



MADRASAH HEADMASTER COMMUNICATION IN IMPROVING LEARNING QUALITY AT MADRASAH TSANAWIYAH NEGERI 2 MEDAN

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Abstract. *The purpose of this study are: 1) To find out the programs delivered by Madrasah Heads to educators in improving the quality of learning at Madrasah Tsanawiyah Negeri 2 Medan, 2) To find out the communication between Madrasah Heads and with the Curriculum Representative in improving the quality of learning at Madrasah Tsanawiyah Negeri 2 Medan, 3) To find out the communication between Madrasah Principals and educators in improving the quality of learning at Madrasah Tsanawiyah Negeri 2 Medan. This is qualitative research by using a phenomenological approach. The research findings show that the Head of Madrasah does carry out communication with the teachers and staff of Madrasah leaders in improving the quality of learning at Madrasah Tsanawiyah Negeri 2 Medan. Whereas the form of communication carried out by the madrasa head with the educators and leadership staff through internal communication using two forms; first, the head of the madrasah carries out downward communication that is the communication that comes from the madrasah's head to the educators and leadership staff. Second, the headmaster also carries out upward communication, which is the communication that comes from the educators and leadership staff to the headmaster.*

Keywords: Head of Madrasa, Communication, Learning Quality Improvement

INTRODUCTION

Madrasah Tsanawiyah Negeri 2 Medan is one of the state madrasahs which currently includes the choice of parents to continue their education. That is because the increase in learning in the madrasa has increased very rapidly. Based on a statement explained by a student sitting in class IX that the increase in learning in madrasahs increased significantly, that the learning system was collaborated with practical means. Ie every

student is facilitated with various infrastructure facilities to increase their abilities. As for some of the facilities that are owned by madrasas in developing the improvement of the quality of learning in madrasas, namely: (1) Lab. Language; (2) Lab. Religious Skills; (3) Lab. Math & Natural Sciences; and (4) Lab. Computer.

Some achievements in the field of academics that have been obtained by students at Madrasah Tsanawiyah Negeri 2 Medan as a form of improving the quality of learning in madrasas, namely: (1) AUK Champion (Capability Test Event) Medan City Level; (2) 2nd place winner in Science & Mathematics, (3) 3rd place winner in MTs Olympiad in North Sumatra in 2007; (4) Champion II 2014 National Level KSM Physics in Makassar.

And all these things cannot be separated from the role of a leader or headmaster in communicating to teachers or teacher communication to students. It was also expressed by these students that the teacher always interacts with students gently or kindly. Then at MTsN 2 Medan to mention the teacher's mother or father's call was replaced by the father and mother's call, this was implemented in order to build a better emotional attitude between an educator and an educated person. Thus the interaction between students and educators is like a parent and child, there are no obstacles to communicating properly if there are problems in the learning process. Not only that this madrasa also always schedules every teacher to always discuss with teachers who are allied in the subject by facilitating for these teachers the Teacher's Subject Meeting Room (MGMP).

Some of these things can not be separated from the competent head of madrasa communication so that Madrasah Tsanawiyah Negeri 2 Medan until now has become one of the favorite schools in the city of Medan. As is known in a success there must be the most influential person in it, in this case the headmaster of MTsN 2 Medan, madrasa is the most influential person in supporting the success achieved at Madrasah Tsanawiyah Negeri 2 Medan.

Departing from the reality that researchers observed above and based on the theoretical foundation that researchers collected, so researchers conducted an in-depth study of improving the quality of learning, among others allegedly influenced by the

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communication of a madrasa leader or headmaster so that researchers conducted research under the title "Communication of Madrasah Headmaster in Improvement Quality of Learning at Madrasah Tsanawiyah Negeri 2 Medan".

LITERATURE REVIEW

Basic Concepts of Communication

According to Suranto A.W (2010: 2) the term communication has a meaning that is derived from the Latin *communicare* which means to notify. The word then develops in English communication, which means the process of exchanging information, concepts, ideas, ideas, feelings, etc. between two or more people. Whereas the understanding of communication in terms of Syafaruddin and Asrul (2004: 340) confirms that Communication means the process of delivering a statement by one person to another person. The intended communication here is human communication or in a foreign language, human communication. Communication contains certain goals which are done verbally, face to face, or through the media.

