Implementation of Interpersonal Communication of The Principal of RA Al-Kautsar in Motivation of Teacher Professionalism

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Abstract

The purpose of this study is to determine the principal's implementation of interpersonal communication in increasing teacher professionalism motivation at RA Al-Kautsar Jl Karya Gg. West Medan District Violation This study is a qualitative descriptive study with a naturalistic approach, collecting data through observation, interviews, and documentation studies. This study is descriptive, with four research subjects: the principal and three teachers. According to the study's findings, the use of principal interpersonal communication in improving teacher professionalism at RA Al-Kautsar Jl Karya Gg. In the West Medan Sub-district, the offenses include: 1) the use of the principal's interpersonal communication at RA Al-Kautsar Jl Karya Gg. The West Medan District has been violated on a regular and ongoing basis. Interpersonal communication between school principals and teachers takes the form of direct consultation (face to face) or the use of media (mobile phones) for assignment distribution. 2) Facilitating factors for the implementation of interpersonal communication, namely: a good communication climate between the principal and teachers, communication media availability, and each teacher's loyalty and dedication. The impediments to the implementation of interpersonal communication are: work barriers from the principal and each teacher, making it difficult to determine the right time to implement interpersonal communication.

Keywords: communication, interpersonal communication, teacher motivation.

1. Introduction

Communication is essentially a process of communicating messages from communicators to communicants. The term communication derives from the Latin word communis, which means to make or build togetherness between two or more people. Communication is also derived from the Latin word communico, which means to divide. Communication is also a very basic need for a person in social situations. If there is no communication, life will seem empty, if not completely absent. The communication process is essentially the process by which the communicator conveys thoughts or feelings to the communicant. Thoughts, ideas, and information that arise from his mind. Humans, as social beings, require communication with one another. Through communication, someone can influence behavior, attitudes, and opinions if the communication is communicative, so that a person is not alienated from the surrounding environment (Cangara, 2005)

Mutual respect, open trust, and responsibility are required for effective communication. However, the current issue in many schools is a breakdown in communication between the principal and the teacher, as well as between the teacher and the teacher. Sometimes the head of the school considers himself to be the most powerful, so he disregards the members' suggestions, input, or opinions. Because he believes he is the most correct, the principal does his own work and the teacher does his own work without any consultation, meeting, or deliberation, the miscommunication between the teacher and the teacher is only due to a minor problem that results in no greeting. As a result, if this continues, it could be fatal and harm the quality of education itself (Haryani, 2004).

It is also inextricably linked to good communication between principals, teachers, and education staff. Communication is critical in all aspects of organizational life, including school organizations. It is critical to engage in intensive communication interactions with principals, teachers, education staff, and students. As a result, a school principal can carry out the process of value transformation and knowledge transformation for teachers or educators. School principals can motivate/encourage teachers to improve their performance in a variety of ways,

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including communication (Haryani, 2004). The principal must instill high morale, foster a positive work environment, and foster a pleasant, safe, and energetic work environment. In carrying out his leadership role, the principal must manage and develop the school through various activities such as leadership activities. Furthermore, as an educational leader, the principal's role is to foster and develop harmonious human relationships in the context of fostering and developing interpersonal cooperation, so that they can simultaneously move towards achieving goals by being willing to carry out their respective duties efficiently and effectively. As a result, all educational implementation will result in efforts to improve educational quality, which is heavily influenced by teachers in carrying out their operational duties (Haryani, 2004).

In the daily reality of the teacher's duties at RA-Alkautsar, it is evident that some teachers have low work motivation and performance, and the creativity of teachers' work is still low and not as expected, so they have not been able to meet the minimum work standards that teachers must achieve. This condition can be seen in teachers who are frequently late in submitting teaching tools at the beginning of the year, teaching that does not use learning media, teaching that uses traditional methods, teachers who feel compelled to carry out the tasks assigned by the principal, coming and going home at irregular times, and some teachers who believe that the tasks assigned are boring routines. A teacher, on the other hand, should be highly creative in order to guide and inspire students to be more creative. Teachers must also prepare all necessary learning devices and learning media. In addition, the teacher maintains a disciplined attitude and arrives on time. In relation to the foregoing, the researchers want to follow up on this phenomenon by conducting research on interpersonal communication used by school principals on teacher work motivation at RA-Alkautsar.

Based on the explanation, the researchers developed the problem formulation in this study, which is as follows: First, how effective is the implementation of interpersonal communication between RA-principal Alkautsar's in motivating teacher professionalism? Second, what are the factors that support and obstruct the implementation of interpersonal communication between the RA-Alkautsar principal in motivating teacher professionalism?

2. Literature Review

2.1. The Importance of Behaviorism Theory in Educational Activities

John B. Watson developed the behaviorism theory, which proposed that behaviorism encompassed all behavior, including retaliation or stimulus. This behaviorism theory, according to John, is a stimulus to a stimulus with a response to human behavior. If a stimulus or stimulus received by a person is carefully observed, the response of that person can also be predicted (Iskandar, 2014).

