Principal Communication Patterns In Improving Teacher Work Discipline At SMP-IT Nurul Khalifah Bima, Indonesia

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Abstract: This study aimed to determine the principal's communication pattern in improving teacher work discipline at SMP-IT Nurul Khalifah Bima by describing the principal's communication pattern in improving teacher work discipline at SMP-IT Nurul Khalifah Bima. This study is a type of qualitative research with a descriptive approach, which uses data collection techniques, including interviews, observations and documentation, involving the principal, teachers and other staff to describe the principal's communication pattern in improving teacher work discipline by presenting data reduction, data presentation and concluding. The results of this study include the implementation of the principal's communication pattern by describing the principal's communication pattern in improving teacher work discipline at SMP-IT Nurul Khalifah Bima. In this study on communication patterns, the researcher found various types of communication patterns: 1) Primary Communication Patterns; 2) Secondary Communication Patterns; 3) Linear Communication Patterns.

Keywords: Teacher Work Discipline; Communication Patterns; Education

INTRODUCTION

According to authors [1], management is essential in implementing every organisational program, including educational organisations. In academic institutions, all elements of educational implementation will run well if managed using management concepts and principles. Management principles that are applied correctly and well will impact the efficiency of program implementation, increasing quality and educational productivity, ultimately improving the institution's quality.

According to authors [2], in achieving the school organisation's goals, the principal carries out his duties with the assistance of his other staff. The principal's success in carrying out his responsibilities will be influenced by the contribution of different parties, meaning that the leader's performance will be influenced by individual performance; if individual performance is good, it will affect the performance of the leader and the organisation.

According to the author [3], the principal must also understand and master management functions. Experts often express the management functions of planning, organising, activating, and controlling (POAC), which create effective and efficient organisational management. Effective leadership in organisational management requires situational dimensional abilities due to the diversity of resource characteristics that must be directed and controlled to achieve the expected goals effectively and efficiently, especially in creating work discipline for teachers. In carrying out duties and responsibilities and roles as leaders, the principal/madrasah is required or required to have skills including:

1) The ability to organise and assist staff in formulating improvements to teaching in the madrasah in the form of straightforward programs;

2) The ability to arouse and foster self-confidence from teachers and other staff members;

3) The ability to foster and foster cooperation in advancing and implementing supervision programs; and

4) The ability to encourage and guide teachers and all other madrasah staff so that they willingly and responsibly participate in all school efforts to achieve school goals through the best possible communication patterns.

Communication in an organisation is essential because the organisation becomes a flow system that connects and generates performance between parts of the organisation to produce synergy. In addition to playing a role in building an organisational climate, organisational communication also helps build organisational culture. Organisations need attention to be studied and understood by everyone involved because effective communication can ensure achieving organisational goals.

SMP-IT Nurul Khalifah Bima is the first public school in Sape sub-district that combines and prioritises religious values, so it is an advantage for the school in the eyes of the community. Where the teaching and educational staff are people who have potential in their respective fields; however, there are still problems regarding teacher work discipline that are still not optimal when the researcher conducted initial observations and found information that there were still obstacles for teachers to recognise the application of discipline, namely the lack of communication from superiors, which was marked by the lack of direct supervision of a principal towards teachers and staff, making it very easy for them to leave school often (permission or even leaving school without explanation).

METHODS

Approach The research used in this study is qualitative. According to the author [4], qualitative research is a study based on post-positivism philosophy used to examine the condition of natural objects. The researchers conducted this study at SMP-IT Nurul Khalifah Bima, located in Naru Village, Sape District, Bima Regency, West Nusa Tenggara. The research subjects included the principal, educators, teaching staff, and SMP-IT Nurul Khalifah Bima students.

The data sources used in this study are primary data and secondary data. According to authors [5], primary data directly provides data to data collectors; primary data sources are obtained through interview activities with research subjects and direct observation or observation in the field.

This study's primary data (main data) is data on the Principal's Communication Pattern in Improving Teacher Work Discipline at SMP-IT Nurul Khalifah Bima, which is adjusted to the Sub Focus of the study related to the Principal's Communication Pattern. Meanwhile, secondary data is a source that does not directly provide data to data collectors, for example, through other people or document authors [6]. The secondary or supporting data is data on communication patterns obtained from sources such as books and records at SMP-IT Nurul Khalifah Bima.

Observation, interviews, and documentation carry out the data collection techniques and procedures. According to authors [7], researchers must analyse the data after collecting it from the field. The data analysis methods used in this study are data collection, condensation, data presentation, and conclusion. At the same time, the examination of data validity includes testing, credibility, transferability, dependability, and confirmability [5].

RESULTS AND DISCUSSIONS

The study focuses on principal Communication Patterns in Improving Teacher Work Discipline at Nurul Khalifah Bima Islamic Junior High School.

Primary Communication Patterns

The principal's communication pattern in improving teacher work discipline refers to 5 effectiveness in principal communication: openness, empathy, support, positivity and equality.

1) *Openness*. In this case, the principal is open to anything in the school environment. According to [9], this personal openness includes the following aspects: a) attitude or opinion; b) taste and interest; c) work or education; d) physical; e) financial; f) personality.

The openness of the principal can be seen from the ease with which information about teacher training, teaching schedules, honorariums, and so on can be provided. Still, the principal cannot provide information about school finances because it is very confidential and crucial. The information provided has more or less influenced teacher performance to improve achievement. In addition, regarding criticism and suggestions, the

principals accept each other and learn for the future. This criticism and suggestion is what the principal uses as a guide to be better in the future.

