Madrasah Principal Communication Strategy In Improving Madrasah Management Effectiveness In State Tsanawiyah Madrasah 1 Deli Serdang Regency

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ABSTRACT

Study This is aiming for analyzing communication strategies of the head of madrasah in increasing effective management at State Junior High School 1, Deli Serdang Regency. The main focus of the study covers conceptualization and communication of the head of madrasah, implementation of function management in communication strategy, the impact of communication strategy on effective management, as well as factors that support and inhibit increased effectiveness in madrasah management. The research method used is a qualitative approach with techniques of data collection through observation, interviews, and analysis of documents. Research This applies data validity tests through credibility, transferability, dependability, and confirmability. The results of the study show that (1) the head of the madrasah has good understanding about communication, strategy, conceptualization, and realizing the importance of communication in an organization, which is implemented in a way that is effective for building harmonious relationships. (2) Function management is running optimally, supporting achievement of the purpose of the madrasah in general efficiently and effectively. (3) Implications of communication strategies proven to increase performance in institutions, relationships between stakeholders, motivation and satisfaction, and create a positive organizational culture. (4) Underlying supporting factors for success include strong leadership, support staff, facilities, adequate communication, and competence in good communication. On the other hand, the factor inhibitor covers lack of understanding about communication, barriers to interpersonal communication, limited communication skills, and a high work burden. The solution covers improvement awareness, development skills communication, formation channel effective communication, and utilization of technology information. Conclusion of study This shows that the communication strategy of the head of the madrasah plays an important role in increasing the effectiveness of management at State Junior High School 1, Deli Serdang Regency.

Keywords: Communication Strategy and Effectiveness Management.

A. INTRODUCTION

Success in a madrasah in reaching objective education is greatly influenced by quality leadership at the head of the madrasah. The head of the madrasah, as the leader, the highest in the madrasah, has not quite enough big answers to manage all over source existing power for reaching the vision and mission of the madrasah. One of the key success factors for the head of the madrasah is his ability to communicate in an effective way.

Effective communication becomes the foundation for creating an environment conducive to learning, harmonious interpersonal relationships, and achieving goals for the organization. In the context of madrasah, good communication between the principal of the madrasah with teachers, staff, students, and parents is very important for building solid synergy and cooperation in increasing quality education. The head of the madrasah, as the highest leader, has a central role in creating an effective and efficient learning environment. Effective communication is one of the important instruments for the head of the madrasah in managing the madrasah and achieving educational objectives.

Communication is a process of transferring information or a verbal message between sender and receiver to change behavior (Muhammad, 2007:5). Communication that is running well will help tasks work together, as coordination in giving directions to all staff is a matter This empowers educators and education to objective main organizations or madrasahs, at the same time uniting views between madrasah leaders/heads and employees (teachers and staff) and others.

In addition to the above roles, the head of the madrasah is the intended leader in matters This is capable of influencing and moving people, materials, and goods. Work for a reach vision mission organization without coercion. Of course. matter This is not something easily done by each head of madrasah as a leader as reverse palm hands, but something difficult. DifficultNo means No, it can be done; however, we need a process. To increase effectiveness in management in madrasah, the head of madrasah is expected to have a strategy in communication.

B. LITERATURE REVIEW

Understanding Strategy

The meaning of strategy is very diverse in accordance with expert views. The experts will give limitations in accordance with the capacity of each of them. In general, strategy originates from Greek, namely strategos, a fruit combination of the two words stratos, which means soldiers, and egos, which means leader. Rustan (2017:121) defines communication strategy as

a method, technique, or method of communication so that it can work to reach the stated objectives.

But basically the strategy is a road/tool for reaching an objective. As stated by Mudrajad Kuncoro (2006:12), strategy is a number of decisions and actions for reaching objectives in adapting source power and opportunities and challenges faced in the industrial environment.

Meanwhile, P. Sondang Siagian (2004:20) means strategy is a series of decisions and actions consciously done by the peak-implemented management at all ranks in an organization in an effort to reach a purpose. Big Indonesian Dictionary / KBBI (2016): 1340) gives a number of understandings related to strategy, including: (a) science and art in developing source power for a nation in war and peace, (b) science and art leading disaster soldiers to face the enemy in condition war or in condition profitable, (c) careful planning about activity to reach a special target, (d) a good place according to strategy war.

