School Communication Planning In Improving Teacher Performance At SMA Negeri 1 Ngunut Tulungagung

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Abstract.

Managing a school to progress requires various efforts and strategies that support each other. It requires hard work, cooperation and optimization from every line. Communication is needed to manage the organization so that the vision and mission can be achieved. Establishing good communication between members of the organization can create a conducive work climate, effective work mechanisms and of course involve all related elements in the organization. With good communication, an institution can run smoothly, successfully and vice versa. This research uses a qualitative approach, with a multi-case design. Data collection techniques using in-depth interviews, participant observation and documentation. Data analysis uses the Miles Huberman model of data presentation, data condensation, and conclusion drawing. Test the validity of the data through credibility, transferability, dependability, and confirmability. The results of the findings at the research location regarding communication planning in improving teacher performance at SMA Negeri 1 Ngunut are as follows: Communication planning will improve teacher performance if it is carried out at the beginning of each year, incidental and routine planning, with a POAC pattern at every event, thorough problem solving, one way communication and two way communication, individual, group, coaching, and internal school MGMP, formal and informal, large meetings, flexible family communication, mandates, and confirmation of Decree (SK).

Keywords: Communication, Planning and Improving Teacher Performance.

I.   INTRODUCTION

Progress for schools is a necessity. To manage a school to progress is not easy, it requires various efforts and strategies that support each other. It requires hard work, cooperation and optimization from every line. Communication is needed to manage the organization so that the vision and mission can be achieved. Establishing good communication between members of the organization can create a conducive work climate, effective work mechanisms and of course involve all related elements in the organization. The importance of communication for humans cannot be denied. Likewise for an institution. With good communication, an institution can run smoothly and successfully, and vice versa, with a lack or absence of organizational communication, it can stall or fall apart. For example, if in a school, the principal does not provide information to the teachers regarding when the teaching and learning activities at the school will start to be active, exams, holidays, and the field of study that each teacher must teach, then it is very likely that the teachers will not come to teach. As a result, students do not learn. This makes the school not function as it should. From this example, it can be seen that simply forgetting to provide information can have a greater effect on the school. Because of the importance of communication in an organization, managers need to pay attention so that they can assist in carrying out their duties (Arni Muhammad, 2008).

Other examples include misunderstandings between staff, cold relations between staff when problems arise, lack of good cooperation in an activity, not optimal work being handled, and many others. Synergy and harmony between each individual within the institution is very important, because this will create a sense of comfort and maximize the contribution and work achievements of each individual. Working in groups is a form of effective communication, sometimes group communication is frustrating, because they cannot work together well, there is envy of each other, they prioritize their own egos, they want to win alone, they don't respect other people's opinions, so they waste a lot of time and quite a lot of money. But if managed well, group communication is very useful and effective, because cooperation in groups produces the combined strength of people who think so that they produce products or decisions that are better than those thought by individuals as the best thinkers. Groups are also in some ways more creative than individuals. Besides that, through groups someone will learn a lot and usually decisions taken in groups

will be more effective in their operationalization, because they have broad support (Dan B. Curtis et al., 2008).Synergy is an interaction between two individuals, the resulting impact will be greater than working alone. As we often hear that one stick will break easily, if combined it will not break easily and can be useful. Through synergistic relationships, individuals work together towards goals continuously and provide opportunities for growth and development for all members of the organization.

A harmonious synergistic relationship according to Gilley, Boughton and May Cunich in Veithzal Rivai is a healthy relationship between managers (here we mean leaders) and their employees (teachers and staff), who will obtain five benefits, namely:

1) Increase and build self-confidence for leaders, teachers and staff; 2) Increase productivity; 3) Improve and build communication within the institution/school; 4) Increase and build understanding within the institution/school and 5) Increase and build commitment within the institution/school. A synergistic relationship will help teachers and staff who; 1) Feeling unsafe to ask for help; 2) Afraid to make mistakes regarding their work and 3) Don't trust their leaders (Veithzal Rivai, 2011).

