

Research Article

Communication Competence of Leaders of Educational Institutions in Realizing Character Education (Study at the Educational Institution of Min Gunung Pangilun Padang)

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Abstract: The leadership of educational institutions is a very central element in the overall education process. Communication aspects become the main foundation for leaders of educational institutions in interacting with Teachers, Parents of Students and Communities to realize the formation of character education. This study aims to analyze the communication competencies of the institution's leaders in realizing character education, designed as qualitative research. The study was conducted at the State Islamic Education Ibtidaiyah (MIN) educational institution Gunung Pangilun, Padang City. Research informants are leaders of educational institutions, teachers, parents of students and communities around educational institutions. The technique of collecting data through interviews and observation. The collected data was analyzed by interactive models belonging to Miles and Huberman, where the activities in qualitative data analysis were carried out interactively and continued continuously to completion, so that the data was saturated. The results of the study that the communication competencies of the leaders of educational institutions are quite good, especially when interacting with the Teachers, and Parents of Students and Communities to involve in the learning process within educational institutions. For this reason, it is continuously improved through training to improve communication competencies of the leaders of educational institutions, so that school leaders can always communicate effectively, communicatively and pleasantly with Teachers, Parents, Students and Communities.

Keywords: Communication competencies, leaders of educational institutions, character education.

INTRODUCTION

Government policies put a condition, where the school institution must be able to grow and develop and become the driving motor of Indonesian Gold Human Resources. Indonesian National Education continues to improve, beginning with a curriculum change policy and the direction of the implementation of character education. This condition needs to be supported by educational leadership, principals, capable, skilled and competent in managing mandated educational institutions.

In line with Asmawi's (2005, 66-71) view, that improving the quality of education is an urgent urgency for immediate repairs, so that the output (graduates) produced are of high quality. Asmawi further said that to get a quality output of the learning process, professional educators and competent principals were needed.

With the situation above, it is very relevant that there is a demand for leaders of school institutions, to continue to improve themselves and be able to answer all challenges. One of the important and fundamental things to answer the challenge is the importance of a leadership competency that must be owned by leaders of school institutions. There are three things that become basic competencies for a leader in school or headmaster, namely: (1) strategic thinking ability, (2) conflict management, and (3) communication skills (Norzailan et.al, 2016, 66-71). Spend love (2007), revealed that for a leader in an educational institution must have competence (attitudes, knowledge and behavior) to become an effective leader. One aspect that supports the skills of a principal in carrying out organizational wheels is communication skills (Hersey *et al.*, 2008).

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A principal, as a leader who will determine the direction of the organization's wheels, and also will motivate and deliver directions to all staff and educators, need to have communication skills, need to be skilled in communication (Black, 2015, 54-66). Based on various studies or studies that have been carried out by many experts, which almost together say the importance of developing leadership competencies based on communication skills in educational institutions. For this reason, for the successful implementation of character education programs in schools, it is necessary for principals with character, politeness in speech, softness in attitude and skill in leadership. Need to make a study of Principal Communication Competence in Realizing Character Education. For this reason, this paper wants to analyze the communication competencies of principals as a key element of leadership in schools in realizing character education.

METHOD

The method used in this study is a qualitative method. Qualitative method is a research method that reveals a particular social situation by describing reality correctly, formed by words based on the techniques of collecting and analyzing relevant data obtained from natural situations (Satori, 2009). The type of research used is descriptive analysis. According to Moloeng (1997) Descriptive analysis is defined by describing variable by variable, one by one. This type of descriptive analysis research aims to make a descriptive, systematic, factual, and accurate description of the facts and characteristics of a particular population or object. This study also describes the reality that occurs without explaining the relationship between variables (Kriyantono, 2007). So, in this descriptive study, the researcher described how the principal's communication competencies in realizing character education.

This research was conducted at the State Islamic Middle School Madrasah (MIN) Gunung Pangilun, Padang, which will look at the communication competency aspects of the principal in realizing character education. Research informants were principals, teachers, parents and school committees. The informants are chosen intentionally (purposive). In this study, primary data was obtained through in-depth interviews with principals, teachers, parents and committees. In this study, primary data sources were obtained from the results of in-depth interviews and observations while secondary data were obtained by looking for complementary data to support research, documents and archives, literature, signs, and books relating to this research. . In carrying out this research, researchers used three data collection techniques, namely observation, interviews and documentation. Data is analyzed by interactive model analysis techniques owned by Miles and Huberman, where the activities in qualitative data analysis are carried out

interactively and take place continuously until complete, so that the data is saturated.

