a structure, the purpose of which is interconnected from one part to another and depends on human communication for communication.

coordinate activities within the organization.

Meanwhile, Dimock in Tangkilisan (2005:132) defines the organization as follows:

"Organization is the systematic bringing together of interdependent part to form a initiated whole through which authority, coordination and control may be exercise to achieve a given purpose." The organization is a systematic combination of interdependent parts that are related to form a unified whole through the authority of coordination and supervision in business.

achieve the stated goals.

Meanwhile Raymond E. Miles (1975:9) gives the following limitations regarding the organization:

"..... an organization is nothing more than a collection of people

groups together around a technology which is operated to transform inputs from its environment into marketable goods or services.”

.....organization is nothing more than a group of people gathered together around a technology that is used to convert inputs from the environment into marketable goods or services.

From this simple definition, it can be found that there are various factors that can give rise to an organization, namely people, cooperation, and certain goals. These various factors cannot be separated from each other, but are interrelated and form a whole. So in an organizational sense, the term system is used which means the unanimity of various factors that are bound by certain principles. Every organization requires coordination so that each part of the organization works properly and does not interfere with other parts. Without coordination it will be difficult for the organization to function properly.

Understanding Organizational Communication

According to Liliweri (2007:22), organizational communication is interpersonal communication or group communication that is impersonal (or structured communication) carried out by individuals or groups/work units within an organization,

While Goldhaber himself in Arni Muhammad (2005:5) provides a definition of organizational communication as follows:

“Organizational communications is the process of creating and exchanging messages within a network of interdependent relationships to cope with environmental uncertainty.” In Indonesian, it means that organizational communication is the process of creating and exchanging messages in a network of interdependent relationships. to cope with an uncertain or ever-changing environment.

Redding and Sanborn, quoted by Arni Muhammad (2005:65) say organizational communication is the sending and receiving of information in complex organizations. Included in this field are internal communications, human relations, management union relations, downward communications or communications from superiors to subordinates, upward communications or communications from subordinates to superiors, horizontal communications or communications from people of the same level or level in the organization, communication and speaking skills, listening, writing, and program evaluation communication.

From the various opinions above, it can be concluded that organizational communication is the process of creating and exchanging information in the form of interpersonal communication or group communication within the organization. Communication within the organization occurs in a complex open system, where it is influenced by the internal and external environment.

Communication Patterns in Organizations

Communication activities in an organization can not be separated from the form of internal and external communication. Internal communication is the exchange of ideas between administrators and their employees within a company or organization, complete with its distinctive structure and the horizontal and vertical exchange of ideas within a company or organization that causes work to take place (operations and management).

Brennan, in Effendy (2003:30) suggests:

Efforts made in conveying messages, ideas, ideas and other information can occur in a vertical, horizontal, or diagonal context within an organization. Meanwhile, external communication is communication between leaders or members of the organization and

audiences outside the organization. Organizational design must allow communication in four different directions, namely downward, upward, horizontal, and diagonal. These four directions of communication is the communication framework within the organization.

Communication patterns according to Gibson (1993:28) include:

a. Downward Communication

Downward communication flows from individuals at the top level of the hierarchy to those at the lower levels. The most common forms of downward communication are work instructions, official memos, policy statements, procedures, manuals, and company publications.

b. Upward Communication

Upward communication flows from the lower levels to the upper levels of the organization. The communicator is at the bottom level of the organization, while the receiver is at the top level. Some of the most common upward communication flows are suggestion boxes, group meetings, and appeal procedures.

c. Horizontal Communication

Horizontal communication flows across various functions in the organization. This form of communication needs to be done to coordinate and integrate various organizational functions. Horizontal communication, for example, communication between departments within an organization.

d. Diagonal Communication

Diagonal communication crosses functions and levels within the organization, and is important in situations where members cannot communicate via upward, downward, or horizontal channels.

CONCLUSION

It can be concluded significantly that the quality of education depends on the effectiveness of the communication that is fostered by the principal in the school environment. School organizational climate is very important in order to improve teacher performance. Principals communicate with teachers by controlling the level of effectiveness of communication, there are three ways that principals use in implementing effective communication, namely; 1) telling style, the communication made by the principal significantly influences the performance of low-level teachers. 2) participating style, the communication made by the principal significantly influences the performance of low-level teachers. 3) delegating style, the communication made by the principal significantly affects the performance of high-level teachers so that it gives birth to quality in educational institutions.

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