

# Principal communication management in improving teacher performance in Senior High School

Maulidin<sup>1</sup>, Nasir Usman<sup>2</sup>, Bahrun<sup>3</sup>

<sup>1</sup> Universitas Syiah Kuala, Aceh, Indonesia; email; lidinmaulidin@gmail.com

<sup>2</sup> Universitas Syiah Kuala, Aceh, Indonesia; email; nasir.fkip@gmail.com

<sup>3</sup> Universitas Syiah Kuala, Aceh, Indonesia; email; bahrun1959@mail.com

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## ABSTRACT

The purpose of this study is to describe how the principal's communication management in improving teacher performance at SMA Banda Aceh. This study uses a descriptive qualitative approach. This research was conducted at SMA Negeri Banda Aceh, namely SMAN 4 which is located in Kuta Alam District, Banda Aceh City. The sample in this study consisted of the Principal, Deputy Principal and Teachers. Data collection techniques using observation, interviews. The standard of data validity in qualitative research refers to the standards of credibility, transferability, dependability, and confirmability. The data analysis technique used is descriptive qualitative analysis with data reduction techniques, data presentation, and drawing conclusions. The results of this study concluded that the pattern of communication between the principal and the teacher council in improving teacher performance. The pattern of communication carried out by the principal has been going well by creating a harmonious family atmosphere in the form of interpersonal communication in the form of primary and secondary and linear communication patterns in improving teacher performance, increasing teacher performance at Banda Aceh High School. Implementation of communication between the head of school and the teacher council in improving teacher performance. The obstacles that occur in communication between the principal and the teacher council are technical communication barriers, and semantic barriers.

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## Corresponding Author:

Maulidin

Universitas Syiah Kuala, Aceh, Indonesia; lidinmaulidin@gmail.com

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## 1. INTRODUCTION

Communication has an important role in organizational life, including school organizations. The process of intensive communication interaction between principals, teachers, employees, and students is very important to do. Therefore, a school principal can carry out the value transformation process and knowledge transformation for teachers or educators (Ruliana, 2016). Including through interpersonal communication, the principal can motivate/encourage teachers or employees to improve their work performance (Murniati et al., 2021). The role of the principal is very decisive in

improving the performance of teachers. The quality of education is influenced by the performance of educators in carrying out their duties and responsibilities, one of the mirrors of improving the quality of education in schools is the achievement of educators in improving the quality of productive graduates, with the spirit of teaching performance, high educators, will create graduates with quality knowledge and character (Anderson, & Carl Brydges, 2011). Therefore, principal communication management is needed in improving teacher performance to form quality, moral and good quality schools. Assessing the performance of educators in schools is not a simple matter, it is necessary to have good communication within the school itself to make a good assessment standard (Pujianto et al., 2020).

Teacher performance is very important to be considered and evaluated because teachers carry out professional duties, meaning tasks that can only be done with special competencies obtained through educational programs. The communication that exists between the principal and the teacher must appear properly. Likewise with parents, parents always fail to advise their children, this is because of the lack of good communication between parents and their children. The principal as a supervisor is required to be competent as the closest person who can also help and provide assistance to teachers in improving the learning process (Syamsidah, n.d.) . Likewise, principals who want to be successful in fostering and developing schools, must have good communication skills in directing and guiding staff and teachers in the educational institutions they foster.

An educator should have optimal performance in order to realize a quality and achievement school. First, educators must have a commitment to teaching participants and their learning process. That is, the high commitment of educators is for the benefit of educator participants. Second, educators must master in depth the material or subject matter being taught and how to teach it to students (Srnalia, 2015). The success of educational leadership is dynamic, depending on how the educational leader utilizes humans as the main resource in moving the organization. The principal as an educational leader has a role as a personal, educator, manager, leader, administrator, supervisor, entrepreneur, role model, innovator, and decision maker in the school environment (Tajibu, 2019). The principal must be able to be one of the promoters of the success of the school he leads. Principals assume responsibility and authority in managing school programs to realize the goals of educational institutions towards progress.

The high school in Banda Aceh is a school that has several excellent programs designed by the school, of course this aims to prepare the best graduates and can continue to excellent universities. However, based on observations in the field, it can be seen that communication has not been maximally established. There are still teachers who often come late without prior notice or due to the absence of a teaching schedule in the first hour, teachers who leave the class before the teaching and learning process is complete, even teachers who do not enter without permission. In addition, it was also found that the principal's communication only existed with certain teachers, there was no response from the teacher when there were instructions from the principal via Whatsapp groups. These factors can be concluded that interpersonal communication between school principals and teachers is not going well. This can be seen from the lack of response in both formal and non-formal forums and messages conveyed to certain teachers to be conveyed to other parties. One way that can be taken to overcome these problems is to carry out intensive communication management. The implementation of good communication by the principal will improve teacher performance (Pujianto et al., 2020).