The vision and mission can be achieved optimally if the institution focuses on creating relationships and meeting the development needs of every person who works as expressed by Goleman in Veithzal Rivai.

The key to social skills is empathy, understanding other people's feelings and taking their point of view, respecting how other people feel. Relationships are the main focus, including learning to be a good listener and questioner, eliminating people's words, reactions and judgments, being assertive without being active or passive, learning the art of cooperation, conflict and negotiation (Veithzal Rivai, 2011).

To convey messages more effectively, we need to understand the communication process. If not, maybe we will fall into the same trap as the once successful Nokia brand cell phone company. As a result of operational management errors, where they were late in creating new products for a long time, only focused on technological development but no innovation, so that Nokia's competitor companies which had already marketed their new products could beat Nokia's reputation.Communication starts with the communicator who wants to say something. Then decide how to say and transmit it. Communication reaches the recipient, forming an impression of what he has heard and translating it according to his attitudes and experiences (Michael Armstrong, 1994). If good communication does not occur then unconducive situations will arise such as confusion regarding KBM issues, exam implementation and so on.The main problem in communication is that the meaning received by someone may not be what the sender intended. The sender and recipient are two people who live in different worlds. Several things can happen and disrupt the messages passing between them. People's needs and experiences tend to color what they see and hear. Messages they don't want to hear are suppressed, while others are magnified, created in a confined environment or distracted from actual reality (Michael Armstrong, 1994).

Surveys conducted at the University of Michigan, Pennsylvania State University and Wake Forest University document the importance of communication skills to achieving organizational success. For example, in a Penn State survey of corporate executives, the top qualities sought in new graduates were:
1. Oral and written communication skills (83.5% answers).
2. Leadership abilities (79.7%).
3. Analytical ability (75.3%)
4. Ability to work in a team (71.4%).
5. Ability to handle rapid change (65.9%)
6. Sense of social, professional and ethical responsibility (64.3%)
7. Financial management (46.7%) (Stewart L. Tubbs et al., 2001).

If we look at the survey results, we can understand how important communication is. Communication must be developed in the organization to deal with problems effectively, by establishing more relationships with other people. With good communication, work matters can be completed on time, misunderstandings do not arise between the people working, comfort is created, when problems arise they can be resolved immediately, so that individuals can improve good group or teamwork so that it will affect the quality of performance.So that everything can be achieved, it is necessary to have communication

governance so that a conducive institution can be created, moving towards the goals that have been proclaimed by an institution. To achieve synergy and harmony, it is necessary to improve communication between various related parties, for example changing the style from authoritarian to participant or partner. This can be realized by releasing control and domination over teachers and staff.Communication is also directly related to basic management functions, namely planning, organizing, leadership and control. Controlling the environment, integrating views on time planning and decision making, all require communication. Delegation, coordination, change and organizational development also require communication.

Designing a reward system and interacting with subordinates as part of the leadership function is impossible without communication. Communication is needed in establishing standards, monitoring performance and taking corrective action as part of the control function. Communication is an inherent part of almost all managerial activities (Sunarto, 2007).Etymologically, communication comes from the Latin communicatio, which comes from communis, which means the same. So communication takes place if there is similarity between the people involved in the communication regarding what is being communicated (Onong Uchyana Effendy, 1992). Communication is a process of exchanging or conveying information between individuals, whether it is done with language, with symbols, with signals or with behavior or actions directed from individuals to other individuals. In the Indonesian dictionary, communication is defined as sending and receiving messages or news between two or more people so that the message in question can be understood.According to Louis Forsdale, a communication and education expert as written by Arni Muhammad, "communication is the process by which system is established, maintained and altered by means of shared signals that operate according to rules". Which means that communication is a process of giving signals according to certain rules, so that in this way a system can be established, maintained and changed. Meanwhile, according to William J Seller, communication is a process where verbal and nonverbal symbols are sent, received and given meaning (Arni Muhammad, 2008).The definition of communication according to Berelson in Effendy, is "The delivery of information, ideas, emotions, skills and so on through the use of word symbols, pictures, numbers, graphs and so on (Onong Uchyana Effendy, 1992). So from the explanation above it can be stated that communication is a process that occurs in various areas, be it interpersonal, intrapersonal, organizational groups, or society.

