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Managerial Communication Madrasah Principals In Improving Quality Of Education In Mts N 1 Kolaka

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Abstract

Communication become an important topic in an effort to improve the quality of education in madrasah. The success communication of headmaster expected to improved the quality management of education in madrasah. At research the author was used a qualitative method, The subjects of this study was the head of the madrasah and complete of the data from teachers, students and the societies. For data collection techniques in this study used the method of observation, interviews and documentation.

Communication managerial of headmaster in improving the quality of education in MTs Negeri 1 Kolaka there were divided into three kinds of communication, namely (1) Communication from top to bottom, in the form of assignment instructions, reasoning tasks and evaluating employee performance, (2) Communication from below up, in the form of feedback and improvement suggestions in madrasah, it resolved the problems was faced. (3) Horizontal communication in the form of coordination between field mediated by the headmaster, coordination with society and coordination with sesame of headmaster, coordination with the ministries of religious and other institutions

Keyword : *Managerial Communication, Madrasah Prinsipals, Quality of Education*

Introduction

Demands to increase the quality of education is increasing from time to time. This is due to, (1) the progress of science and technology, (2) the increasingly fierce global competition, (3) public awareness of the high quality education. So the school had to find ways to resolve this issue.

If we look further, we can see that the problems of education not only from the aspect of individual or person to person only, but can be seen as a unified whole given educational institution is a group of organizations in which there are various aspects that are interrelated and interplay.

The low quality of education is generally caused by several sources that include a weak curriculum design, buildings that do not meet the requirements, poor working environment, systems and procedures are not appropriate, less resources, and inadequate staff development. Special causes of quality issues can include lack of motivation, communication failure

Therefore effective communication is also needed especially in a headmaster as managerial. A manager in an educational institution is a leader in the delivery of education in the educational institutions. Means all policies within the scope of the managed dean regulated properly by the education manager. Within the scope of the school, the manager is a principal.

The school principal is an additional task left to the teachers, and it's gone on long enough. Therefore, principals and school supervisors come from teachers, the stronger the will to recognize the leadership of the teacher or the teacher as a leader who is part of a cadre of teachers for promotion "(Danim, 2010: 177). The school principal is one of the most educational component plays a role in improving the quality of education quality.

Based on the framework of thinking that we are interested in conducting a study on "Managerial Communication Principals" (Study of Managerial Communication Principals in Improving the Quality of Education in MTs Negeri 1 Kolaka).

Method

At research the author was used a qualitative method. that emphasizes the meaning and process rather than the results of an activity. According to Bagman and Taylor (in Sudarto, 1995: 62) defines qualitative methodology as a research procedure that produces description data in the form of written or oral words from people and observed behavior. The subjects of this study was the head of the madrasah and complete of the data from teachers, students and the societies. For data collection techniques in this study used the method of observation, interviews and documentation.

Discussion

Urgency of Communication in Education Institutions

In every agency or organization required communication between members. the nature of the communication is based on the exchange of messages between members of a particular organization in order to achieve the desired goal. With the onset of mutual understanding as a result of a message sent to the receiver is expected to be a change in behavior. Because communication is basically is the transfer and understanding of meaning. Meanwhile, if the meaning of good communication sent by the sender of the message can be properly understood by the recipient of the message is going well. (Roberts, 1994: 359)

If we associate with an organization of the communication that took place inside that's called organizational communication. Lewis (1987: 8) explains that organizational communication is the sharing of messages, ideas or attitudes in the organization structure (such as business, industry, pemerinthan and pedidikan). Organizational communication can take place in verbal and non-verbal, or use its medium. Organizational communication occurs between superiors and subordinates, subordinates by superiors, subordinates or subordinate dangan in the context of the tasks and social relations. Thus it can be drawn a conclusion that organizational communication is a process of exchange of messages between organizational units in the implementation of tasks to achieve the goal of effectively and efficiently oraganiosai

Managerial Communications Head MTSN 1 Kolaka in Improving Quality of Education

The principal as leader of the madrasah should have some competence. According to the National Education Minister Regulation No. 13 of 2007 there were several competencies that must be owned by a teacher that personal competence, managerial competence, entrepreneurial competence, supervision competence, and social competence.

Basically communication in order to achieve a good relationship. Therefore the role of a manager in managing an organization is required to realize the breed association. At MTs 1 Kolaka has the highest position, as well as a regulator of the school, he is also a madrasah helm. Therefore, that function must demonstrate their versatility in the care of the school.

