

Leadership And Pattern Of Communication Of School Principal For Increasing Teacher Performance

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Abstract: *The aim of this study is to find out the leadership and communication pattern of the school principal in order to motivate the improvement of teachers' performance. This research used qualitative approach and case study as its design. The subjects of this research are the school principal, and administration personnel, executive implementer, and the schools' stakeholders. All of data was analyzed qualitatively through three steps, they are: reduction, display, and verification/getting summary. The result of the study found that: (1) The ways of school principal in increasing the teachers' performance, as follows: through implementing the transformational leadership style and make all of the school planning participatedly and coordinatively, proportional task disposition, making a report on the assessment of the teacher, class supervision, building solidarity, setting an example of example, building transparency, encouraging continuous education, taking a study tours, training and educating, taking the self-assessment of the school, helping to solve the problems, and giving reward. (2) The communication patterns of the school principal showed by direct communication or face to face by using oral method followed by written and supported by persuasive communication then there were harmony between formal communication and informal communication. Culturally, the formal communication pattern of principal was done through formal meeting and open for new idea, suggestion, and critic. Informal communication pattern of principal mostly done through the spiritual worship and helping to solve each other problem peacefully.*

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I. Introduction

The principal is a person who is responsible for realizing the success of education in the institution that he/she leads. In order to achieve that success, the principal is expected to have knowledge regarding the leadership style and communication patterns that can be used to improve the performance of teachers who will directly contribute in improving the quality of education within the school. Teachers are people who directly involved with the students and take the role as the determinant of the learning outcomes. However, even though the teacher is considered to be a determinant of the teaching and learning process, the principal is expected to have the ability to lead and implement a good communication pattern which will indirectly influence the learning outcomes.

In order to carry out the leadership task, every principal is required to have certain competencies. These competences involve various functions or tasks that must be executed by the principal, whether as administrators, supervisors, innovators, motivators, or as a decision makers. The sampled school (MI NW 3 Pancor, located in Jalan Dewi Sartika no. 21 Selong, East Lombok, West Nusa Tenggara) continues to improve the infrastructure and the quality of the education. The development that happened from year to year is quite encouraging. After being monitored and deemed to be eligible for re-accreditation, finally on 31 December 1996 this school get the status of being accredited until 2007. In the same year, this school improved the status of its accreditation to B. In 2014, after the re-assessment was conducted, the accreditation changed and improved into A. since 2013 the head of the school Pancor has been appointed and expected to lead 13 educators (2 permanent teachers and 11 non-permanent teachers), 2 educational staff (non-permanent staff), and 216 average learners annually.

Based on this phenomenon, the researcher is interested to do more research regarding the leadership style and communication pattern used by the principal in which it is intended to improve the performance of the teacher of this school since it has achieved the A predicate for its accreditation in such a short time. This is triggered by the theory of leadership which continues to evolve with the phases of approach such as the approach which is based on the trait of the common personality possessed by a leader, based on the leader's

behavioral approach, based on situational approach, and the approach to the nature or characteristics of leaders who become examples of ideal leaders.¹

Among the leading leadership theories are transformational leadership theory, that is, a leadership approach by altering awareness, encouraging and inspiring subordinates or members of an organization to spend extra effort in achieving organizational goals, without feeling pressured or depressed.² Here, a leader is said to be transformational when he/she can change the situation, change what is commonly done, talk about a lofty goal, have a reference to the value of freedom, justice and equality. The transformational leader will make his/her subordinate see that the goal that needs to be achieved is more than just his/her personal interests. Meanwhile, Yukl states that transformational leadership can be seen from the commitment, motivation and trust of the subordinates towards the leader.³

II. Material And Methods

The material and methods of studying this topic are discussed in an integrated explanation of each of the subjects being studied.

The leadership of School Principal

Leadership is a very important thing in school management. Therefore the principal's behavior should be able to encourage the performance of teachers by showing a friendly sense. In addition, Instrumental behavior is tasks that are oriented and directly clarified in the roles and tasks of teachers, as individuals and as groups. According Mulyasa⁶, the behavior of positive leaders can encourage groups in directing and motivating individuals to work together in groups in order to realize the goals of the organization.

The term principal or in this case the headmaster of a school is derived from two words: head and master. The meaning of the word 'head' can be interpreted as chairman or leader in an organization, while the 'master' can be understood as the one who has the highest authority in an organization which in this case is the school is an institution where the place to receive and give explanation. Thus, the headmaster can be defined as a functional force that is given the additional task to lead a school in organizing the teaching and learning process.