From the description above, the strategy can be interpreted with the right steps to finish the ongoing problem faced. And that strategy alone made for implemented settlement problems so that rejected measure strategy can be measured from its implementation.

Communication Head of Madrasah

Communication is not something new. Its existence There has been human existence on planet Earth since this. Communication is a means of interacting socially in life. So that understanding communication is diverse, along with the process and development of very long communication.

Muis (2001:36) stated that the term communication originates from the Latin word comunicare, which means to speak, convey messages, information, thoughts, ideas, and opinions carried out by a person to others with expected answers, equate together about what is being talked about, as well as respond to the current comeback.

Meanwhile, Efendi (2003:28) stated that language communication statements are named messages (messages). People who convey messages are named communicators (communicators), while the person who receives them is named Communicate (Communicate). In short, that communication is a delivery process message communicator to communicant. If analyzed, message communication consists of two aspects, namely, aspects of the message and aspects of the symbol. More concrete again, that message is feelings and symbols. That is language.

With this communication, the head of the madrasah is the process of delivering information, ideas, and instructions from the head of the madrasah to all members of the madrasah (such as teachers, staff, students, and other parties) related to others with the

objective of reaching the objective together in the frame of increasing quality and effectiveness in madrasah management. Communication with the head of the madrasah includes verbal and non-verbal communication, as well as formal and informal communication, which is used to convey vision, mission, and policies and give clear motivation and direction for the entire academic community.

Effectiveness Madrasah Management

Effectiveness has the meaning of success or appropriate use. The basic word from effectiveness is effective. Effectiveness is a phenomenon that contains lots of aspects; only a little once a person can maximize effectiveness in accordance with effectiveness itself (Cameron & Whetten, 2007:213). Effectiveness, according to Komariah and Triatna (2010:3), is very conceptually elusive and must be defined in a clear way.

Schools/madrasahs are said to be effective if the goals set are achieved and vice versa; it is said to be ineffective if it fails to realize the objective in a significant way. Markus Zahnd (1999: 200-201) defines effectiveness as being focused on the consequences, the influence, or the effect, while efficiency means doing something appropriately or in accordance with doing it with no wasting away time, energy, and cost.

In general, general theory effectiveness is goal-oriented. This is in accordance with a number of the opinion expressed by experts about effectiveness, like stated by Komariah and Triatna (2005:8), who said that effectiveness shows achievement goals/targets that have been set.

According to Siagian (2002:4), effectiveness is the utilization of resources and infrastructure in a certain amount that is consciously determined in advance to produce a number of goods or services that are run. Effectiveness shows the success of achieving the targets that have been set.

The opinion above is in line with Mulyasa (2003:82), who defines effectiveness as the existence of suitability between the person carrying out the task and the intended target, how an organization succeeds in obtaining and utilizing resources in an effort to realize operational goals.

In line with the above view, Gaspersz (2002:199) also stated that effectiveness is the achievement of goals. According to Buhler (2004:7), what is said to be effective means doing the right and efficient work. Effectiveness is also defined as a measure of the level of input that can be compared to the targeted output (a measure of success in achieving the targeted output). So effectiveness is a measure of success in carrying out tasks according to planning, whether carried out on behalf of individuals, organizations, or institutions/agencies, which in their

implementation are supported by professional, experienced personnel and have adequate knowledge and funds.

Meanwhile, the word management comes from the old French word menagement, which means the art of carrying out and arranging. Management does not yet have a well-established and universally accepted definition. Mary Parker in Barret (2003:51), for example, defines management as the art of completing work through others. Griffin (2007:9) defines management as a process of planning, organizing, coordinating, and controlling resources to achieve goals effectively and efficiently.

Malay (2005:1) defines management as a science and art that regulates the utilization process of sources. Power humans and resources other in a way effective for reaching a certain objective. Similarly, the definition of management put forward by Daft (2007:4) is as follows: "Management is the attainment of organizational goals in an effective and efficient manner through planning, organizing, leading, and controlling organizational resources.".

From the several opinions above, management can be interpreted as a process consisting of a series of activities such as planning, organizing, motivating, and controlling/supervision carried out to determine and achieve predetermined goals through the use of other resources.

A study of a number of literatures discussing effectiveness management schools will find various formulations of understanding one among them known with the term effectiveness school or school effective. Taylor (1990) provides understanding effectiveness school as a school where all resources are organized and utilized to ensure that all students, regardless of race, gender, or socio-economic status, can learn material curriculum, which is essential in the school. This formulation of the definition is more oriented towards optimizing the achievement of educational goals as a loaded curriculum.