Based on the findings in the field note that the forms of communication made by the head of the Madrasah can be seen in the table below

described as follows:

a. Reasoning Tasks

Reasoning task in question is the headmaster to provide input, guidance to their members about the work to be done or things Yag can support the work performance of members. This is needed in considering a managerial function also memberslike ordinary people who are happy with the presence of a concern than others, when such attention can help improve their performance.

b. Feedback suggestions Repair

One way to measure the success of communication is through feedback from the communicant. This is also the base of the head MTs 1 Kolaka openly receive feedback from the employees in the form of attitudes and feelings of employees, the problems faced by the employees as well as suggestions and new ideas, about things that should be done to address the issues and how the necessary repairs can be made. In conducting the feedback and suggestions from the employee's head MTsN 1 Kolaka do it formally, but sometimes also made with non-formal. feedback is performed by the head MTsN 1 Kolaka more use of non-formal way, if there are complaints and problems has a direct teachers convey to the headmaster,

c. Solving Problems and provide motivation

In an organization, which is done regularly interaction sometimes cause conflicts or problems. So that there is no prolonged conflicts that the headmaster should be able to resolve any problems that exist, both the problems of teachers, students or the public. Head of MTs Negeri 1 Kolaka in solving the problems of teachers, students and the community promoting the principle of hear, observe, learn, and hukumi. This is done so that the problem really be solved in a proper manner and appropriate solutions.

1. Look, I mean as a decision maker, the ears should not be left closed, but should be open to listen to every complaint we received. Due to the volume of feedback that we will be able to formulate the point at issue and solutions to problems.
2. Observe, that after we hear the story of the various parties will point the problems faced then the next we have to observe in detail the story after the story is to look where the problem lies.

3. Learn, means that once listened and observed, then the next is asking for consideration of several people considered credible to provide input related to the issues and problems faced. But if it is deemed the problem can be solved by yourself then headmaster will learn themselves.
4. Punish, that after requesting the opinion of some people who are considered to be credible, the decision taken the next headmaster.

In addition to resolving the problem, headmaster also always provides motivation to employees and teachers if there are problems associated with the job, especially when there are teachers who are not able to carry out their duties and responsibilities. As for how the principal motivating teachers is

1. principals provide motivation to all teachers by providing ongoing encouragement that teachers have maximum performance
2. for teachers with less than maximum performance, the principal gives three times opportunity, if still not able to, then the school principal was forced to give that task to other teachers.
3. principals reward teachers who have a good performance by conveying in general during the meeting activities;

d. Performance evaluation

A process of performance, if it has been completed, will provide performance results or performance. A process performance can be said to be complete when it reaches a certain target that has been previously set. Or can be declared finished based on a certain time limit, for example at the end of the year.

The performance evaluation conducted by MTs Negeri 1 Kolaka is to provide an assessment of the work or work performance obtained by the organization, team or individual. The performance evaluation is intended

1. to provide feedback back against performance goals and objectives, planning and implementation process performance.
2. As the process of assessment, review and performance measurement. Based on case this will then head Madrasah will take steps to improve performance in the future.
3. Performance evaluation can be used for a number of the organization. For the evaluation provide input to the headmaster to make important decisions such as promotion, transfer and dismissal.

How headmaster evaluate

1. The findings in general to convey to teachers through meetings with the outlines convey evaluation results performance
2. The findings of each teacher conveyed to each individual by way teachers met with the headmaster summoned to hear the results of the performance evaluation of headmaster and convey the constraints and problems are obtained.
3. The findings of the written performance through results judging headmaster once a year.

Conclusion

Based on the description of the research results, it can be concluded the following matters.

Managerial communication headmaster in improving the quality of education at the MTsN 1 Kolaka in principle divided into three streams of communication

- a. Communication from top to bottom, in the form of
 - 1) Assignment instructions from the employer to the academic community MTs 1 Kolaka
 - 2) Reasoning tasks and responsibilities that must be resolved in accordance with the Operational standard procedures
- b. Communication from the ground up
 - 1) Feedback and improvement suggestions madrasah
 - 2) Resolving the problems faced
- c. communications Horizontal
 - 1) Coordination between the field mediated by the headmaster
 - 2) Coordination with the community

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