The word leader contains a broad meaning, namely the ability to move all the existing resources in a school which can be optimally utilized in order to achieve the goals that have been set. In practice the term 'leader of organization' contains the connotation of moving, directing, guiding, protecting, nurturing, modeling, encouraging, giving help, and so on.

Teacher's Performance

In the Law of Teachers and Lecturers Chapter VI on Standards of Educators and Teaching Personnel, article 28 explains that a teacher must have at least four basic competencies: pedagogical competence, personality competence, professional competence and social competence which are gained through professional education.⁴ Briefly, the four competencies can be explained as follows: Pedagogic competence is the ability to process learners' learning that includes understanding of learners, design and implementation of learning, evaluation of learning outcomes, and development of learners to actualize various potentials. Personality competence is a steady, stable, adult-like, wise, and authoritative personality, a role model for learners, and noble character. Professional competence is the mastery ability of learning materials widely and deeply that enables them to guide the learners to meet the competency standards set out by the National Standards of Education. Social competence is the ability of educators as part of the community to communicate and get along effectively with learners, fellow educators, parents / guardians of learners, and the surrounding community.

In the field of humanity, a teacher takes the role as the second parent, the teacher must be able to attract the attention of his/her his students. Any lessons given should be a motivation for their students to learn. If a teacher does not pay much attention to the way he/she looks or does not attractive enough, then the first failure that he/she will not be able to impose the teaching to his/her students. Students who are faced with the unattractive teachers will tend to take the lessons minimally.

Based on the description above, it can be concluded that the performance is a result of work obtained by a person either quantitatively or qualitatively through activities or experiences within a certain period. Performance of teachers is also the ability produced by teachers in carrying out their duties, obligations and responsibilities of educating, developing science, becoming the second parents of students, educating and creating quality students. It is this context that effective communication that takes place in school will not be separated from the role of principal, because good communication at school is based on the leadership of the principal. The effective leadership at school is intended to understand the concept of interpersonal relationships or depends on the communication it builds. Therefore, building effective communication in schools is essentially a process of the way harmonious relationships among school members within the school are built.

Etymologically, communication is derived from the Latin 'communis' which means 'the same', then becomes a 'communicatio' which means 'exchange of thoughts' and finally taken over in English into 'communication' which means the activity of conveying information. Therefore, communication can be defined as a process of delivering information, comprehensive understanding between speaker and listener.⁵ While Mulyana⁸ states that, for academic purposes, communication is classified into several types namely such as (1) top-down communication which is generally in the form of work orders, instructions, and memos, while upwards communication is in the form of reports, proposals, and complaints. (2) formal and non-formal communication takes place through organizational channels and standard media; non-formal occurs because of the interests within individuals or groups level which are generally straightforward, quick, and flexible, but cannot be used as an official source of information.

This study focuses on the principal's leadership style with two sub focus; (1) principal leadership style which is intended to improve teacher performance, and (2) communication pattern of principal which is intended improve teacher's performance. Leadership style and communication patterns of school principals in an effort to improve teacher performance because this study examines and describes the leadership style and communication patterns of school principals in an effort to improve teacher performance.

III. Results

The Leadership Style of the Principal

Among the leading leadership theories are transformational leadership theory (Samson: 2005: 119-125). Transformational leadership is a leadership approach by altering awareness, encouraging and inspiring the subordinates or members of an organization to spend extra effort in achieving organizational goals, without feeling pressured or depressed.

A leader is said to be transformational when he/she can change the situation, change what is commonly done, talk about a lofty goal, have a reference to the value of freedom, justice and equality. The transformational leader will make the subordinate see that the goal that they pursue is not merely the personal interest of the leader. Based on a theoretical review above, the leadership style focuses on what the principal does and how the principal acts in achieving the goal. Leadership styles of the principal include two aspects of behavior, namely: task-oriented behavior and relationship-oriented behavior.

The next findings are related to the process of controlling work activities in an effort to improve teacher performance and attainment of school performance. Based on data analysis, the control which is done by the principal used tight control system in the form of determination of teacher report and coordinator appointment of each work unit. In addition, the principal also conducts direct or downward monitoring to ensure that the system and activities are running smoothly.