2) *Support.* Providing advice, suggestions, motivation, verbal and non-verbal direction and helping to find a way out when an individual experiences a problem. According to authors [9], people can support others in several ways, such as offering encouragement, expressing agreement, giving awards, providing positive statements, showing attention, and offering psychological or physical assistance. The way that someone can receive support is by changing their mindset towards stressors. That way, people can feel that the people closest to them are paying attention to them.

So researchers can see that the form of support provided by the principal can be seen in several ways, including, first, through speech, the principal gives praise and attention to teachers. The principal includes praise, such as saying "thank you" and encouraging teachers to maintain their good work. The attention given by the principal is by reprimanding teachers when they are absent from school. Second, body movements, such as smiles and handshakes, are the principal support for body movements. Another thing is facial expressions, which explain whether or not they like something. Third, through facilities, the principal provides facilities to support teachers to improve their achievements.

3) *Positivity.* Building self-confidence, initiative, perseverance, creativity, leadership, development, ability to produce something, courage, independence, understanding emotions, action-oriented, grateful and patient. Psychologists say positive thinking is a standard motivational method to improve one's attitude and encourage self-growth. Positive thinking is an activity we do to build and awaken positive aspects of ourselves, whether in the form of potential, enthusiasm, determination or self-confidence.

The positive feelings shown by the principal of SMP-IT Nurul Khalifah Bima are in two ways: a positive feeling towards oneself, where the principal always indicates a personality that never gives up and uses positive words to influence others to carry out their duties properly. The second positive feeling towards others is the attitude of the principal, who asks about the problem before giving input or suggestions, which is the positive feeling towards the teachers at SMP-IT Nurul Khalifah Bima.

4) *Similarities.* The principal monitors and improves communication. Similarity is a feeling of mutual trust and confidence between group or community members. Suppose each individual has a sense of mutual trust. In that case, they can become one or friends, and respect and appreciate each other, so that they are encouraged to be responsible and pay attention to the interests of others.

Similarity is one of the principles of communication itself. The difference in each nature and character is a challenge for the principal to carry out equal responsibilities and rights so that there is no jealousy between teachers. One of the similarities in opinion is providing criticism and suggestions to build progress. Then, there is the similarity in attitude, where the principal tries to provide equal attitudes to teachers through body movements and words.

Secondary communication patterns

The principal monitors teachers at every meeting and on social media. In addition, the principal consults with teachers to find solutions to problems.

Communication in an organisation is essential to avoid miscommunication between members and to achieve specific goals. An organisation needs interaction that unites and synchronises all aspects of common interest to achieve its goals. The implementation of communication by the principal of SMP-IT, Nurul Khalifah Bima, is carried out face-to-face and indirectly using formal and informal communication.

1) *Formal Communication.* The principal implements communication during meetings, both monthly meetings and in certain circumstances (incidental). Regarding the implementation of formal communication, the principal has built a good communication pattern with teachers. However, more often, impromptu meetings result in teachers always having to be on standby and rearrange their respective schedules.

2) *Informal Communication.* The principal's implementation of informal communication with teachers occurs directly (face to face) or indirectly (using communication media). The principal intensively uses informal communication more than formal communication; informal communication is often used through social media.

Linear Communication Pattern

A feeling of empathy that makes other people the centre and shows concern for other people's misfortunes. This aspect also represents warm feelings related to sensitivity and caring for others. According to Davis, empathy is a person's awareness of placing oneself in the shoes of another individual by equating thoughts, feelings, and understanding other people's circumstances. Empathy is not only about knowing what other people are feeling but also communicating well and with an attitude, knowledge, and understanding of other people's emotional experiences.

The principal shows empathy by asking about the presence and punctuality of teachers coming to school. Although it is more often done through social media, the principal has tried to empathise by asking. Indirectly, the principal has motivated teachers to always be on time for school, which is necessary to improve teacher work discipline.

CONCLUSION

Based on research findings from interviews, observations, and documentation, researchers conclude that the principal's communication patterns improve teacher work discipline at SMP-IT. The Light of the Caliph of Bimaso:

a) The principal's openness regarding information on teacher training, teaching schedules, honorariums and so on; however, the principal cannot provide information regarding school finances because it is confidential and crucial.

b) The principal shows empathy by asking about the presence and punctuality of teachers who come to school. Indirectly, the principal teaches teachers to be on time at school.

c) The support provided by the principal can be seen in several ways, including: First, through speech, the principal not only gives praise but also attention to the teacher. Second, body movements, smiles, and handshakes are the principal's support for his body movements. Another thing is done by showing facial expressions to show likes and dislikes. Third, through facilities, the principal provides facilities to support teachers to improve their work discipline.

d) The positive feelings shown by the principal are of 2 types: a positive feeling towards himself, where the principal always indicates a personality that never gives up and gives positive words from himself to improve teacher work discipline. Then, there is a positive feeling towards others, where the attitude of the principal, who asks about problems before giving input or suggestions, is a positive thing for the principal towards teachers at SMP-IT Nurul Khalifah Bima.

e) Equality is one of the principles of effective communication; differences in nature and character challenge the principal to carry out equal responsibilities and rights to avoid jealousy between teachers.

f) The principal's implementation of communication with teachers is carried out formally and informally, where formal communication between the principal and teachers is not optimal and efficient because it is only carried out in meetings where the meetings are more often impromptu and rarely held. For informal communication, the principal is more active because the principal, when at school, will invite teachers to communicate directly. However, the principal also communicates more often through social media.

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