School/madrasah effectiveness is a phenomenon that contains many aspects; very few people can maximize effectiveness according to the effectiveness itself (Cameron in Komariah, 2004:7). School effectiveness consists of dimensions of school management and leadership, teachers, education personnel, other personnel, students, curriculum, facilities and infrastructure, class management, school and community relations, and management of other special fields; the actual results refer to the expected results and even show closeness or similarity between the actual results and the expected results (Komariah, 2004:8).

Furthermore, Komariah (2004:28) states that effective schools/madrasas are schools/madrasas that determine success in terms of input, process, output, and outcome. which is characterized by the quality of the system components.

From the description above, it can be concluded that effective madrasah management is successful in implementing managerial functions in madrasahs that can create optimal conditions for achieving educational objectives.

C. METHODS

Study regarding the communication strategy head of madrasah in increasing effectiveness in madrasah management at State Junior High School 1, Deli Serdang Regency, precisely in Medan Sinembah village, Tanjung Morawa District. This study was conducted using a qualitative approach; it was based on the intention to describe the behavior of informants, namely supervisors, madrasah principals, employees, teachers, and students, according to the existing social situation. According to Yudin Citriadi (2020: 49-51). Bogdan and Taylor in Moleong (1989: 57) state that qualitative research produces descriptions/a written or spoken description of the behavior of actors that can be observed in a social situation. According to Munab (2015:4), design study qualitative stages started from a unique case problem; the process is in progress in an inductive way, namely the approach that started from facts that occur in the field by researchers analyzed. Then make a question customized with theory and law. Then an interesting conclusion. Subject study This is directed at searching for data from the supervisor, Head of Madrasah, Deputy Head of Madrasah for Curriculum, Deputy Head of Madrasah for Student Affairs, Head of Administration, Treasurer Finance Madrasah, employees, staff Library, teachers, Ministry of Religion of Deli Serdang Regency, Head of Tanjung Morawa District, Committee School, Security Guard, Guard School, and also students.

D. RESULTS AND DISCUSSION

Conceptualization Communication Head of Madrasah in Improving Effectiveness Management of State Junior High School 1, Deli Serdang Regency

Effective communication is a key strategy for improving the quality of management and educational outcomes in Madrasahs. At State Junior High School 1 in Deli Serdang Regency, open communication is essential in creating a healthy and productive environment. Open communication allows all parties—head of the madrasah, teachers, staff, and students—to freely exchange ideas, opinions, and information without fear of negative consequences. Key characteristics of open communication include listening to one another, honesty in conveying information, openness to criticism, focusing on solutions, and creating a safe environment for

interaction. Additionally, aspects that support open communication include transparency, trust, communication skills, and an organizational culture that encourages positive interactions.

Through open communication, madrasah management can enhance the quality of learning, improve student discipline, strengthen cooperation among teachers, and build better connections with the community. Effective communication also plays a crucial role in aligning objectives among all parties. This can be achieved by clearly conveying the vision and mission, involving everyone in the goal-setting process, providing constructive feedback, and ensuring consistency in the delivery of information. With well-planned communication, the head of the madrasah can create a supportive environment for achieving shared goals, improve overall management effectiveness, and ensure that every member of the madrasah has a unified understanding of the objectives to be achieved.

Furthermore, the communication strategies implemented by the head of the madrasah to improve service play an essential role in creating a conducive atmosphere for teaching and learning. These strategies include establishing open communication channels, holding regular meetings, using various communication media such as email and WhatsApp, and delivering clear and timely information. Good communication that is responsive to feedback from students, parents, and the community will improve the quality of educational services provided by the madrasah, increase teacher motivation, and improve student and parent satisfaction.

Finally, effective communication has a direct impact on improving student learning outcomes. Through good communication, students become more actively involved in discussions, gain a deeper understanding of the material, and develop critical thinking and communication skills. A supportive learning environment, the use of varied teaching methods, and positive interactions among students also contribute to improved learning outcomes. Therefore, effective communication is not only a tool to achieve educational goals but also a long-term investment in enhancing the overall quality of education in madrasahs.