In terms of the relation-oriented behaviour, it is found that this type of relation is identified as a type of principal's behavior that focuses primarily on improving relationships with member of the school, including providing support, developing subordinates, and giving recognition to the members so that teacher performance increases and high school performance can be achieved.

Related to the pattern of communication performed by the school principal, this study found that the school principal conducts oral communication followed by written communication. The principal communicates with the head of the school committee in terms of determining the intra-curricular and extracurricular builder, and then followed by the assignment of a Decree and a letter of assignment issued by the principal.

IV. Discussion

Task-Oriented Behavior

Task-oriented behavior is a type of behavior that shows the principal's attention toward the completion of the task which includes planning, implementing and controlling activities which is intended to improve teacher performance and ensure the achievement of the sampled school. Here, the results of this study indicate that the task-oriented behavior of the principal, on the work-planning aspect, use a participatory and coordinated approach in which the working activities are formulated by making schedules, organizing and allocating resources owned, and decision making which is done by involving the school community, especially School Management Team and school committee.

As revealed from the documented data that has been studied, it was revealed that the planning is discussed in the meeting as stated in the minutes of the meeting. In addition, the planning done by the principal is simple and very clear which is intended to improve teacher performance and school achievement, as stated in the vision and mission of the related school. The results are in accordance with the argument stated by Mulyasa⁵ that is one of the most effective indicators of principal's leadership is to apply a participative leadership approach, especially in decision making. Thus, this will support the improvement of teacher performance and school achievement.

The results of subsequent research which relates to the aspect of implementing the work-plan indicate that the principal involves all the components of the school and all work is clearly shared about their respective responsibilities, duties and authorities, and the assignment is carried out proportionally in accordance with the capacity of the school community with the result that teacher performance and achievement of the school are improved. Furthermore, the results of the study indicate that the principal carried out a coordinated work plan, cooperation with the teachers' board, school committee, and foundation board. Implementation of the program or activity plan is based on the results of deliberation with the relevant parties. The principal tries to adjust the activity plan according to the job description of each member of the school, or in other words proportionately. This is intended to avoid friction or dissatisfaction among teachers, staff and other stakeholders, as this will have implications for the determination of policies on salaries, incentives and other benefits.

The results of this study in the field of controlling management show that the control system has been running properly. This can be seen from the various steps that have been taken by the principal in implementing various school programs. These findings are supported by Purwanto⁶ which suggests that one of the indicators of task-oriented behavior is to oversee operations and performance. In other words, the control system performed by a leader in an organization in which the principal as an important component in a school organization has responsibility to control, including direct control of teaching and learning in the classroom. Thus, it can be concluded that an effective form of control to be performed by the school principal in an effort to improve teacher performance and school performance achievement is done through a system of reporting and direct observation to ensure the implementation of various activities at school.

Relation-Oriented Behavior

The results of this study, in this context, indicate that the relation-oriented behavior of the school principal, especially in the aspect of providing support realized by building kinship through the attitude of treating subordinates as partners and provide a good example in carrying out duties as well as responsibilities as a principal and as teacher. Furthermore, the principal does not show the behavior of maintaining distance and privileges from the school community in social interaction at school. In addition the principal is also an ideal example in terms of teaching, discipline, and maintaining cleanliness.

The results above are supported by Wexley and Yukl² who suggests that some indicators of relation-oriented behavior include: providing support and encouragement, demonstrating the belief that people can achieve any goals, socializing with people to build relationships, and modeling by giving model of exemplary behavior. Meanwhile, in the context of education, the findings are supported by Mulyasa's⁶ arguments, that is effective principal leadership indicators include: (1) providing support to teachers to uphold the discipline of learners, and (2) demonstrating exemplary attitudes and behaviors that can be role models or models for teachers, learners, and the entire school community.

The next finding is related to the aspects of the ability development of school members. The results of this study indicate that the principal's behavior in developing the ability of the school members is demonstrated by the process encouragement for further studies, conducting training, and enlarging the number of teacher. This is reflected in the process of task rotation, responsibility, and authority for teachers and employees ranging from the level of deputy headmaster to teacher-shift.

The findings above illustrate that the behavior of the principal's leadership in terms of developing the school's members has shown a behavior that reflects a well-established relationship between leadership and subordinates. This finding is by Yukl³ which suggests that one relation-oriented behavioral indicator is to provide training and assistance which can be realized by providing opportunities for skills development in work.

