Interpersonal Communication Management Between School Principals and Teachers in Fostering Discipline at MTs Darussa'adah Islamic Boarding School

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ABSTRACT

Social relationships are desired if someone feels that their self-esteem or sense of security will increase, and this relationship will be realized by carrying out harmonious communication. Interpersonal communication is a communication process that is considered the most effective and the process can be done in a very simple way. Apart from being an important element, interpersonal communication is a "bridge" in establishing social relationships between people. Apart from being effective, interpersonal communication is a communication process that is considered important and a necessity for every person, both in formal and non-formal organizations. Therefore, it is important for everyone to have communication skills, without being limited by position, social status or stratification in social life. This research uses qualitative research, with descriptive qualitative research type. The research subjects were madrasah principals and Darussa'adah Darussa'adah teachers. Data collection techniques using interviews, observation and documentation. The research results aim to find out the obstacles that teachers findDarussa'adah Darussa'adahin increasing student learning motivation in the new normal era. The research results aim to determine the planning, organization and implementation of interpersonal communication between madrasa heads and teachers in fostering teacher discipline at Darussa'adah Darussa'adah. The results of this research show that the interpersonal communication management of madrasah heads and teachers in fostering discipline, namely

INTRODUCTION

The communication process occurs almost everywhere, both among educated people and in primitive communities who do not know any education at all. All experts agree that not a single human being in this world is better at communicating, even if the person is a deaf person who cannot even speak. speak normally like any other normal human being.

Communicating can be done in many ways. There is a group of people who use communication in a very simple way, namely only using "the mouth" as the main medium. However, the more modern a society is, the more media it can use, for example television, telephone, teleconferencing, fax, internet, and so on.

The purpose of communication activities is to convey messages or information to other parties, and what is meant are people who are deliberately intended to receive messages that want to be conveyed to the sender of the message, as well as other parties who are sometimes not directly addressed to receive the message. All advertisements placed on billboards are a form of communication, where everyone who sees, reads and understands the message will become interested, so that their interest will generate interest. Communication behavior like this falls into the sa type of communication, namely communication that uses sa media and can be responded to by many people.

In this paper the author only tries to look at interpersonal communication behavior in educational organizations. All programs designed in every educational organization will be difficult to implement if communication does not run smoothly or effectively. These educational organizations include very large, medium, to smaller organizations. On a larger scale, communication can be done using social media or via email. Interpersonal communication is easier to implement within the scope of smaller (micro) educational organizations. In micro organizations, the operational scope is narrower, with a limited number of personnel, and almost everyone involved in the organization usually knows each other. So that the implementation of interpersonal communication is expected to run more effectively.

Research Problems

The problems at MTs Darussa'adah related to Interpersonal Communication Management between madrasa heads and teachers in fostering teacher discipline will be studied in the writing of this research proposed in this study, namelyhow to plan, organize and implement in Interpersonal Communication management

Research purposes

The purpose of this study is to explain and describe how to plan, organize and implement interpersonal communication management in fostering teacher discipline.

Benefits of research

This research can contribute/contribute positive thinking to the community, especially teachers in Darussa'adah through Interpersonal Communication management in fostering teacher discipline.

Essentials of Communication Management

Management is needed as an effort so that business activities can run effectively and efficiently. So that the management carried out leads to business activities effectively and efficiently, management needs to be explained based on management functions. These functions, as stated in the definition above, include planning,

organizing and implementation functions. Regarding a function, this cannot be separated from the existence of communication management, so that the goals of the vision and mission can be achieved.

Communication management is the process of managing direction through communication by using good language to convey messages to achieve goals. A communication expert, Wilbur Schramm, said that in the context of communication, a society can be seen as a number of relationships in which people share information. Therefore, communication plays a very important role in relation to community formation. In this phenomenon, humans are involved in community activities.

When building groups, good communication is very necessary. If communication is designed and implemented well, organizational management can gain many benefits, namely making management easier and helping and supporting the management decision-making process. Because the communication system provides the information needed by the members of an organization. Next, the management communication system is implemented.

Management uses communication for two purposes, namely planning and monitoring. Planning occurs before the implementation of organizational activities. The goals determined by the planning process must be achieved by those activities. Although planning encompasses all levels of an organization, it mostly occurs at the strategic and tactical decision level. Planning relies heavily on forecasting and external communication. Control is a matter of comparing actual results with plans determined in the planning process.