There must be at least 2 elements in communication, namely the party communicating and the material or material being communicated and both parties are mutually aware of the communication material.Four communication functions according to William I. Gorden in Deddy Mulyana, namely (1). Social communication; (2). Expressive communication; (3). Ritual communication; (4). Instrumental communication (Deddy Mulyana, 2015). Onong Uchjana Effendy stated that the communication process is divided into two stages, namely primary and secondary. Primarily, it is the process of conveying one's thoughts and/or feelings to others using symbols (symbols) as a medium. Secondary is the process of conveying a message by someone to another person using tools or means as a second medium after using a symbol as the first medium (Onong Uchjana Effendy, 2006). The communication process according to Philip Kotler in his book, Marketing management, as quoted by Onong Uchjana Effendy. Elements in the communication process, Sender, Encoding, Message, Media, Decoding, Receiver, Response, Feedback, Noise (Onong Uchjana Effendy, 2006).R. Wayne Pace, Brent D. Peterson and M. Dallas Burnet in their book, Techniques for Effective Communication, in Onong Uchjana Effendy state that there are three central objectives of communication activities, namely, to secure understanding (ensuring that the communicant understands the message received, to establish acceptance (when you understand and accept it, the recipient must be coached, to motivate action (motivated activity) (Onong Uchjana Effendy, 2006).Burhan Bungin in Sociology of Communication explains the scope of communication theory, namely, group communication, organizational communication, mass communication and interpretive and critical communication (Burhan Bungin, 2007).According to John Garnet, a leading expert in the field of communication in Michael Armstrong, the success of managers depends largely on their ability to communicate with all the people they are responsible for doing what needs to be done and the importance of doing that.

This includes acceptance of change, commitment to customer service, increased performance in public services and the creation of a future on which the country and job requirements depend (Michael Armstrong, 1994).One of the most well-known things in every organization is "communication around here has failed." There are 4 causes of this failure (Michael Armstrong, 1994).

1. People don't realize the need to communicate.

2. People don't know what to communicate.

3. People don't know how to communicate.

4. Unavailability of channels for reasonable communication.

The first obstacle can be solved through continuous education and guidance. Then people must also know about the need for communication, in order to do this well, they must know how to overcome the causes of communication failure. This is covered as follows:

1. What should be communicated is viewed from the perspective of what management wants to say and what employees want to hear. Then various areas that must be communicated are discussed.

2. How to communicate must be reviewed first by considering the communication process. Communication barriers and methods of removing these barriers are then discussed.

3. Communication facilities are discussed first by describing key communication techniques, group briefings, then by examining other communication channels such as newsletters and notice boards.

Communication from management must be about plans, intentions and proposals (by giving subordinates the opportunity to provide feedback) and also about achievements and work results. Appeals should be kept as low as possible, if they are used, no one will hear them. You can break it down into specific requirements rather than general and abstract recommendations, such as improving quality or productivity. The requirements should be stated in a way that emphasizes how all interested people must work together and what benefits will result. Management must have three goals (Michael Armstrong, 1994):

1. For people to understand and accept that what management proposes to do will affect them.

2. So that people behave as management desires.

3. To make people more familiar with institutions and the results achieved and to help them understand more clearly the contribution they make to these achievements.

