



Communication of School Heads in Improving Education Performance in SMA Plus Private Vocationa School, Al-Azhar Medan

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Abstract: *This study aims to explore the principal's communication in an effort to improve the performance of educators. This qualitative research is conducted in SMA Plus Swasta Al-Azhar Medan from January to April 2018 to the principal, vice principal of curriculum and teacher. Research instruments are researchers and assisted by interview guides, observation sheets and documentation studies. The validity of data is done by member checking process of transcript by direct respondent or supervisor. Analysis and interpretation of data with a qualitative pattern that refers to the theoretical basis associated with the studied. The results of the study found a top-down and bottom-up communication, briefing or training, meetings at the beginning of the year and scheduled meetings, the principal's behavioral obstinacy, as well as the funishment for oral and written offenses and rewards for those who show achievement. Increased communal harmony through shared recreation. The forms of headmaster communication that have been executed must be maintained for the improvement of subordinate performance.*

Keywords: *communication; performance; teachers.*

I. Introduction

Communication aims to tell or change the attitude, opinion, or behavior. In terms of the statement conveyer, communication that is informative and persuasive. Persuasive communication (persuasive communication) is more difficult than informative communication (informative communication), because it is not easy to change the attitudes, opinions or behavior of a person or a number of people, this is where the need for the role of communication is communication that takes place intrapersonal and interpersonal. First; intrapersonal, seen in the event of thinking, perceiving, remembering and sensing. Second: interpersonal, a form of communication that proceeds from the existence of ideas or ideas of one's information to others.

The principal as a manager has a decisive role in the management of school management, the success or failure of school goals can be influenced by how the ability of a school principal to perform management functions. The management functions are planning, organizing, movement, and controlling.

In the opinion of Hikmat (2009: 47) School principals as managers hold the authority that determines developments in educational institutions. Its position is very strategic because it is directly related to decision making and policies that are determined to be carried out operationally by all of its subordinates.

In accordance with the communication objectives, it is hoped that the school principal can act as a communicator, meaning that he is able to oversee the academic field, especially the performance of educators. In carrying out their duties as educators, they include: learning planning, learning implementation and learning program evaluation, curriculum management,

service to students, school relations to the community, and good school climate management. The quality of an educator determines the quality of educational outcomes, because educators are the parties most directly related to students in the education and learning process in educational institutions.

In the Law on Teachers and Lecturers (2007: 78) concerning teacher performance states that teacher competencies as learning agents at the level of primary and secondary education and early education include: (a) pedagogic competencies, (b) personality competencies, (c) competencies professional and (d) social and professional competencies obtained through professional education.

The teacher is an educator who is responsible for the implementation of education in the classroom, the main task of a teacher is to educate and teach students as well as possible so that the learning objectives can be achieved to the maximum. According to Kuandar (2009: 48) Professional teachers are teachers who know themselves. Namely, he is a person who is called to assist students in learning. Teachers are required to find out continuously how students should learn.

Teachers must be sensitive and responsive to changes, renewal of science and technology that continues to experience development in accordance with the demands of the times. This is where the need for a teacher to improve the quality of his education so that what is given to students is not too behind in accordance with the circumstances and demands of the times.

II. Review of Literature

2.1 Communication

Humans in their lives cannot be separated from communication, meaning that they need other people and need groups or communities to interact with each other. This shows that most of the human person is formed from the results of social interaction with others in groups and society. Within the group / organization there is always a form of leadership which is an important issue for the survival of the group, which consists of leaders and subordinates / employees.

In the opinion of Ronald B. Adler (1996: 29) in Soedarsono (2014: 14) says Communication is a Process in people who occupy differing environments in specific specifications via one or more channels and often responds to each other's messages through verbal and nonverbal feedback. (Communication is the process by which individuals from different environments exchange messages in specific contexts through one or more channels and each responds in the form of verbal and nonverbal feedback.

In the opinion of Widjaya (2000: 26) Communication is a contact relationship between humans, both individuals and groups. In everyday life we realize it or not, communication is a part of life itself, because humans do communication in relationships and life.