The argument for using the above theory is consistent with the concept of communication derived from the word communist. At this level, the perception equation between communicators and communicants in the communication process is the same because the meaning of communication is the same (Tim Redaksi KBBI PB, 2008). This shared perception is critical in teaching and learning activities, as it allows for an intimate interaction between educators and students (Cangara, 2005).

The Big Indonesian Dictionary defines implementation as "the implementation or application." Meanwhile, according to Abdul Majid, implementation is the process of putting an idea, program, or set of new activities into action for the benefit of others in achieving or anticipating a change. According to Fathurrohman, implementation is the application of concepts, policies, or innovations in a practical action so that they have an impact on knowledge, skills, and attitudes. Based on the foregoing, it is possible to conclude that implementation is a method of carrying out planned activities and achieving effective and efficient results in accordance with the goals that have been established (Tim Redaksi KBBI PB, 2008).

Interpersonal communication, according to Arni Muhammad, is "the process of exchanging information between a person and at least another person, usually between two people who can be directly known in return." As the number of people involved in communication grows, so does the perception of people in communication events, making communication more complex. Interpersonal communication is the process of establishing relationships with other people (Haryani, 2004).

In any activity, interpersonal communication not only has certain characteristics, but it also has a goal to ensure that interpersonal communication runs smoothly. The following are the goals of interpersonal communication:

1. Understanding Yourself and Others
   Interpersonal communication is one way to get to know yourself. Interpersonal communication allows everyone to talk about themselves by talking about themselves to others.
2. Understanding the External World Interpersonal communication also allows for a thorough understanding of the environment, specifically objects, events, and other people.
3. Establishing and Sustaining Relationships Humans are social creatures, so in everyday life, people want to form and maintain close relationships with others. As a result, much of the time spent in interpersonal communication is spent on establishing and maintaining social relationships with other people.
4. Attitude and Behavior Modification People frequently seek to change the attitudes and behaviors of others and persuade others through interpersonal communication.
5. Assisting Others Give various pieces of advice and suggestions to friends who are attempting to solve a problem or issue. This demonstrates that the goal of interpersonal communication is to assist others.

If an individual wants to do well at work, he must be highly motivated, because this motivation will drive the individual to work seriously and responsibly. According to G Winardi, motivation is the interaction of human attitudes, needs, and satisfactions (Iskandar, 2014).

According to Terry. G, as quoted by Soekidjo Notoatmodjo, motivation is an individual's desire that encourages him to do actions (behaviors). Meanwhile, Knootz stated that motivation is the drive and effort to meet a need or a goal (Motivation is the drive and effort to meet a want or goal) (Iskandar, 2014).

3. Methodology

This is a field research (Field Research) study in which the author conducts research on-site to obtain and collect data. The field research is examining qualitative issues, specifically research data procedures that generate descriptive data in the form of written or spoken words from people and observed behavior. As a result, this study can be classified as qualitative. This research is based on objects and natural conditions (Moleong, 2007)

In theory, qualitative research is research that is limited to efforts to reveal a problem and situation as it is so that it is only a disclosure of facts through data analysis. So, descriptive research seeks to describe a phenomenon or relationship related to the Principal of RA Al-Application Kautsar's of Interpersonal Communication in Motivating Teacher Professionalism.

In this study, the time and place are June-July 2022 in kindergarten Alkautsar No. 78/8, Medan City, West Medan District, 20117 ZIP Code

Primary and secondary data sources were used in this study. Primary data comes from observations, interviews, and documentation conducted by RA-Alkautsar researchers, whereas secondary data comes from journals, theses, and other articles related to the research title.

Informants are individuals who provide information about the situation and state of the research background. Informants are people who are intimately familiar with the problem under investigation. Mrs. Ida Rahayu, Principal of the RA-Alkautsar School, and the teachers Mrs. Sri Murdiati, Mrs. Rosnila Susanti, Mrs. Ira Agustina, Mrs. Suhaida Pasaribu, and Ust Muhammad Datuk Hafiz were the informants for this study.

In this study, data collection techniques are divided into three categories: a.) interviews: that is, conversations with a specific purpose. The interview is conducted by two people: the interviewer and the interviewee. In this case, the author asks the predetermined respondents questions orally. In this case, the researchers conducted extensive interviews with principals and teachers. This interview was conducted to investigate and discover the information that researchers require regarding research needs. b.) Observation: intentional, systematic identification of social phenomena with psychological symptoms for later recording. This method seeks to thoroughly examine all written records or documents. The observation method is a data collection method that is used to determine data that is directly seen. c.) Documentation studies seek data in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, leggers, agendas, life histories, films, works of art, and other forms of documentation.