Subordinates want to hear and comment on matters that affect their interests, such as changes to regulations. The manager's job is to understand what people want to hear and adjust the communication strategy accordingly. Understanding can be gained through official statements, through attitude surveys and questioning subordinate representatives and analyzing complaints to find out whether improved communication can resolve the problem. John Garnett suggests that managers should regularly "take a walk around the ship" like a good captain does to stay in touch with their crew. In other words, managers should regularly walk around their offices, chatting with people informally. This way the manager can get to know them and they can get to know the manager or leader. A bad manager is someone who fortifies himself in his own office and insists that his staff come to see him and not be seen in other people's offices (except in the boss's office) (Michael Armstrong, 1994).According to Henry Mintzberg in Rusdiana, a good manager must be able to carry out roles 1). interpersonal (figures, leaders and liaisons), 2). Informational (receiving new information, as a disseminator and spokesperson), 3). Decisional (handling disturbances, allocating organizational resources, negotiator if conflict occurs within the organization (H. A. Rusdiana et al., 2014).Chung and Megginson in Husaini Usman state coordination as a process of motivating, leading and communicating subordinates to achieve organizational goals. Husaini Usman explained that coordination is the process of integrating (combining), synchronizing and simplifying the implementation of separate tasks continuously to achieve goals effectively and efficiently. Without coordination, individuals and parts will not be able to see their role in an organization. They will be carried away to follow their own interests and even sacrifice broader organizational goals (Husaini Usman, 2006).

II.   METHODS

This research uses a qualitative approach, with a multi-case design. Data collection techniques using in-depth interviews, participant observation and documentation. Data analysis uses the Miles Huberman

model of data presentation, data condensation, and conclusion drawing. Test the validity of the data through credibility, transferability, dependability, and confirmability.

III.   RESULT AND DISCUSSION

Planning at the beginning of the year or at the start of the new school year is assisted by a committee that always carries out various plans for various events or occasions. What often happens is when schools want to build classes. It is impossible for a school to run alone so that involvement with the community occurs, a committee is involved. A representative committee of student parents who will become school partners to realize the quality of the institution. This includes supervising the course of education, including reports on school administration, as well as supervising the absorption of BOS and BPOPP. The role of communication here is how to communicate the results of the planning to all lines and coordinate the progress that has been determined as well as regular meetings as an evaluation. It can be seen from the researcher's observations that when in the field the principal synergizes with the school committee in improving the quality of the school, including communication through official written letters from the principal to teachers which is often carried out. Even reporting on the implementation of education by school principals and teachers to student guardians must involve school committees and community associations. In this process there is a process of interaction, communication, exchange of information from the principal to the committee, parents, students. Teachers carrying out the teaching and learning process in class will essentially build communication and exchange of information from the teacher to the students. Indirectly, the teacher will convey various information related to knowledge, as well as broader school aspiration

Between the two of them, good communication will be established.Application of patterns (POAC) of planning, organizing, actuating, controlling in every school event. These are functions in management that are often used generally by schools. In its implementation, the school principal, assisted by a team and committee, will plan all activities at the beginning of the year. This is done through meetings with the committee. The school, through the principal, makes a needs plan, implements it, creates a budget, then submits it to the student's parents. If it is agreed at the meeting, it is implemented, evaluated and reported to the school. Based on the findings of researchers in the field, the committee plays a very important role in improving and fulfilling school facilities and infrastructure. The large committee meeting at the beginning of the year is a form of planning in advance so that it can be easily achieved, so that implementation continues. The committee fully assists the principal in realizing the adequacy and needs of the school. The school principal is responsible for monitoring and evaluating the agreement at the big meeting at the beginning of the year. From this large meeting it is clear that communication is ongoing, there is message delivery, information exchange, discussions between the two parties will take place.Completely based problem solving in schools is very necessary, especially problems related to society, as well as other problems. For example, in achieving the school's vision and mission, a school principal will liaise with partners, BNN, Community Health Centers, and other media. Implementation in the field of school principals runs alone in establishing communication and cooperation with stakeholders (BNN, Community Health Center, TNI, Polri and others).