RESULTS

The study was conducted at the school of the State Madrasah Ibtidaiyah (MIN) 3 Padang, located in Padang Utara District - Padang City. State Madrasah Ibtidaiyah (MIN) Gunung Pangilun Padang, Initially named Private Madrasah Ibtidaiyah (MIS) Ikhlas. With the Pemprakarsa Chairperson of the Darma Wanita Kanwil of the Ministry of Religion, West Sumatra Province, namely the mother of Bakhtiar Ilyas who founded this Madrasah in 1990. At first MIS Ikhlas was a local far from MIN Lubuk Buaya Padang. At first the MIS had 11 students who were nurtured by 2 teachers under the leadership of Ms. Yetti Marlis, BA.

Basically the purpose of this Madrasah establishment is to accommodate children of Raudatul Athfal (RA) Ikhlas which is located not far from MIS Ikhlas, thus RA Ikhlas students can continue their knowledge of Religion to a higher level. MIS Ikhlas was established on 10,700 m2 of land with funds from the Central Religion Department, which borders on:

- North side bordering Jalan Gunung Pangilun
- The South is bordered by Jalan Swadaya
- West side borders MAN 2 Padang
- The East is bordered by the Padang Model MTsN

Along with the development of time, MIS Ikhlas turned out to get the sympathy of the surrounding community and even the community far from the Madrasah location, so after being considered fulfilling the requirements and having very significant prospects, in 1995 the Republic of Indonesia Minister of Religion Decree No. 515A in November 25, 1995, MIS Ikhlas was inaugurated as a Public Madrasah, so that MIS Ikhlas changed its status to Madrasah Ibtidaiyah Negeri (MIN) Gunung Pangilun Padang with a total of 45 students. This declaration was immediately inaugurated by the Minister of Religion of the Republic of Indonesia; Mr. Munawir Sadzali, MA.

Since then, Madrasah facilities and infrastructure have been gradually added to meet the target as Madrasahs which are the main choice of the community. Starting from the period 1993 to 2006 several facilities and infrastructure have been obtained from the central government, including; The learning building, office building, library, and some teaching aids as supporting success in the teaching and learning process, besides that is the hoarding of Madrasa yard. Currently MIN 3 Padang has 3756 students, 42 teachers, 27 classes, 170 lessons, 1 extracurricular department and 2 courses.

DISCUSION

The concept of communication competence is used as a tool to measure the communication quality of a person or group of people. Communication

competence refers to a person's ability to communicate effectively. This competence includes things such as knowledge of the role of the environment (context) in influencing the content (content) and forms of communication messages and knowledge of the procedures for non-verbal behavior (De Vito, 1997). Naim (2011) states that communication competence is the ability to choose communication behaviors that are suitable and effective for certain situations. This theory was put forward by Brian H. Spitzberg and William R. Cupach in 1984. The model that is often used to explain this competency is a component model that includes three components, namely 1) motivation (motivation); 2) knowledge; 3) skills. Simply stated, motivation means having the desire to communicate by bringing the qualities of an expert in his field, knowledge is defined as choosing what behavior is best used for a particular situation. Whereas the expertise meant was the ability to apply this behavior to the same situation.

Exposure to teacher competencies that are so complete above, also become compulsory competencies must be owned by the principal, especially social competence or communication competencies, in addition to managerial competence. With the communication competencies, a principal will be able to interact well with the teaching staff and education so that they can deliver easy-to-understand directions, and make team members motivated to work optimally.

Based on the results of research that the principal in communicating with the teacher sometimes uses the Minang Regional language in informal communication, for example in greeting or talking about things that are personal in nature. In formal interactions such as when conducting meetings, meetings with teachers and parents of school principals use the language of instruction in Indonesian. Here it can be seen that the principal has been able to adjust when, where and with whom to speak. This includes elements of context in terms of communication competencies. According to one informant, that the principal in communicating is good enough, where the principal can respect the other person, want to listen and look friendly. This is what teachers and parents expect, so that teachers and parents can easily talk to the principal.

In addition, according to the statement from the principal that communication skills are important in leading an educational institution. This communication ability is always considered because people will judge someone's good or bad from the way we communicate. In line with the demand that the leadership of educational institutions is a very central element in the overall education process. Communication aspects become the main foundation for leaders of educational institutions in interacting with Teachers, Parents of

Students and Communities to realize the formation of character education.

CONCLUSION

The results showed that the communication competencies of the leaders of educational institutions were good enough, especially when interacting with the Teachers, and Parents of Students and the community to involve in the learning process within the educational institutions. For this reason, it is continuously improved through training to improve communication competencies of the leaders of educational institutions, so that school leaders can always communicate effectively, communicatively and pleasantly with Teachers, Parents, Students and Communities.

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