Communication is a process where individuals in their relationships with other individuals, in groups, in organizations, and in society to provide information. Arni Muhammad concluded the definition of communication is a process by using verbal and non-verbal symbols to be sent, received, and given meaning.

In the opinion of Evertt M. Rogers (Donni: 2017: 232) defines communication as a process in which there are ideas sent from the source to the recipient with the aim of changing

their behavior. A similar opinion was expressed by Theodore Herbert, who said that communication is a process in which the meaning of knowledge transferred from someone to someone else, usually with the intention of achieving the intention of achieving some special goal.

In the opinion of Charles W.L. Hill and Steven L. Mc Shane (2008: 428) communication is "Communication is the process by which information is exchanged and understood between people" Communication is the process of exchanging information that can be understood between people.

2.2 Principal's Leadership

Leadership is universal, applies and exists in various fields and layers of human life activities. Therefore to get closer to the real understanding, before discussing the notion of leadership that leads to the field of education, it is necessary to first understand the understanding of leadership that is universal.

Experts usually define "leadership" according to their personal views, as well as aspects of the phenomenon of best interest to the experts concerned. Leadership translates into terms of traits, personal behavior, influence on others, patterns of interaction, interpersonal relations, positions of one administrative position, and perceptions of others about the legitimacy of influence.

In this case a lot of experts who try to provide leadership definition, including: According to Nursing (1983: 23) Leadership is the ability and readiness possessed by someone to be able to influence, encourage, invite, guide, move and if necessary force others, so that he accepts that influence and then does something that can help achieve certain goals and objectives.

According to Hadari (1998: 15) Leadership means the ability to move to motivate and influence people who are willing to take actions directed at achieving goals through the courage to make decisions about the activities that must be carried out.

According Saefullah (2014: 149) states leadership comes from Arabic, the word that is often associated with leadership is ra'in taken from the hadith of the Prophet SAW., *Kullukum ra'in wa kullukum mas'ulun 'an ra'iyatubi* (Every one of you is leader, and each of you is responsible for your leadership). Ra'in's origins are shepherds. A leader is like a shepherd who must rent his cattle to the pasture and cry to avoid being attacked by wolves.

Of the three definitions above, explaining that leadership is a process of activities of someone who has the ability to influence, encourage, direct, and move individuals so that cooperation will arise in an effort to achieve the goals set together.

Whereas the understanding of the principal is someone who is given the authority to lead the school and has the responsibility to advance the school and responsibility for all that is done in his leadership.

In Soetopo's opinion (1984: 4) states "Principal leadership as an ability and process of influencing, coordinating, and mobilizing other people who are related to the development of education and the implementation of education and teaching, so that the activities carried out can be more efficient and effective in achieving educational and teaching goals".

2.3 Teacher's Performance

Performance is the level of success achieved by a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve goals and standards that have been set.

The term performance is often referred to as results or achievements or the level of work success both individually and in groups in an organization. According to Husaini Usman, stated that the performance (performance) is the result of work and progress that has been achieved by someone in their field of work. Performance is synonymous with work performance or performance.

According to Prawira sentoso (Musthafa: 2013: 155) Performance or performance is the work that can be achieved by a person or group of people in an organization, in accordance with the authority and responsibilities of each, in the framework of efforts to achieve the goals of the relevant organization legally, do not violate law and in accordance with morals and ethics. Individual performance is the basis of organizational performance, and to maximize the performance of each individual, is related to individual behavior.

According to Siagian's opinion (Fathurrahman 2012: 45) "Performance is a certain work achievement which finally can be directly reflected from the output produced". In the opinion of Supardi (2014: 45) performance is an activity carried out to carry out, complete tasks and responsibilities in accordance with the expectations and goals set.

Based on the opinions of some of the experts above, it can be seen that teacher performance is the work that can be achieved by teachers in educational institutions or madrassas in accordance with their duties and responsibilities in achieving educational goals. In other words, the results of work achieved by a person in carrying out the tasks assigned to him are based on skill, experience, and sincerity.