The role of the principal as a communicator is expected to be able to coordinate all teachers or subordinates to carry out their duties. Teachers should when teaching and fostering educator participants, must be more prepared and creative, so that educator participants are more motivated for better changes (Purwanto, 2018). So it is clear that the principal has a managerial role who must be responsible for the success of an organization he leads. Several studies related to principal communication on teacher performance were carried out by (Witentireli, 2022), that the increase in work motivation of SMA Negeri 11 Tebo teachers through communication-based principal supervision, Semester I of the 2019/2020 school year and after analyzing data using descriptive

analysis it was found that the work motivation of SMA Negeri 11 Tebo teachers in cycle I seemed lacking, in cycle II turn out to be enough. In the third cycle, there was a satisfactory increase to the high category. Further research (Amin, 2022), The principal's communication behavior in improving the performance of teachers and education personnel in elementary schools is one of the determining factors for achieving these achievements. Finding (Sudarmanto, 2021), that effective principal communication can influence and improve the performance of teachers and school administrative staff in implementing the driving school program in accordance with the indicators of implementing the activities that have been set. (Syukri, 2021), The form of communication by the Principal in improving teacher performance at SDIT Bina Insan Batang quiz is quite good based on the results of interviews with teachers in which the Principal uses a form of verbal communication which is a form of communication with polite, kind, polite and well-organized speech. Principals apply everyday when interacting with teachers. (Somentara, 2022) that the high and low teacher performance is caused by the leadership of the principal.

Based on the above background, the question of this research is how the principal's communication management in improving teacher performance at SMA Banda Aceh. In general, the purpose of this study is to determine the implementation of principal communication management in improving teacher performance at SMA Banda Aceh. Practically, this research is expected to be useful in contributing to the science of educational administration management, as well as being a reference for school principals in leading an educational institution. For stakeholders, this research can increase awareness and participation in improving the quality of education.

## 2. METHODS

The method used is descriptive qualitative method. The researcher acts as a key instrument that must collect data by visiting the data source directly. The research subjects were determined by using purposive sampling technique where the research subjects were selected according to the research objectives. The research was conducted at SMA Negeri Banda Aceh, namely SMAN 4, which is located in Kuta Alam District, Banda Aceh City. The research subjects were the principal, and teachers. Data was collected using direct observation/observation methods, and in-depth interview methods. The instruments used in this study were interview and observation guidelines. The standard of data validity in qualitative research refers to the standards of credibility, transferability, dependability, and confirmability. The data analysis technique used is descriptive qualitative analysis, while the data processing steps are data reduction, data display, and conclusions and data verification.

## 3. FINDINGS AND DISCUSSION

### 3.1 *Principal communication patterns with the teacher council in improving performance*

A pattern is a form or model (or more abstractly a set of rules) commonly used to create or to produce one or part of a system or way of working. The communication pattern itself is commonly referred to as a model, which is a system consisting of various components that relate to one another to achieve goals simultaneously. In the results of the interview presented by the deputy principal for Student Affairs at SMAN 4 Banda Aceh:

"The relationship between the principal and the teacher council must run smoothly in accordance with their respective duties, in communicating the principal places communication as the main forum, if there is a problem it will be communicated together as co-workers, subordinates and superiors, all complaints and suggestions and ideas will be discussed together and will be decided in the implementation of the meeting.

Regarding the explanation, the researcher sought information through interviews with the initial teachers (RN and DK), he stated that:

"The principal's communication is good, there are always notifications when there are activities, if we look at his leadership, he is a good person in leading because he is a teacher from SMAN 4 who

was appointed as the principal here, of course this makes us close to him and he already knows how we everyday".

So from the explanation above, it can be concluded that the principal does not limit himself to the teacher council. Thus the communication pattern applied is a primary and secondary communication pattern. This is in accordance with the interviews that the researchers conducted with the existing teacher councils, generally they revealed that in their daily communication the principal uses the media or directly, of course this is seen from the needs themselves. However, in the midst of researching, the researcher found a problem that was carried out by the principal, namely that the delivery of messages was sometimes only intertwined in certain groups, said a teacher who teaches religious lessons. In this case, it will certainly be a problem in improving teacher performance, because the principal still gives messages to certain parties.

In this case the researcher is looking for further information on the problems faced by religious teachers, and the results obtained through interviews that the researcher conducted with (MT) he revealed "So far the principal is sick, maybe he gives messages only to those closest to him so that The message could be interpreted only to certain groups, even though I don't think that's the case, maybe it's because he's sick." This can make a problem of perception of the teachers which will also affect the performance of the teacher.

