

The Principal's Communication Style In Motivating Teachers' Work At Sma Brigjend Katamso Ii Medan

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Abstract.

This study describes the principal's communication style and the factors driving the principal's communication at Brigjend Katamso II Senior High School Medan. The purpose of this study was to determine the principal's communication style in motivating the work of teachers at (Senior High School) SMA Brigjend Katamso II Medan City. This study uses data collection techniques through in-depth interviews, observation, and documentation with informants (teachers and staff employees). The results of the study prove that the communication style used by the principal is a controlling style. The principal in motivating the work of teachers plays a multifunctional role. In providing work motivation, the principal uses Indonesian and uses casual language in informal activities. The relationship between the principal and the teacher is harmonious which can motivate the work of the teacher and the principal obstacle in motivating the work of the teacher is that he is a little slow in conveying information.

Keywords: Communication style, Principal, Work motivation

I. INTRODUCTION

Humans as social beings always communicate with each other. Communication is an inevitable part of human life, and one's entire job is filled with communication. How people relate to other people and form different types of relationships between them. Communication is the messenger in the social process. It is a constant tool that people use to organize, stabilize, and change their social lives. Social processes depend on the accumulation, exchange and transfer of knowledge. Therefore, knowledge depends on the communication process (Mulyana, 2005). According to Kiswanto (2010:2) communication can be done in various ways, either by telephone, internet, via SMS, and so on, so that communication needs between colleagues and even leaders can be met in an organization. This is what needs to be done to improve performance both in quality and quantity. Communication plays a very important role in all areas of life, including in the field of education. The educational process cannot be separated from the communication process because communication acts as a tool (device) in the process of transferring knowledge from the transmitter (in this case the teacher) to the communicator (student). So, in order for the transfer of knowledge (subjects) to run well, educators must have good communication skills. According to Effendi (2015:4), communication can occur if the meaning conveyed by the information giver is well received by the recipient of the information. If someone understands the information conveyed by other people to him, then communication can flow, or it can be said that the communication relationship that occurs is easy to understand. On the other hand, if two people do not understand each other, communication will not work.

The principal's communication role lies not only in the tools and means of communication, but also in the delivery of messages or information. Because without communication, no organization can exist, and without communication there can be no organization that cannot function properly. Widjaja, (2000:57) reveals that communication style is a means used by a person to convey messages using the correct style of language. Style

can be in the form of telling a message or commonly called verbal or nonverbal, such as gestures, body language, and roles in the use of space, time, and distance. Based on previous events, this shows that communication styles are very helpful in the way we communicate, which will facilitate and strengthen our relationships with other people in our lives to communicate. On the other hand, according to Fadjar (2009: 128), communication style is defined as certain interpersonal behavior used in certain situations. Each communication style consists of a set of communication methods that are used to get certain answers or responses in certain situations. The suitability of the communication style used depends on the intent of the sender and the recipient's expectations of acceptance. The communication style shown can be a characteristic of each person that directs others to judge the message we convey. Therefore, using good and appropriate communication methods will contribute to successful communication with others. Leadership in principle is a way or an effort by the principal to influence, encourage, direct, direct, and develop teachers, staff, students, parents, and other related parties to be involved or participate in achieving goals.

The principal as the head of an educational institution has the responsibility to carry out and monitor school activities, set goals, maintain discipline, and evaluate the learning outcomes achieved. Today, principals are encouraged to become leaders who help the entire school community communicate, collaborate, build networks, and manage all components of the school. The principal is an important figure as the person in charge of the institution where learning activities are carried out. Wahjosumidjo (2011) explains that "the principal is a functional teacher whose role is to lead the school where the teaching and learning process takes place, or where the interaction occurs between teachers who provide teaching and students who receive teaching". Meanwhile, according to the Law on the Appointment of Civil Servant Teachers of the Ministry of Education and Culture in Permendikbud: No. 0296/U/1996 it is stated that the Principal is a teacher with the additional responsibility of guiding in the implementation of education efforts to improve the quality of school education. The principal is considered the most important figure in education management and has various roles in achieving school goals. In carrying out their duties, the main tasks and functions of important positions are delegated to the principal. The role of school principals referring to the provisions of the Minister of National Education was put forward by Mulyasa (2009: 98 122) as a new paradigm, abbreviated as EMASLIM, namely, principals as educators, managers, supervisors, leaders, innovators and motivators. The principal acts as a leader, manager, educator, supervisor and teacher in the education process through learning and training. As a teacher, you can interact with other teachers and students in learning activities.

Therefore, it is appropriate to have a communication style in learning interactions which is the core of humanitarian activities that develop students' potential towards maturity at a better age so that they can fulfill their role in accordance with the social system (Syafarudin and Asrul, 2013:13). In an organization where a leader must be able to create an effective communication style that can encourage work motivation to his subordinates to achieve a certain goal. Work motivation has a positive impact on improving the performance and development of the world of education and improving the quality of education nationally. However, the dynamics that occur in the field have not shown that all teachers have high work motivation. SMA Brigjend Katamso II Medan is one of the private schools in the Medan Marelan sub-district with an A-accredited school status. This school is also included in the school category that is quite attractive to the community in the Medan Marelan District. This is evidenced by the ever-increasing number of students who enroll during the new student admissions period. Because it is included as a school of interest, it is better for the principal to have a good and effective communication style as a leader in this school in order to maintain this predicate and bring more progress in this school. The author concludes that in acting as a leader in schools, a principal, must have a good and appropriate communication style in conveying messages to subordinates such as teachers and staff so that the messages communicated can be carried out properly and appropriately and according to their wishes.