Teacher performance has certain specifications. Teacher performance can be seen and measured based on specifications and competency criteria that must be possessed by each teacher. Regarding teacher performance, the intended behavior is the teacher's activity in the learning process, namely how a teacher plans learning, implements learning activities and evaluates learning outcomes.

In an organization or school each individual or teacher has a different character, as well as different performance. Principals should understand these differences and work to ensure that teacher performance is optimal. In most organizations, especially schools, teacher performance is a factor that determines the success of an organization or school.

In the opinion of Tempe (Supardi: 2013: 50) that the factors that influence one's work or performance include environment, management behavior, job design, performance appraisal, feedback and wage administration.

In the opinion of Anwar Prabu (2017: 67) that the factors that influence the achievement of performance are the ability (ability) and motivation factor (motivation). For management development is based on four key factors that affect performance in the organization: a. Sources of individual motivation, b. Skills needed at work, c. Management style, and d. Organizational climate.

To summarize, an individual who joins an organization with various personal motivations is confronted with an environment that encourages that person to act and to unite his personal motivation with his function

According to Sutermaister's opinion (1999) in (Bintoro: 2017: 111) the factors that influence performance consist of motivation, ability, knowledge, expertise, education, experience, training, interests, personality attitudes, physical conditions and physiological needs, social needs and selfish needs.

In the opinion of Sudarmayanti in (Supardi: 2013: 19) said, Teacher performance is the ability and success of teachers in carrying out learning tasks. Teacher performance is influenced by several factors including: Mental attitude (work motivation, work discipline, work ethics), Education, Skills, Leadership Management, Income level, Salary and health, Social security, Work climate, Facilities and infrastructure, Technology, Opportunities for achievement .

In conclusion, performance in general and in particular does not come suddenly but many factors which cause the performance of a teacher in carrying out their daily tasks. The most dominant factor in arousing the performance of a teacher is motivation that arises from within or outside of the self, especially through good and smooth communication from a leader or principal.

III. Research Methods

The research method uses a qualitative approach, because researchers can examine in depth about the object to be studied and can describe the object to be studied systematically in accordance with what it is.

According to Nurul Zuriah (2007: 47) qualitative research is directed to provide symptoms, facts, or events systematically and accurately, regarding the characteristics of populations or specific areas. In the case of this study the researchers used a qualitative descriptive approach. The reason for using this approach is because researchers see the nature of the problem under study can develop naturally according to the conditions and situations in the field. This research was conducted at one of the popular schools in the city of Medan, always experiencing the development of learning programs, and infrastructure facilities, which have a direct impact on the results of teacher performance and the success of managerial functions who always communicate with teachers as teaching staff at the school.

The location in this study at Al-Azhar Plus High School Medan Jln Pintu Air VI No. 214 Padang Bulan Medan Johor., While the research time has been carried out for 1 (one) month, ie from November to December 2017. The subjects of this study were the principal, vice principal in the field of curriculum and teachers at SMA Plus Al-Azhar Medan.

In qualitative research, the instrument is the researcher. To make it easier for researchers to conduct research, researchers use interview guidelines, observation sheets and study documentation.

The validity of the interview data is carried out by the process of checking member interview transcripts through direct respondents or mentors. Analyze data with qualitative patterns and be interpreted continuously from the beginning of the study to the end of the study. Analysis and interpretation of data refers to the theoretical basis associated with the study.

Data reduction takes place continuously during the research activities take place until drawing conclusions. Data verification includes comparison of events, integration of theories, and limitation of theory and writing of theories carried out to check whether the conclusions drawn are correct or not and whether the research objectives have been reached.

IV. Discussion

Principal's communication in improving teacher discipline is to convey information in school that is needed by teachers so that the performance expected by the principal can be achieved properly. "Communication aims to tell or change attitudes, opinions (Opinion), or behavior (behavior). In terms of the statement conveyer, communication that is informative and persuasive. Persuasive communication (persuasive communication) is more difficult than informative communication (informative communication), because it is not easy to change the attitudes, opinions or behavior of a person or a number of people, this is where the need for the role of communication is communication that takes place intrapersonal and interpersonal. First: intrapersonal, seen in the event of thinking, perceiving, remembering and sensing. Second: interpersonal, a form of communication that proceeds from the idea or idea of one's information to others ". (Pawit: 2010: 53).