Such is the importance of the role of the management communication system in efforts to achieve goals, so it is clear that the use of the management communication system must be linked to modernization efforts, while the modernization process can only occur if the benefits are drawn from the progress that has been achieved in the fields of science and technology. In the benefits and role of a management communication system, a leader can involve other people who think together and are jointly responsible for achieving organizational goals.

Interpersonal Communication

Interpersonal communication (interpersonal communication) is a form of human communication that is typical and "transactional" in nature which involves reciprocal influence (feedback) and aims to manage relationships with each other. Through interpersonal communication, communication interactions can be built to establish healthy relationships.

According to Manning in Nurdin's book, Interpersonal Communication Theory (2020), interpersonal communication involves interactions between two or more people, usually with direct connections and planned relationships. Meanwhile, DeVito (2013) states that interpersonal communication is verbal and nonverbal interaction between

two (or sometimes more than two) people who are interdependent. Meanwhile, Solomon & Theiss (2013) stated that interpersonal communication is a certain type of communication. According to him, in interpersonal communication, one person's actions will influence and reflect the actions of others.

Interpersonal communication often occurs in face-to-face interactions. Face-to-face interaction allows two or more people to communicate, both verbally and non-verbally as well as with words, gestures and body language. Interpersonal communication is also personal. However, this does not mean that interpersonal communication always involves personal topics or only occurs in close relationships. Lustig (2010) defines interpersonal communication as a form of communication that involves a small number of individuals interacting exclusively with each other. Therefore, interpersonal communication has the ability to tailor one person's message specifically to another person in order to obtain a direct interpretation from them. The following are several characteristics of interpersonal communication (Lustig, 2010).

Teacher Discipline

Discipline comes from the word "discipline" which means diligent, tenacious, obedient, obedient. Meanwhile, the broad definition of discipline is the mental attitude of doing things as they should at the right time and truly respecting time (Poerwadarminta, 1999). Three important things from the definition above are: 1) mental attitude; 2) time; and 3) accuracy. If we relate it to the profession of a teacher in a school/madrasah, teacher discipline in a school/madrasah means the attitudes and values in the school/madrasah so that the teaching and learning process can run smoothly in accordance with the goals to be achieved. According to Hasibuan in the book Paramarta (2021:49) the indicators that influence the level of discipline are:

a. Goals and abilities.

Goals and abilities influence a person's level of discipline. The goals to be achieved must be clear and ideally set and sufficiently challenging for one's abilities. This means that the goal (work) assigned to a person must be in accordance with his abilities, so that he works seriously and is disciplined in doing it. However, if the work is beyond one's abilities or far below one's abilities then one's seriousness in discipline is low.

b. Leadership example.

The leader's example plays a very important role in determining a person's discipline because the leader is used as an example and role model by his subordinates. Leaders must set a good example, be well disciplined, honest, fair, and match their words with their actions. If the leader's example is not good (lack of discipline), the subordinates will also be less disciplined. Leaders should not expect good discipline from their subordinates if they themselves lack discipline. Leaders must realize that their behavior will be imitated and emulated by their subordinates. This is what requires leaders to have good discipline so that subordinates have good discipline too.

c. Remuneration.

Remuneration (salary and welfare) also influences a person's discipline because remuneration will give a person satisfaction and love for the company/work. If someone's love for work gets better, their discipline will get better too. So remuneration plays an important role in developing a person's discipline. This means that the greater the remuneration, the better a person's discipline. On the other hand, if the remuneration is small, a person's discipline will be low. It is difficult for a person to be well disciplined as long as his primary needs are not met properly.

d. Justice.