To realize the school's vision and mission, a good and correct communication base is needed. Principals must also be able to work with stakeholders to motivate teachers to be more active in fulfilling their duties and

responsibilities, for example by working with teachers to develop policies to achieve the school's vision and mission. Previous research was investigated by Fatmawati (2018) to see the relationship between the principal's communication style with students to realize the school's vision and mission at SMA Santo Yusup, where communication is used by the principal of SMA Santo Yusup 2 Malang, namely the oral communication method. This method of communication is considered the most effective because it can convey the message directly to the recipient, and this is sometimes done in writing so that other school members can understand it better. Principals also use non-verbal communication as a form of behavior and principals apply direct examples to be imitated by other school members. Based on the explanation above, the researcher is interested in researching "The Principal's Communication Style in Motivating Teacher Work at SMA Brigjend Katamso II Medan" with the research focus being seen from the type of communication style as well as roles, language, relationships and constraints as factors driving communication styles.

II. METHODS

The method used in this study is qualitative as a descriptive study, namely a research method that only describes data and data management. Qualitative research methods are research methods in natural conditions, the object of research is the main tool, in qualitative research the object cannot be seen directly and is broken down into many variables. Qualitative research views the object as something dynamic as a result of the construction and interpretation of thoughts and interpretations of the observed phenomena because all aspects of the object are an inseparable unit (Sugiyono, 2008: 17).

The purpose of this study was to describe (give an overview) the principal's communication style in motivating the work of teachers at SMA Brigjend Katamso II Medan. Researchers in this study used data collection techniques through in-depth interviews with informants (teachers and staff), observation, and documentation. Documentation techniques are used to confirm facts with written evidence in the form of pictures, reports, and work results. Data analysis was carried out using data processing, data presentation, data validation or reasoning (Ulfatin, 2015), but the data analysis method used in this study was to reduce data to the focus of the discussion being studied. After processing the data, the researcher presents the data in the form of a short text or narrative text and presents a diagram/table of the findings to provide a better understanding. The next step is to draw conclusions.

III. RESULTS AND DISCUSSION

Based on the results of the following research, the results obtained with the research focus are presented in terms of the type of communication style as well as the role, language, relationships and constraints as the driving factors for the communication style in this study based on the following table:

Table 1. Research Results

Number	Researched aspects	Results
1	Principal's Communication Style	Using Control Style type
2	Principal's Role	Multifunctional Role
3	Principal's Language	Using Indonesian and regional languages
4	Principal's problem	A little slow in providing information

Discussion

According to Steward L. Tubbs and Sylvia Moss from Sendjaja (2002: 142), there are six styles of communication: controlling style (Controlling Style), equality style (Equilitarian Style), structured style (Structuring Style), dynamic style (Dynamic Style), style releasing (Relinquishing Style), and nursing style (Withdrawal Style). Based on interviews and direct evidence from the field, the type of communication style used by the Principal of SMA Brigjend Katamso II Medan is the Controlling Style. Controlling style is a controlled communication style characterized by a desire to control and limit behavior. In general, communication that occurs in this style of communication is one-way and focuses only on sending messages

rather than receiving responses from others. People who use this method are commonly referred to as one-way communicators or other terms of one-way communication. Parties who use this style of communication are usually used to explain to others what to do.

This style of communication is commonly used by principals to provide directions and orders to perform and carry out tasks and responsibilities efficiently. The role of the principal according to the informant (teacher) in providing work motivation can be considered to have many roles (multi-function). The principal can act as a leader in the school such as organizing and making decisions on important matters, can act as a colleague in carrying out activities and can act as a parent/family in helping to solve personal conflicts. In terms of language use, the language we use can play a role in a person's communication style. A person's language skills can limit overall participation and affect the direction of the conversation. The principal in terms of providing work motivation in schools uses Indonesian such as in delivering assignments, teaching schedules and leading meetings and occasionally using casual language (regional language / Batak) in informal activities such as small discussions. In terms of establishing a relationship with the teacher providing work motivation, the relationship that exists can be considered good and close. Because the principal is a person who is relaxed and good at getting along and getting closer to the teachers.

This is evidenced by the principal often contributing to the teacher in solving learning problems and the principal helping the teacher in providing solutions to personal conflicts experienced. In terms of obstacles in providing work motivation, there are obstacles, namely the principal is a bit slow in providing information so that when it is approaching the new deadline it is notified to the teachers, homeroom teachers and staff. For example, what often happens is the implementation of exams. The principal should provide information to teachers, homeroom teachers and staff (administrative) regarding the exam schedule in advance. However, in reality the announcement of the implementation of the exam was delivered close to the exam schedule. This causes problems because the implementation or execution of assignments will be hampered and cause communication problems between the principal both with the teacher and homeroom so that some teachers experience delays in collecting exam questions, collecting scores not at the appointed time, homeroom late filling in grades report cards and the distribution of report cards may be delayed. The principal's communication style should be changed and in carrying out the principal's duties, the principal must also organize and assist staff in formulating the scheduling of all teaching and learning activities and the administrative process of school activities.

IV. CONCLUSION AND RECOMMENDATION

Conclusion

The communication style used by the principal is a controlling style where in motivating the work the principal conveys direction, and gives orders in carrying out tasks and responsibilities and working effectively. The principal in motivating the teacher's work can play a multifunctional role as a leader, partner and parent/family. In providing work motivation, the principal uses Indonesian and uses casual language in informal activities. The principal's relationship with the teacher is harmonious, which can motivate teachers to work and the principal's obstacle in motivating teachers' work is that they are a little slow in conveying information.

Recommendation

The author can suggest that principals should be able to change the way they communicate in motivating teachers to work which seems to be slow, and principals should have a structured schedule for planning school activities. It is hoped that this research can enable other researchers to continue similar research in other aspects and other locations about the communication style of a principal, yet to be found, especially with regard to their fundamental interactions with other fields.

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