The communication process is how the communicator conveys a message to the communicant, so that it can create a meaning equation between the communicant and the communicator. Harold D. Lasswell in Cangara (2011: 59) argues that the communication functions include 1) humans can control their environment, 2) adapt their environment, and 3) transform social inheritance to the next generation". Sudarwan Danim and Suparno (2009: 19-20) also explained that the elements in communication are inseparable parts. If one of the elements in communication does not exist then that communication will not occur. Communication when interpreted broadly is not just an exchange of news or messages, but is interpreted as an individual or group activity exchanging information, data, facts and ideas. Based on this description it can be concluded that the communication function is related and invites others to understand and comprehend what is to be conveyed in achieving goals. Communication skills are needed in working with others both through verbal and non verbal communication.

The Understanding Organizational and Organizational Communication

Dimock in Tangkilisan (2005: 132) defines the organization as follows:

"Organization is the systematic bringing together of interdependent parts to form a whole through which authority, coordination and control may be exercised to achieve a given purpose." Organization is a systematic integration of interdependent parts related to form a unified unity through the authority of coordination and supervision in achieving goals that have been determined.

Meanwhile Raymond E. Miles (1975: 9) sets limits on the organization as follows: "... an organization is nothing more than a collection of people groups gathering around a technology which is operated to transform inputs from its environment into marketable goods or services. " ... the organization is no more than a group of people gathered together around a technology used for change inputs from the environment into goods or services which can be marketed.

From this simple definition, it can be found that there are various factors that can cause organizations, namely people, cooperation, and certain goals. According to Liliweri (2007: 22) organizational communication is interpersonal communication or group communication that is impersonal (or structured communication) carried out by individuals or groups / work units in one organization. While Goldhaber himself in Arni Muhammad (2005: 67) gives the definition of organizational communication as follows: "Organizational communications is the process of creating and exchanging messages within a network of interdependent relationships to cope with environmental uncertainty ". In Indonesian it means; Organizational communication is the process of creating and exchanging messages in a network of interdependent relationships to overcome uncertain or ever-changing environments.

The Nature of Learning and Learning

Henry Clay Lingren and Newtin Suter in the book Ramayulis (2002: 336) explain learning, namely defining with relatively permanent changes in the form of behavior that occurs because of experience. The same opinion by James W. Vander Zanden, in the book Ramayulis (2002: 336) says that learning is a change in behavior that is relatively

permanent or changes in ability because of experience. A process that is obtained from the relatively stable addition that occurs in the behavior of individuals who interact with the environment.

Some opinions of experts about the notion of learning, Syaiful Sagala (2005: 61) defines learning is to teach students to use the principles of education and learning theory which is the main determinant of the success of learning education which is a two-way communication process. Teaching is done by the teacher as an educator, while learning is carried out by students.

Meanwhile, according to Oemar Hamalik in Ramayulis (2002: 339) learning is a combination that is composed including human elements, material facilities, equipment and procedures that influence each other to achieve learning objectives. Oemar Hamalik (2004: 57) Suggests three formulations that are considered more advanced, namely: Learning is an effort to organize the environment to create learning conditions for students; Learning is an effort to prepare students to become good citizens; Learning is a process of helping students deal with people's daily lives.

Foundation of Learning

In the learning process educators facilitate their students with a variety of materials. This material will be mastered, internalized, and practiced by students. So that learning objectives can be effectively achieved, the right methods and approaches are needed, a conducive environment, and learning media tools that can support learning. To determine the achievement of learning objectives an evaluation is needed.

Eko Triyanto (2013: 226-238) emphasized in educational technology journals that in essence the learning process is a communication process that is the process of delivering messages from the message source through certain channels / media to the recipient of the message (students). The message delivered is in the form of learning material that is in the curriculum. The source of the message can be the teacher, students, others or the author of the book and the channel is a learning medium. In other words, learning is an effort made by the teacher to make the learning process occur in students. The main characteristic of learning is the interaction between students and their learning

environment both with teachers, their friends, learning media and other learning resources.

Concept of Quality

Quality has a definition that varies from conventional to more strategic. Conventional definitions of quality usually describe the direct characteristics of a product such as: performance, reliability, ease of use, esthetic and so on. The definition of a strategy of quality is something that is able to meet the desires or needs of customers (meeting the needs of customers) (Gasperz, 2005: 4). In ISO 8402 (Quality Vocabulary) Gasperz (2005: 5) quality is defined as the totality of the characteristics of a product that supports its ability to satisfy specified or specified needs. Quality is often interpreted as customer satisfaction or conformance to the needs or requirements (conformance to the requirements). Here the product can be tangible, intangible or a combination of both. Whereas Dessler (2003: 261) defines quality as the totality of appearance and characteristics of a product or service that is related to its ability to meet the needs sought. In other words, quality measures how well a product or service meets the needs of its customers.