Justice contributes to the realization of a person's discipline, because the ego and human nature always feel that they are important and ask to be treated equally

The way to improve one's own quality is by increasing self-discipline, namely by carrying out several indicators that can influence the level of teacher discipline, including the first, namely goals and abilities, these goals and abilities greatly influence how a person's level of discipline is. The goals to be achieved must be set ideally, clearly and must be challenging enough to shape a person's abilities. In this case, a goal or (work) assigned to a person must be in accordance with the abilities that a person has, so that when they work they will carry out or carry out it seriously and with discipline. carrying out discipline will be low. The second is the leader's example. This leader's example also plays a very important role in determining a person's discipline, because a leader will be a role model for his subordinates. Leaders should set a good example, have good discipline, have an honest, fair attitude, and everything that comes out of their mouth is in accordance with what they do. If the leader's example is not good (lack of discipline), then his subordinates will behave undisciplined or lack discipline. A leader must realize that everything he does will be an example and will have an influence on his subordinates. This is what requires a leader to have a good disciplinary attitude so that all his subordinates also have a good disciplinary attitude. Furthermore, the third is remuneration, remuneration (salary and welfare) also greatly influences a person's disciplinary attitude, with remuneration it will really help provide a sense of satisfaction and without realizing it, foster a sense of love for their work.

because he feels that what he does is appreciated by other people. By having a love for their work, they will do their best to carry out their work, in this way they will unconsciously do all the work without burden and will have a disciplined attitude because of their love for work. This means that the greater the remuneration given, the more they will do it. the best in his work, on the other hand, if the remuneration given is small then it will be difficult for him to have a disciplined attitude as expected, then the fourth is justice, justice also influences or encourages the realization of a person's disciplinary attitude, because humans have a selfish nature that is always feel that they are more important and ask to be treated the same as other humans. So justice is very

important, with justice it can be used as a basis for policy in providing recognition or punishment which will stimulate a person's discipline to become better. So to foster good discipline, justice also needs to be implemented well. Next, the fifth is about punitive sanctions. Punishment sanctions play a very important role in forming a person's disciplinary attitude. By giving heavy sanctions or punishments, a person will be afraid of breaking the rules that have been set. The severity or lightness of the sanctions or punishments applied will greatly influence the good or bad of a person's disciplinary attitude. Providing sanctions or punishments must be reasonable because the function of these sanctions or punishments is only to teach the person a lesson so that they do not repeat mistakes or actions that violate predetermined regulations. Lastly, there is a human relationship. This human relationship should have harmony between fellow humans in order to foster good discipline.

From the explanation of the indicators that influence the level of discipline above, a teacher must be able to have these things so that the teaching and learning process can run well, of course. Talking about discipline, a teacher's discipline is very influential in developing the characteristics of students. Students will imitate what they see, especially for elementary school children who don't yet understand the pros and cons of what they do, they will just imitate what adults do, especially as there are usually many students.

RESEARCH METHOD

This research is research that uses qualitative research. This research is field research, namely research by observing and searching for data directly at the location and object being studied. Therefore, this research is descriptive research by Interpersonal Communication Management Between School Principals and Teachers in Fostering Discipline

Research sites,This research was located at MTs Darussa'adah Islamic Boarding School. This research was carried out in the first semester of the 2023/2024 academic year, on April 1, 2024.

Research subjectThe subjects studied in qualitative research are called informants who are used as friends or even consultants to dig up the information the researcher needs. In this research, the data source uses a purposive sample. Purposive sampling is a technique for collecting data from respondents with certain considerations with the researcher's tendency to select respondents who are considered to know the problem in depth and can be trusted to be a source of accurate data. As information for this research data, researchers took several sources of information from the principal and teachers at MTs Darussa'adah Islamic Boarding School.

Data collection technique

Data collection techniques are an important component in qualitative research. The instruments are:

1. Interview

Interview techniques can be used to collect data. An interview is a conversation between two or more people, where questions are asked by someone who acts as an interviewer.

2. Observation

Data collection using observation is shown to reveal the meaning of an event from a particular setting, which is an essential concern in qualitative research.

3. Data collection tools.

This research uses several tools to obtain data so that the research results are more accurate and the research has research evidence. The tools used in this research are recording devices and interview guides.

RESULTS AND DISCUSSION

Based on data that has been previously obtained through observation, interviews and documentation, in this case the researcher will explain further the analysis of Interpersonal Communication Management between Principals and Teachers in fostering discipline at MTs Darussa'adah

First Finding: Planning for interpersonal communication between principal teachers in the discipline at MTs Darussa'adah, through findings from interviews, documents and observations in the field that the interpersonal communication process is carried out continuously. Communication is also about talking and expressing our thoughts to subordinates, leaders, or friends. The principal and deputy principals decided to involve the entire teacher council and see it every month at a regular meeting. That interpersonal communication planning to foster discipline at MTs Darussadah takes initial action in defining and understanding roles and responsibilities. This planning leads to the coaching phase, in fostering discipline so that the task of educators is to guide and develop and encourage or direct their efforts through support, feedback and appreciation. The Principal in carrying out his duties communicates, both in relation to conveying information, policies, orders and decisions, as well as to carry out consultations, disciplinary actions, negotiations, and has its own communication system, for example by holding meetings with school teachers.