### *3.2 Implementation of communication between the principal and the teacher council in improving performance*

In implementing the communication carried out by the principal (MZ) stated: "Communication is carried out by the principal by carrying out the existing organizational tupoksi, so that school goals can be achieved in accordance with the goals and agreements that have been made together, for example when a teacher arrives late the principal will give directions, the directions that are carried out are always communicated in the meeting. , if something unwanted happens, he will directly guide him and immediately call the teacher to be given personal direction both due to discipline and others".

Communication is important because without communication everything will not go well so that the process of delivering messages will not reach the intended object. Mother (RR) stated: "In implementing the communication carried out by the principal when there are instructions or messages conveyed by the school principal, we must immediately respond, but sometimes I don't respond because I personally don't care about such things, with this incident I was reprimanded by the principal, when I am reprimanded I try to change and respond always."

From the explanation conveyed by the teacher, we can analyze that the communication carried out by the principal is trying to build communication with the teachers, this indicates that the relationship and communication carried out by the principal is not only limited to scheduled meetings but also carried out personally. However, from the results of interviews, observations and documentation the author found, in the implementation of the communication carried out by the principal s experienced problems because the principal was not healthy, this was in accordance with the confession of the teachers at SMAN 4 Banda Aceh, in the implementation of communication the principal did not had a significant effect on him, because he was in unavoidable pain. Most of the tasks that must be carried out by school principals sometimes have to be replaced by vice principals.

### *3.3 Barriers occur in communication between the principal and the teacher council in improving performance*

In any activity, of course, it doesn't always run as easily as we expect, there will be some obstacles, obstacles or obstacles that suddenly appear which of course must be faced with attitude and wisdom. Barriers are conditions that can cause the implementation of activities to be disrupted and not carried out properly. Likewise, in the implementation of communication management at SMAN 4 Banda Aceh, several obstacles were found in communication. Communication is very important for the running of an organization's activities. Communication will run well if the existing supporting factors can be optimized. The results of the interview did not find the teacher's rejection of interpersonal communication by the principal. This fact shows the importance of interpersonal

communication that has been carried out by school principals. According to the deputy headmaster's statement, the supporting factors for the implementation of interpersonal communication include: "there is a sense of togetherness between the principal and the teacher, the availability of communication tools, and the loyalty and dedication of each teacher of course also helps the implementation of interpersonal communication".

In line with this opinion, the teacher (RN) argues, "Supporting factors for the implementation of interpersonal communication include openness from each party, both from the principal and from the teacher and good relations as well as media or communication tools that are already available, such as telephones, laptops, etc. as a supporter in the delivery of information (e-mail, social media). However, it should be noted that this fact does not mean that there are no obstacles in the implementation of interpersonal communication. According to Mr. (MZ) as the head teacher, he stated that, "limited free time, time clashes are an inhibiting factor. Because here there are still honorary teachers who do not teach fully, causing the lack of meetings that occur. In line with this opinion, (RN) as a teacher stated that, "the inhibiting factor for principal communication is the time clash of each party, both the principal and the teachers. Because each personnel has a different task time. As is the case between one teacher and another, it is not necessarily teaching in class at the same time. From the results of interviews with school principals and teachers, it can be seen that the inhibiting factors for implementing interpersonal communication include: 1) Time constraints, Difficult to find a suitable time because the principal is sick and sometimes does not attend school. 2) Job barriers, both principals and teachers have their own busy lives so they are a little disturbed.

In the research conducted, it was found several things related to the form of communication between the principal and the teacher council to improve performance in schools, namely regarding the implementation of communication which is of very basic importance and has brought changes in order to improve teacher performance. Informally conveyed by the principal is intertwined in a two-way message flow. From the results of interviews conducted with school principals and teachers, the principal's form of communication has gone well because teachers are also given freedom of opinion during meetings, of course this can make a good influence on performance (Suriyansyah, 2014).

In the implementation of communication carried out by the three principals studied, it is a prime communication pattern because in conveying information the principal communicates directly using language, besides the communication pattern that is carried out is a secondary communication pattern, namely, the delivery process by the communicator to the communicant by using tool or means as the second medium after using the symbol on the first media. communicators who use this second medium because the target of communication is far away, or many in number. In this secondary communication process, the longer it will be more effective and efficient, because it is supported by increasingly sophisticated information technology.

Communication between one person and another can take place face-to-face or with the help of the media, which is word of mouth communication that occurs in face-to-face interactions between several individuals. Based on field observations, the form or pattern of principal communication management with the teacher council in improving teacher performance is structural through verbal and nonverbal in other words the form of implementation of principal communication management with the teacher council in improving teacher performance has been going well by holding open dialogue and prioritizing direct or verbal communication to avoid misunderstandings (Novianti, 2019). Based on the description above, the communication carried out by the principal is formal and informal using effective and linear primary and secondary communication patterns to balance the communication relationship with teachers to improve performance (Mahfuzil, 2017).