METHODOLOGY

In this study, researchers took the location of the study as a place to obtain data and information at Madrasah Tsanawiyah Negeri 2 Medan. As for the selection of this place because this location is very appropriate to do research in accordance with the title of the researcher and in accordance with the conditions experienced by the school. This type of research used by researchers in this study is the type of qualitative research. By using a phenomenological approach that is qualitative research related to the research process and understanding based on methodologies that investigate social phenomena and human problems. In this study the source of the data was taken from the results of observations, interviews, and documentation from parties related to this research. Interviews conducted by researchers totaled 7 (seven) people including the headmaster

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of madrasahs, curriculum representatives and teachers. Data analysis techniques by Milles and Huberman in Sugiyono: data reduction, data presentation and conclusions. While the data validity techniques by Lincoln and Guba in Moleong: credibility, transferability, dependability, and confirmability.

FINDINGS AND DISCUSSION

Communication of Madrasah Headmaster to the staff

From the research findings, the researcher can explain that the communication established by Madrasah Headmaster with the leadership staff includes various things including communication in terms of conveying the program, rules and policies that will be applied to the leadership staff, in this case the madrasa head conveys the program, rules and policies to them with direct communication. Direct communication is carried out by the Head of Madrasa with the Management Staff through two forms of communication, first is direct communication through scheduled meetings, second is direct communication face to face (individual).

Viewed from the scope, communication that occurs within the school or madrasah environment belongs to organizational communication as expressed by Liliweri (2007: 22) about organizational communication is interpersonal communication or group communication that is impersonal (or structured communication) carried out by individuals or groups / work units in one organization.

Brennan (1984: 155) also revealed that Internal communication is an effort made in conveying messages, ideas, ideas and other information can occur in context vertically, horizontally, or diagonally in an organization. Whereas external communication is communication between leaders or members of the organization with audiences outside the organization. Organizational design must allow communication in four different directions down, up, horizontal and diagonal. These four directions of communication are the framework of communication in the body of the organization. Curriculum representative is a stake holder who also has a role or role in promoting and improving the quality of learning in Madrasah Tsanawiyah Negeri 2 Medan. The headmaster of madrasahs includes curriculum representatives in determining programs, policies and

rules that are conveyed in regular scheduled meetings and unscheduled meetings held at the Madrasah Tsanawiyah Negeri 2 Medan, the headmaster also asks for input or suggestions with representatives of the field of curriculum regarding policies, programs and rules the. This is done by the madrasa head who realizes that the representative of the curriculum is a very important part in the process of improving the quality of learning in madrasas.

Based on the description above, the researcher can conclude that the communication established by the madrasa head is direct communication between the madrasa head and the private representative of the curriculum through scheduled and unscheduled meetings, the madrasa head also asks for ideas or input from representatives of the curriculum. This is done by the madrasa head because he realizes that representatives of the curriculum have the same role and function in improving the quality of learning in madrasas while enhancing teacher professionalism, therefore the madrasa head also embraces the representative of the curriculum through communication that he builds with the representative of the curriculum in order to be able work together in improving the quality of madrasah learning and increasing the professionalism of teachers at Madrasah Tsanawiyah Negeri 2 Medan.

Communication of Madrasah Headmaster to the Education Personnel

Madrasah Tsanawiyah Negeri 2 Medan is one of the well-known educational institutions and is one of the favorite schools that until now is still consistently maintaining stability and trying to improve the quality of learning in madrasas.

The strategy definition of quality is something that is able to meet the desires or needs of customers (meeting the needs of customers) (Gasperz, 2005: 4). In maintaining the stability of the quality of learning as well as efforts to improve the quality of learning in madrasas, as a madrasa headmaster, he still maintains programs that have previously been run by building facilities as supporting infrastructure in the learning process in improving the quality of learning.

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Syaiful Sagala (2005: 61) defines learning is to teach students to use the principles of education and learning theory which is the main determinant of the success of educational learning which is a two-way communication process. Teaching is done by the teacher as an educator, while learning is carried out by students.