In the process of conveying information to teachers regarding teacher discipline, the principal also asks for teacher involvement to inform each other of developing information. If you want to hold a meeting at school, an important meeting, or a training, usually what is done is a written message using information media such as delivery in letters, via SMS messages, WA or even telephone. The aim of

communication planning is to be able to gather and work together to achieve targets. This interpersonal communication is a systematic and continuous effort in organizing human activities in an effort to foster discipline. This can be seen from the documentation study below, this is the principal's performance in face-to-face communication in leading a meeting to support teacher performance in order to foster discipline at MTs Darussa'adah Islamic Boarding School

Interpersonal communication is communication between two or more people, which is carried out face to face, resulting in disciplinary behavior towards those who see it. Communication plays a role between leaders and subordinates, subordinates and superiors, or subordinates and subordinates in the context of carrying out tasks and social relationships and discipline. With discipline that has been instilled, performance goals can be carried out effectively and conducively.

Second Finding: Organization of interpersonal communication between school principals and teachers in fostering discipline at MTs Darussa'adah Islamic Boarding School.

In research findings on organization, interpersonal communication between school principals and teachers in fostering teacher discipline, it is known that the MTs Darussa'adah Islamic Boarding School school created a communication organization carried out by the principal, WKM, teachers and KTU and educational staff of the MTs Darussa'adah Islamic Boarding School. adah In management, the organization or division of tasks in this school takes place by prioritizing the results of deliberations in determining the responsibilities and rights of each teacher and school component.

These findings in the organization of interpersonal communication in fostering teacher discipline at MTs Darussa'adah Islamic Boarding School can be seen on the walls of this school, including: the determination of subject teachers, the distribution of class teacher duties, and picket teachers. Even symbols or slogans that show meaningful messages such as. As a short message regarding work culture values which contain values namely integrity, professionalism, innovation, responsibility and discipline. The principal deliberately made it so that he could apply it to himself so that discipline would emerge. . The principal organizes his interpersonal communication with messages placed on the walls, the messages also have meanings about performance, he even makes slogans or short messages on the outside walls of each class next to the entrance, one of the short messages reads "A quality teacher is a teacher who has Concern for One's Tasks", then there is also a short message that reads, "Working Means Moving", Moving Means Moving Forward. In the messages on the walls, teachers as educators understand. In fact, he directs and motivates teachers so that they can be responsible and improve their discipline as teachers.

It can be concluded that the school principal's communication organization seeks to make the slogan meaningful. In organizing communication for teacher performance, the head also uses boards to place on the school walls to make it easier for teachers to carry out their duties and responsibilities and to remind teachers of teacher discipline. Regarding communication organizing activities in developing the MTs Darussa'adah Islamic Boarding School school curriculum, there is also a schedule on the wall for the distribution of tasks for picket teachers every day. This is an example of reminding teachers to continue to maintain their discipline.

The results of this research indicate that communication in organizing carried out at MTs Darussa'adah Islamic Boarding School has built effective behavioral relationships in accordance with the series of organizing activities of a teacher so that teachers can work disciplinedly and effectively to achieve the goals and objectives as found in interviews. , as well as document studies in the field.

Third Finding: Implementation of Interpersonal Communication between school principals and teachers in fostering discipline at MTs Darussa'adah Islamic Boarding School

The principal has the ability to carry out managerial communication. The interpersonal communication skills possessed by the principal are carried out in a formal form, namely communication that is able to influence teachers and staff within the school. In carrying out this communication when carrying out official duties, the principal prioritizes formal and non-formal relationships, namely outside school activities, the principal is able to position himself as a friend or family member within the scope of the school. The communication skills that the principal has are aimed at assisting teachers in developing and fostering discipline at MTs Darussa'adah Islamic Boarding School so that the goals they set can be realized.