The next finding is related to the aspect of giving recognition to school members which is intended to improve teacher performance and attainment of school. The results of this study indicate that the principal's behavior in giving recognition to school member is realized by giving reward for students, teachers, and employees who have good achievement, the rewards are given at the end of each semester. The Rewards are given in the form of money, praise, award plaque, or recognition ceremony.

The finding above indicates that the principal recognize the performance and achievements of school members. This finding is supported by Yukl (2010: 80) who stated that relation-oriented behavioral indicator is acknowledging contributions and success, and the three main forms of recognition are praise, awards, and recognition ceremonies.

Formal Communications

What is meant by formal communication in this study is the process of delivering and receipting the messages being sent through official channels which is determined by the school organizational structure or by the job function of the principal which is intended to improve teacher performance and achievement of the school. The results of this study indicate that formal communication of the principal uses oral methods followed by written method.

Based on the results of the researcher's observation, there are findings that each teacher has performed the task in accordance with the rules that applies as an indicator of the school discipline in the learning process in school. The finding of this study indicate that the written communication used by principal is considered to be effective communication, because it has previously been supported by oral communication to encourage the effectiveness of the issued rules. The findings of this study is supported by the argument that the messages delivered through oral methods and followed by written method is always appropriate for any situation.⁷

Informal Communication

In this study, the informal communication referred to in this research is the process of delivering and receipting messages which is based on personal and social relationships and not on the power and position of the principal. The results of this study indicate that the principal informal communication is realized in the form of persuasive communication.

This research find that the principal communicates with the teacher and the staff personally regarding the problems being faced, then collectively solves the problem. The results of this study indicate that the persuasive communication used by the principal is considered as the most effective communication, because the communication can directly affect the behavior of the school community. Principal's persuasive communication is also the principal's way of communication in building bonds and relationships with the member of the school, receive and consider ideas and thoughts of the school community through formal communication, and also it could help the principal to get understanding regarding the interests of the school member and their attitudes toward the school and the issues faced.

This fact clearly shows that the attitude taken by the principal is intended to improve teacher performance and school achievement through persuasive approach is considered effective and can be used to avoid internal conflicts within the school environment. This finding is clearly supported by Sutisna⁹ who suggests that informal communication is considered important to share information and personal thoughts, bonds and friendships that help to develop a good relation. Informal communication can also inform the principal of the school regarding the interests and concerns of the member of the school as well as their attitudes toward the school and its problems. In addition, the findings of this study also criticized the view that see informal communication as a hindrance toward formal communication and see informal communication as a communication used only to spread rumors.

V. Conclusion

This study concludes three important points on principals' behavior: first, behavior in planning activities and decisions making, principals emphasize the involvement of school members, especially those who are members of the school management team and with a coordinated system. Second, the behavior in the implementation of the prepared plan, the principal makes and has a guidelines governing aspects of management, delegate tasks proportionally in accordance with the capacity and ability possessed by the member of the school, dividing task division along with clear job descriptions, responsibilities and authority owned by each school member, and determine the standard of high quality work. And third, behavior in implementing control of school activities, principals apply performance reporting systems for employees and the implementation of report cards for teachers. In addition, the principal also conducts direct monitoring to ensure that the activities and systems are running smoothly. Thus, the task-oriented behavior of principal can be grouped in high category because the principal has a high attention to the implementation of teaching and learning activities.

In the relation-oriented behavior, this study concludes three important points: first, the behavior in providing support to the school community, the principal manifesting it through creating a sense of togetherness and kinship, and giving exemplary model so that the member of the school are motivated and moved to contribute and improve their performance. Second, the behavior in developing the ability of the school community, the principal manifests it through three main processes namely cadre, education and training, and encouragement for further study. And thirdly, the behavior in giving recognition to the citizens of the school, the principal manifests this through the provision of rewards in the form of money, praise, awards and recognition ceremony.

Judged from the formal communication used by the principal, this study concludes that the formal communication of the principal emphasizes on direct or face-to-face communication using oral methods followed by written method. The formal communication of the principal is done through official meetings in which the principal appreciate any suggestions, ideas, and criticisms during the meeting. Finally, from the informal communication used by the principal, this study concludes that the informal communication of principals is conducted through social relation and helps each other to overcome the problems of the teachers and staff. The headmaster's informal communication emphasizes both persuasive communications. This study

also concluded that the communication pattern used by school principals which is intended to improve teacher performance and school achievement is the alignment of formal communication with informal communication.

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