As a madrasa that is loved by many students who want to continue their education, the stakeholders must be able to prepare, improve and maintain positive things in the learning process at the madrasa. Ramayulis (2002: 341-358) emphasizes the principles of learning, namely:

- 1) Activities.
- 2) Motivation Principle.
- 3) Principle of Individuality.
- 4) Principle of Personnel.
- 5) Principle of Prehistory.
- 6) Habitual Principle.
- 7) Correlation Principle
- 8) Principle of Interest and Attention.

Student Development

As for the development carried out by the madrasa in the form of activities that encourage to improve the quality of learning in the madrasa, there are non-academic and academic activities, routine activities, spontaneous activities, programmed activities and exemplary activities. Non-academic activities are religious and artistic activities, sports activities, scout activities. While academic activities are activities that are attended by students to prepare superior students and are activities that support the process of improving the quality of learning at Madrasah Tsanawiyah Negeri 2 Medan. Routine activities are activities that are carried out regularly and continuously at school. the goal is to get students used to doing things well. Spontaneous activities are activities carried out without being limited by time, place and space. Programmed activities are activities that are carried out in stages adapted to the educational calendar or a predetermined schedule. Familiarizing this activity means getting students and school personnel active

in carrying out school activities in accordance with their abilities and fields. Exemplary activities are activities in the form of daily behavior that can be used as examples.

Teacher Self Development

To improve competence in the quality of learning and educate students, the head of the Madrasah Tsanawiyah Negeri 2 Medan in collaboration with curriculum representatives made various efforts by involving the council of teachers in upgrading, workshops, training and MGMP (Deliberation of Subject Teachers) organized by several parties.

Development of Facilities and Infrastructure

Oemar Hamalik in Ramayulis (2002: 339) learning is a combination composed including human elements, facilities materials, equipment and procedures that influence each other to achieve learning objectives. Facilities and infrastructure of an educational institution, absolutely necessary because it is a very important support in the implementation of teaching and learning. Therefore, the development of infrastructure facilities carried out by the madrasa is related to the process of improving the quality of learning in madrasas such as laboratories, classrooms, library rooms, miniature Kaaba, and mosques.

Based on the description above, the researcher can conclude that Madrasah Tsanawiyah Negeri 2 Medan is one of the institutions that prepares educators and students to be able to face challenges in the world of education by providing both (educators and students) development activities for themselves through the facilities provided by the madrasah.

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Madrasah Headmaster Communication to Educators

The communication is carried out by the Madrasah headmaster with the teachers at Madrasah Tsanaeyiah Negeri 2 Medan, where the Head Madrasah communicates with the teachers through any momentum, either through scheduled meetings or through small talks with the teacher while on break, not only limited to the head of the madrasa also maximize communication with the council of teachers on big day activities.

Communication is needed to coordinate and direct the activities of subordinates to organizational goals and organizational goals. Besides communication is also a means to unite the direction and views and thoughts between leaders and subordinates. With the communication of subordinates can obtain information and clear instructions so as not to cause doubts and misunderstandings which will ultimately affect the effectiveness of teacher work.

Judging from the scope, the communication that occurs between the headmaster and teachers in the school or madrasah environment is the same as that which is also carried out by the headmaster and staff leadership, which is classified as organizational communication. programs, policies and rules using words both oral and written.

Arni Muhammad (2005: 4-5) says communication is defined as the exchange of verbal and nonverbal messages between the sender and the recipient of the message to change behavior.

The same thing was also stated by Suranto A.W (2005: 16) communication is a process of sending messages or symbols that contain the meaning of a communicator to the communicant with a specific purpose.

Although one-way communication is faster, in the work performance process, teachers must prioritize two-way communication, because two-way communication will be able to improve the ability and performance of teachers so as to show their professionalism. In order for internal communication to work well in the teacher's work process, a madrasa leader or head should communicate with a clear mind and use words that are easily understood by the teacher, good emotion when the madrasa head conveys a decision on the teacher's performance, namely by saying thank love.

Furthermore, the most effective and most frequently used method by the leadership is the use of combination channels tends to provide the best results. In other words, to convey information to teachers appropriately. The combination of written and oral channels gives the best results. Sending messages using more than one channel seems excessive but this can actually ensure that the message will always be remembered by subordinates.