From the description above, we can see that the principal has interpersonal communication skills in carrying out his communication to develop teacher performance. Communication carried out by the school principal can have a positive influence on the implementation of the duties of MTs Daruss'adah Islamic Boarding School teachers. The communication skills possessed by the school principal are felt by the teachers to develop their performance. Every idea he conveys can generally be implemented by the teacher. Performance implementation is greatly influenced by the communication skills of the school principal, especially interpersonal communication. As according to Arni Muhammad (2001), interpersonal communication is a process of exchange between one or more people or usually two people who can be known in return. With the increase in people seen in communication, people's perception of communication events will increase so that what is done increases.

The communication carried out by the head of MTs Podnok Pesantrean Darussadah also carried out non-verbal communication by positioning himself, he did not speak but he carried out and implemented his goal so that teachers could see what the principal had implemented so that the head of the madarasah was given the nickname exemplary leadership. According to Susmaini, non-verbal communication is communication that includes gestures, facial expressions, eye contact, body language and self-positioning. Interaction in interpersonal communication is a relationship that is developed in informal communication, for example the relationship between school principals and teachers and in organizations that have personal interactions that may be outside their role and function in the organization. The goal in interacting is to make people happy and influenced. The conversations that took place were not very in-depth. This communication is face-to-face communication which is very important in developing formal and informal relationships within the organization. In this finding, social interaction can control information from others so that it can guide students in their learning. For example, a teacher prepares students to line up in class. The aim is to improve and instill discipline in MTs Darussa'adah Islamic Boarding School students. This activity can be seen in the documentation below

It can be concluded that the school principal has the authority to plan, determine and decide on policies. Thus, as a school principal, you must be able to convey all your hopes and ideas to your colleagues. So that what the school wants can be achieved, of course through communication it can foster a more orderly and disciplined school atmosphere.

CONCLUSION

Based on the results of observations, documentation and interviews in research related to Interpersonal Communication Between School Principals and Teachers in Fostering Discipline at MTs Darussa'adah Islamic Boarding School, it can be concluded as follows:

1. First Finding: Planning for interpersonal communication between principal teachers in the discipline at MTs Darussa'adah, through findings from interviews, documents and observations in the field that the interpersonal communication process is carried out continuously. Communication is also about talking and expressing our thoughts to subordinates, leaders, or friends. The principal and deputy principals decided to involve the entire teacher council and see it every month at a regular meeting. In this meeting, the principal, teachers and other staff share information on the progress of students and everything related to the school. This is a vehicle for school principals to communicate in developing teacher performance. As well as the Principal in carrying out his duties to communicate, both in relation to conveying

information, policies, orders and decisions, as well as to carry out consultations, disciplinary actions, negotiations, and have a separate communication system, for example by holding meetings with school teachers.

2. In research findings on organization, interpersonal communication between school principals and teachers in fostering teacher discipline, it is known that the MTs Darussa'adah Islamic Boarding School school created a communication organization carried out by the principal, WKM, teachers and KTU and educational staff of the MTs Darussa'adah Islamic Boarding School. adah In management, the organization or division of tasks in this school takes place by prioritizing the results of deliberations in determining the responsibilities and rights of each teacher and school component. These findings in the organization of interpersonal communication in fostering teacher discipline at MTs Darussa'adah Islamic Boarding School can be seen on the walls of this school, including: determination of subject teachers, division of class teacher duties, and picket teachers. The results of this research show that communication in organizing implemented at MTs Darussa'adah Islamic Boarding School has built effective behavioral relationships in accordance with a series of teacher organizing activities so that teachers can work disciplinedly and effectively to achieve goals and objectives as found in interviews and document studies in the field.

3. The principal has the ability to carry out managerial communication. The interpersonal communication skills possessed by the principal are carried out in a formal form, namely communication that is able to influence teachers and staff within the school. The school principal carries out this communication when carrying out official duties. The communication carried out by the head of MTs Podnok Pesantrean Darussadah also carried out non-verbal communication by positioning himself, he did not speak but he carried out and implemented his goal so that teachers could see what the principal had implemented so that the head of the madarasah was given the nickname exemplary leadership. In this finding, social interaction can control information from others so that it can guide students in their learning. For example, a teacher prepares students to line up in class. The aim is to improve and instill discipline in MTs Darussa'adah Islamic Boarding School students.

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