The communication carried out by the principal with the teacher is carried out through motivation and socialization related to educational administration carried out by the principal in improving teacher performance. Communication management carried out by the principal and the teacher council must be harmonious and a sense of kinship in order to create a sense of togetherness and equality for civil servant teachers and school honorary teachers, so that good collaboration can be established to improve teacher performance. The communication carried out by the principal in

seeking to improve teacher performance is by urging teachers to complete their administration such as learning tools, paying attention to the discipline of teachers in attendance, and also conducting evaluations related to improving the performance of teachers. In the findings obtained, the implementation of the principal's familial communication is the teacher who has carried out his duties and responsibilities in completing the administration in the form of lesson plans and the discipline of each teacher, this can be seen from the results of interviews conducted by researchers with several related parties, this is seen from the results of the study of attendance documentation and learning tools.

From the results of interviews conducted by researchers, it is known that principals always try to be open about existing information, as it is known in organizations that it will not be effective if there is no communication between people who are members of an organization. Communication becomes very important because it is an activity where the leader devotes his time to informing something in a certain way to a person or group of people. With communication, the managerial functions that start from the planning, implementation and supervision functions can be achieved. Communication depends on perception, and vice versa perception also depends on communication. Perception includes all the processes a person does in understanding information about his environment. The good or bad of the communication process depends on the perception of each person involved in it. The misunderstanding between the recipient and the sender of information will lead to communication failure. Likewise, the communication made by the principal to the teachers he fosters, moreover, the development of the times is getting higher and higher the level of technology. The development of communication technology is very fast, does not reduce the importance of communication between people who are members of the organization. Communication between people and people does not always depend on technology, but depends on the strength of people and their environment. Based on this, the principal must be able to carry himself with various conditions to lead with a different leadership style, there are times when the principal must lead in a democratic leadership style and there are times when the principal must lead in an authoritarian manner according to conditions so that the communication process on performance can run well.

In communicating in an organization, there must be obstacles faced by school institutions, namely communication barriers of a technical nature, these barriers are obstacles in the form of limited communication facilities, namely the absence of internet packages owned by teachers when messages are conveyed by the principal through the media. Furthermore, the obstacles experienced are psychological barriers, which are elements of obstacles to human psychic activities. Where the interests of making humans only focus on one attention so that they are stimulated to do what is in their interests as seen from the results of the interview he has personal problems with the principal which makes someone reluctant to communicate. In addition, Semantic barriers were also found, which lead to the disclosure of something through language and words. In the communication process, semantic barriers are interpreted as erroneous interpretations or misunderstandings in capturing a meaning sent by the communicator or communicant.

Barriers that occur in communication between the principal and the teacher council from the above discussion are in line with Ruliana's statement (2016) barriers to communication occur in communicators, communicants and media, including a) Physical Disorders b) Mechanical c) Semantics d) Culture e) Interests f) Motivation g) prejudice". In addition, messages that are less effective, lack of attention due to not listening to the message carefully, giving rise to inaccurate interpretations. The principal's communication with the teacher has been going quite well but still needs to be improved. The principal always tries to establish good relations with his subordinates with the aim of having a sense of kinship, an attitude of openness to each other so that communication goes well and smoothly. Based on the description above, the principal as a communicator has implemented good communication management, so that the obstacles that arise in communication can be completed and overcome by means of discussion and fostered with a familial approach in order to improve the performance of teachers in schools that are fostered by each school principal.

#### 4. CONCLUSION

Based on the results of the research conducted, it can be concluded that the implementation of communication between the head of school and the teacher council in improving teacher performance. The implementation of communication between principals and teachers in Banda Aceh has been carried out routinely and continuously in the form of verbal and verbal, including verbal communication during official meetings and verbally via telephone or WhatsApp. The implementation of principal communication management runs smoothly, principals and teachers coordinate with each other, in carrying out their duties and responsibilities. The existence of communication between the principal and the teacher forms a work team in a family atmosphere with their respective tupoksi. Barriers that occur in communication between the principal and the teacher council are communication barriers of a technical nature, this obstacle is an obstacle in the form of limited communication facilities, namely internet packages. Then found semantic barriers, namely misunderstandings in capturing a meaning sent by the communicator. Furthermore, the obstacles experienced are psychological barriers which are obstacles to human psychic activities. The implication of the results of this study is that the principal always tries to establish good relations with his subordinates with the aim of having a sense of kinship, an attitude of openness to one another so that communication goes well and smoothly.

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