Another thing is the head of madrasa in conveying messages both in the form of policies and rules to teachers both in meetings and at recess (leisure time) invites teachers to ask questions and ask for input so that what is conveyed in the form of policies and rules can be clearly accepted by the teacher, this shows that the madrasa head conducts 2 (two) communications; first communication down (Downward Communication) is the communication made by the headmaster to the teacher and second, communication upward (Upward Communication) is the communication made by the teacher to the headmaster.

Arni Muhammad (2005: 67) says that organizational communication is the sending and receiving of information in complex organizations. Included in this field are internal communication, human relations, managerial union relations, downward communication or communication from superiors to subordinates, upward communication or communication from subordinates to superiors, horizontal communication or communication from people of the same level or level in the organization, communication skills and speaking, listening, writing, and evaluating communication programs.

In line with this Gibson (1993: 28), put forward the pattern of communication in organizations, namely:

a. Downward Communication (*communication to the bottom*)

Downward communication flows from the top level individuals in the hierarchy to the people at the bottom level. The most common forms of downward communication are work instructions, official memos, policy statements, procedures, manuals, and company publications.

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b. Upward Communication (*above*)

Upward communication flows from the lower level to the top level of the organization. The communicator is at the bottom level of the organization, while the recipient is at the top level. Some of the most common top communication streams are suggestion boxes, group meetings, and appeals procedures.

c. Horizontal Communication

Horizontal communication flows across various functions in the organization. This form of communication needs to be done to coordinate and integrate various organizational functions. Horizontal communication for example, communication between departments within an organization.

d. Diagonal Communication

Cross-diagonal communication crosses functions and levels in the organization, and is important in situations where members cannot communicate through upward, downward, or horizontal channels. Upward communication helps subordinates overcome their work problems and strengthen their involvement in these tasks and organizations.

Based on the description above, the researcher can conclude that the implementation of communication carried out by the madrasa head with educators in improving the quality of learning is through organizational communication, namely through internal communication through regular meetings conducted by the madrasa head with educators and also conducting interpersonal communication ie the madrasa head carries out deep communication with people at rest (leisure time). For this reason, when a person wants to be a good leader, he must first have the ability and readiness to communicate with existing teachers. In this case, it is necessary for the carefulness of a madrasa headmaster to combine these two channels, namely through writing and oral in conveying information and rules that will be applied, so that the information and rules conveyed can be understood and accepted by these teachers, so as to increase teacher professionalism. in carrying out the duties and functions of teachers at Madrasah Tsanawiyah Negeri 2 Medan.

CONCLUSION

Implementation of madrasa head communication with leadership staff in improving the quality of learning at Madrasah Tsanawiyah Negeri 2 Medan through regular and scheduled meetings, by asking for advice or providing input from representatives of the curriculum. That is because madrasah headmaster understands the role and functions of the curriculum representative in the implementation of learning. All of this is done by the headmaster of madrasahs because the representatives of the curriculum field have very important roles and functions in improving the quality of learning in the madrasahs.

The communication between the headmaster of the madrasa and the education staff in improving the quality of learning at Madrasah Tsanawiyah Negeri 2 Medan through scheduled and unscheduled meetings. Through programs implemented by students and educators, they play an important role in improving the quality of learning in Madrasah Tsanawiyah Negeri 2 Medan and are beneficial for the individual. The improvement programs for students are in the form of non-academic and academic activities, routine activities, spontaneous activities, programmed activities and exemplary activities. While the activities programmed to educators as one of the enhancements in the quality of learning in madrasahs are upgrading, workshops, training and MGMP (Subject Teachers' Consultation) held by several parties. Furthermore, the development that supports these activities is in the field of infrastructure, the stakeholders always try to complete the facilities to support the programs carried out by students and educators.

The implementation of madrasah head communication with educators in improving the quality of learning at Madrasah Tsanawiyah Negeri 2 Medan there are 2 (two) forms of communication namely; First the headmaster goes downward (downward communication) that is the communication from the headmaster to the educators where the headmaster directly communicates with the teachers when delivering information, learning programs and policies. The two madrasa principals also carry out upward communication, which is the communication that comes from the

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educators to the madrasa head, in this case the madrasa opens up opportunities for communication to educators through scheduled meetings, besides that the madrasa head maximizes communication with educators at rest (if they have free time). This was done so as not to feel awkward in conveying the ude or the constraints faced and it was easy to develop competence to improve the quality of learning at madrasah.

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