4. Results and Discussion

4.1. The Al-Kautsar Interpersonal Communication Pattern

As a leader in the school, the principal must be capable in a variety of ways, one of which is good communication skills. Interpersonal communication is communication that occurs in the context of a relationship between two people.

Principal interpersonal communication is required to convey messages or information to teachers and other school personnel, particularly teachers. The goals that have been set must, of course, be informed and communicated to the teacher in order for them to carry out their duties (Devito, 2007).

According to Mrs. Ida Rahayu, Principal of RA Al-Kautsar School, in conveying information to teachers, she frequently uses several methods, including cellphones, either WhatsApp or phone, if the information is quite sudden or the information she conveys is not sudden, and meetings with teachers and staff if the information/letters require coordination.

According to the findings of the preceding interviews, the principal engages in interpersonal communication in two ways: direct and indirect. Face-to-face communication is chosen as a direct interpersonal communication method, while letters/emails and telephones are chosen as indirect communication methods (Nurgiyantoro, 2005).

According to Mr. Muhammad Datuk Hafiz, a teacher at RA Al-Kautsar, the process of interpersonal communication at school is typically carried out through discussion and direct consultation with the principal. Normally, the principal and the teacher meet directly to conduct deliberation; however, if time and place are not available, telephone/sms communication suffices.

According to the findings of the interview with Mr. Muhammad Datuk Hafiz, the existing teachers justify direct and indirect communication methods. Communication occurs both directly and indirectly as a result of the principal's interpersonal communication. Meetings and deliberation are two common direct forms. The format can change depending on the needs or issues to be discussed.

Then, as a teacher at RA Al-Kautsar, Mrs. Sri Murdiati contends that the process of interpersonal communication is typically carried out directly, namely by holding meetings / face to face with the principal. However, if time and place do not permit it, it means that communication/information is done via telephone.

According to the findings of the interview with Mrs. Sri Murdiati, interpersonal communication plays a role in fostering open communication between school principals and teachers, as well as improving cooperation and performance among its members. The findings above indicate that interpersonal communication between the principal and the teacher can promote cooperation and good relationships. However, based on the facts of the field, interpersonal communication between principals and teachers can be primary (directly) or secondary (indirectly), as well as formal or informal (Roudhonah, 2007).

4.2. Factors Promoting and Reducing Teacher Professionalism in the Implementation of Al-Kautsar Principal Interpersonal Communication

Communication is critical for the smooth operation of an organization's activities. If the existing supporting factors can be optimized, communication will run smoothly. Obstacles or barriers that arise during the implementation of interpersonal communication frequently have an impact on the smooth operation of organizational activities. Mrs. Ida Rahayu, principal of RA Al-Kautsar school, stated that supportive factors for the implementation of interpersonal communication include a sense of togetherness, the availability of communication tools, and a sense of loyalty and dedication from each teacher, which, of course, also aids in the implementation of interpersonal communication. Meanwhile, time constraints (difficulty finding the right time) and work constraints are impediments (both principals and teachers have their respective activities).

Meanwhile, according to Mrs. Ira Agustina, a teacher at RA Al-Kautsar, the factors that support the implementation of interpersonal communication include openness from each party, both from the principal and from the teacher, as well as good relations, as well as media or communication tools that are already available, such as telephones and laptops to help with information delivery (e-mail, social media). While the time clash of each party, both the principal and the teachers, is an impediment to interpersonal communication in this school.

Meanwhile, Mrs. Suhaida Pasaribu, a teacher at RA Al-Kautsar, says that the supporting factors are the communication media that each personnel already has, such as cell phones, and the inhibiting factor is each personnel's time clash (Nurgiyantoro, 2005).

According to the findings of interviews with principals and teachers, the supporting factors in the implementation of interpersonal communication at RA Al-Kautsar are a sense of openness between the principal and teachers, available communication media, adequate teacher resources, teacher loyalty and dedication, and a sense of openness between the principal and teachers. Obstacles to interpersonal communication implementation due to limited free/free time, time conflicts, and work barriers (having their respective activities).

5. Conclusion

Based on the findings and discussion, it is possible to conclude that the principal always strives to prioritize forms of communication when providing information, either directly (face to face) or through communication media (mobile phones). The principal employs several methods in its implementation, either directly or indirectly. This is done directly if there is a meeting or deliberation with other teachers, and indirectly if there is unexpected information or there is a time difference between one teacher and another.

Interpersonal communication between the principal and the teacher is used to facilitate tasks and work in order to achieve goals in accordance with the vision and mission of the school. A good and harmonious cooperative relationship between the principal and the teacher will result from good interpersonal communication. Several factors, including the presence of togetherness, openness, and open communication between the principal and the teacher, support the implementation of interpersonal communication. In addition to supportive factors, there are also barriers to implementing interpersonal communication, such as the difficulty in finding the right time because each teacher's work/tasks are different.

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