Communication carried out at Al-Azhar Medan Plus High School is communication from top to bottom and from the bottom up, meaning that communication can be done through the principal to the teacher or through the teacher to the principal. The principal's communication began at the beginning of the learning year, namely the provision of provisions for teachers and education staff by inviting competent speakers in the field of education (experts) aimed at improving quality. In addition, by holding training for teachers in order to deal with educational developments such as the 2013 curriculum workshop (K 13).

The principal's form of communication is also demonstrated through meetings both at the beginning of the school year, namely for preparation of learning and meetings scheduled after the learning process takes place which aims to evaluate learning. This meeting is held four times a month, which is every Friday after the Friday prayers are finished from 14:00 WIB to 17:00 WIB. The implementation and meeting materials differ, the first Friday the general supervision meeting, the second Friday the performance of the homeroom teacher, the third Friday the performance of the teacher working groups (KKG) of each field of study, the fourth Friday of smart English namely language training for teachers teachers in improving English language skills.

Principal's communication through modeling is exemplified in the form of behavior and actions taken by the principal in daily life. The example shown arrived early and came home late. Early arrival is in the context of accepting the arrival of students and teachers by making the school characters greeting and shaking hands. The last home is to ensure that students and teachers have left school.

Assertiveness when acting. Assertiveness is shown by rewarding those who excel through the giving of praise or the awarding of Teacher of the year, by providing special allowances as a tribute to the achievements he obtained. Provision of gold and Umrah pins for teachers who have worked for ten years and are doing well. Awards are also given to homeroom teachers who have good performance, namely by providing special allowances for homeroom teachers. In

order to carry out their duties the headmaster also supervises the class, by watching and witnessing the teacher conducting the learning process and the required equipment.

Assertiveness is also demonstrated through the provision of punishment for teachers who violate discipline can verbally in the form of advice or reprimand for minor violations, as well as writing in the form of a warning letter for moderate violations as many as three warnings (SP1, SP2, SP3). Violations are mainly related to administrative violations and the teacher's code of ethics. Continuous guidance is also carried out for teachers who are under-performing, providing coaching at the end of each semester.

To maintain the conduciveness of school principals to make a close relationship through increasing harmony for all parts of the school organization, namely through communication patterns using recreational mechanisms that are carried out at the end of each semester, when entering school holidays such as going to tourist attractions.

The communication made by the principal is very beneficial in improving teacher performance, namely through increasing time discipline, planning, implementing and evaluating the preparation of learning tools such as lesson plans, syllabus, annual, monthly programs, evaluation and minimum completeness criteria (KKM).

V. Conclusion

Principal's communication in improving teacher performance is to convey information to teachers in order to improve performance. The principal as a supervisor and teacher must be able to provide guidance to all teachers and be able to perform their functions as school leaders in improving the learning process through the mechanism of class supervision, coaching and giving positive advice to teachers. The task of a professional teacher, which is able to carry out: curriculum administration tasks and be able to develop them, manage student activities in class, able to adjust to social life.

The principal's communication in the context of improving teacher discipline is to lead to the activities of educating teachers to comply with the discipline and code of ethics of the teacher by calling the teacher concerned personally or in groups to be given advice on improvement and coaching. The form of communication shown by example or example, comes early and comes home late. Forms of communication with teachers are carried out with weekly meetings and at the beginning of the year. The expected form of discipline is timely attendance, teaching in accordance with learning planning and developing learning tools.

Principal communication in increasing teacher responsibility by means of interpersonal communication and communication in solving problems that might arise in learning to improve performance. Forms of teacher responsibility in learning include: teaching, guiding, class administration, developing curriculum, developing the profession and being able to hold social interactions well. The teacher is also responsible for all attitudes, behaviors, responsibilities towards students, responsibilities towards themselves, coworkers, school principals and the community.

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