Implementation Functions Management In Communication Strategy Head of Madrasah For Increase Effectiveness Madrasah Management

Effective communication strategies are essential for improving the management of madrasahs. The planning stage is a critical first step in this process. According to Musfah (2017), a successful program begins with careful planning. The head of the madrasah should conduct a situation analysis to understand the strengths, weaknesses, opportunities, and threats within the institution. Additionally, identifying stakeholders, setting clear communication objectives, and understanding the communication needs of each group are crucial steps. The development of clear and relevant messages, the use of appropriate language, and the selection

of effective communication channels are also important. A communication schedule and evaluation methods will ensure that communication remains consistent and effective, ultimately enhancing management effectiveness.

Once the planning is in place, organizing the communication strategy is key to ensuring its success. At MTsN 1 Deli Serdang, a structured communication strategy helps facilitate smooth information exchange and coordination between the head of the madrasah, teachers, students, staff, parents, and other stakeholders. Identifying the communication needs of each group, selecting the right channels (such as meetings, social media, and letters), and ensuring timely and relevant messages are communicated are all important elements. Regular evaluation and adjustments based on stakeholder feedback are necessary for continuous improvement. Success can be measured through various Key Performance Indicators (KPIs), quantitative data analysis, and qualitative methods such as interviews and focus group discussions.

The implementation phase involves turning communication plans into action. Effective implementation requires coordination of activities to align with the set objectives and continuous monitoring of progress. Internal communication, which includes interactions between teachers, students, and staff, as well as external communication with the community and government, is vital. Ensuring the availability of resources, such as budget and personnel, is essential for successful execution. The success of the implementation can be measured through improved communication, increased participation, better performance, higher satisfaction, and the achievement of set goals.

Finally, evaluation (or controlling) of the communication strategy is crucial to determining how well it has contributed to enhancing madrasah management. This process helps identify strengths, weaknesses, and opportunities for improvement. Through regular evaluation, the head of the madrasah can strengthen the institution, align teachers' perceptions, improve student performance, and increase public awareness. Continuous evaluation ensures that communication strategies remain effective and contribute to the overall improvement of madrasah management.

Implications of Communication Strategy Head of Madrasah in Improving Effectiveness Madrasah Management

The implications of communication strategies in improving the effectiveness of madrasah management are significant, particularly when a madrasah principal implements effective communication techniques. These strategies, both formal and informal, contribute to achieving various management goals. Formal communication includes regular meetings, official letters, and reports, while informal communication fosters personal relationships through face-to-face

870

interactions, telephone calls, and visits. Effective communication can improve coordination, motivation, decision-making, learning quality, and the reputation of the madrasah. Success indicators of communication strategies include achievement of set objectives, stakeholder satisfaction, efficient use of resources, quality of graduates, and the creation of a conducive learning environment.

Support for these strategies comes from both internal and external factors. Internally, support from the principal, active participation from teachers, staff, and students, as well as a clear organizational structure and supportive culture, are essential. Externally, assistance from the government, the community, NGOs, and academic institutions plays a crucial role in the development of the madrasah. However, obstacles such as differences in perception, lack of communication skills, heavy workloads, and inadequate infrastructure can hinder the effectiveness of communication. To overcome these challenges, solutions like building trust, fostering empathy, improving collaboration, and securing necessary resources can be implemented to enhance communication and management outcomes.

E. CONCLUSION

Based on the research findings and discussion according to the problems and focus of the research, finally researcher / writer concludes as following:

1. The communication strategy of the head of the madrasah in increasing the effectiveness of madrasah management at Madrasah Tsanawiyah Negeri 1, Deli Serdang Regency is a necessity that must be carried out.

2. The principal of the madrasah realizes that communication is the heart of every organization, so that effective communication can build good relationships, thus communication can be used as a tool to build open communication, communication to align goals, communication to improve services, and communication to improve student learning outcomes.

3. By implementing optimal management functions in communication strategies, the madrasah can achieve its goals more effectively and efficiently, so that the effectiveness of madrasah management increases.

4. The implications of the madrasah principal's communication strategy in increasing management effectiveness not only have an impact on teacher discipline, student achievement, parents but also on all stakeholders involved, even all systems in the madrasah.

5. Supporting and inhibiting factors are an inseparable part in the context of the

communication strategy of the madrasah principal in increasing the effectiveness of madrasah management at Madrasah Tsanawiyah Negeri 1, Deli Serdang Regency. With existence factor supporters, inhibitors and solutions will add maturity head of madrasah as managers and leaders lead the madrasah, they lead in effort increase effective madrasah management.

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