Sometimes the principal is assisted by the deputy principal to do this. For example, school principals collaborate with BNN to tackle the prevention of narcotics and cyclotropic substances in schools. This collaboration is mutually beneficial. Schools benefit and the state BNN program runs as planned. Furthermore, the school and the community health center will collaborate to realize the provision of healthy canteens in schools which will become a school program, this will be accompanied by the health service in a programmed and planned manner. This includes how schools receive guidance and direction to create good UKS, both in terms of administration and implementation in schools.In general, management will be closely related to planning, organizing, controlling, directing, motivating, communicating and making decisions in every organization. The aim of this implementation is to coordinate all the resources owned by the school, so that it will produce products and services efficiently. Meanwhile, Terry defines management as a form of directing a group of people or more oriented towards institutional visions or goals that have a clear process involving guidance or direction to achieve agreed goals (George Terry, 2000). In the research process at

SMA Negeri 1 Ngunut Tulungagung implemented school communication with a POAC pattern (planing, organizing, actuating, controlling) both formal and informal. Especially when carrying out tasks, for example the principal's assessment and other agendas, cannot be separated from planning, organizing, mobilizing and evaluating.

Before planning here, it is planned in advance by the school principal based on input from all residents and those involved in the event. This was seen at the big meeting at the beginning of the year involving the committee chair, student guardians and student guardians at the start of the year. This activity also includes the formulation of school plans that will be carried out within the next year and the principal reports the results of achievements and implementation in the previous year in a forum held by the school to provide information and communication to the school community.Furthermore, in organizing the follow-up to the planning, implementing the performance that has been planned in detail, including the principal assigning personnel according to their capacity and competence. The next process is the action of planning which is visible in both schools, namely those who have been delegated are invited together to make the event a success, by involving the entire potential of the organization here the principal must be astute in seeing the abilities of his subordinates. In accordance with the POAC pattern, the final process is to monitor and measure operational activities and then the school principal and person in charge evaluate the events that have been carried out. In this case, the principal as the highest leader in the school environment carries out evaluations of various programs and events that have been mutually agreed upon in annual programs, medium programs and long-term programs. The committee as a partner of the school helps the principal fulfill these programs, especially if it is related to providing learning facilities for students.The committee will be present for the first time in partnering with the school. It can be said that the committee becomes the school's pathnership (best partner) in improving school quality and school progress, because the vital role that the committee has is very strategic in helping the school create a quality school, apart from being supported by teachers and student guardians.

However, the implementation of communication in the school under study is closely related to the elements of communication. Tomy Suprapto in Zainal provides several things, namely communicator, message, media, audience and effect (Yusuf Zainal Abidin, 2015). The implementation is that the communicator is played by the school principal, where this communicator conveys stimuli (usually in the form of words or instructions) with the intention of changing or shaping the behavior of other people. Meanwhile, messages are realized from orders, instructions, words conveyed by the principal to subordinates, relating to several events and activities at the school, both programmed and unprogrammed. Next is the media used in communicating, sometimes the principal face to face (directly) in small meetings, official meetings and indirectly (via online) can be in the form of messages in WhatsApp groups, school portals (web). This communication network is getting stronger and is visible during the Covid 19 pandemic, the use of digital media is very helpful in communicating and interacting with students, not only Instagram, Telegram but the use of sophisticated digital media has become a main role. For example, Google Meet, Zoom, Google Chat and the like are very important in schools. especially at Ngunut 1 Public High School. This part is the effect or better known as feed back, in its implementation the principal or deputy principal gives instructions and then there is feedback from subordinates regarding the performance carried out.The implementation of communication patterns between school principals and their subordinates is carried out using one-way communication and two-way communication. According to Emeraldy Chatra, basically, communication consists of three components, namely the communicator (message sender), message and communicant (message recipient).

Once managed, the message will flow in the same direction from the communicator to the communicant (one way communication), perhaps it can also take place reciprocally from the communicator to the communicant and back to the communicator so that two-way communication is formed (Emeraldy Chatra et. Al., 2008).In the findings at the research location, communication conveyed by the communicator (school principal) sometimes flows in one direction (one way communication), this occurs when in formal conditions and officials are directly instructed officially so there is no feedback. In this case, it takes the form of a written letter of instruction from the principal to the teacher, sometimes also a direct memo from the

principal to the deputy principal and teacher. However, in certain conditions the principal conveys a message but there will be feedback from the communicant or the term is two-way communication. As an illustration, this happens in schools during informal meetings, deliberations in solving problems at school, sometimes also carried out in WAG, FGD (focus group discussion), surveys, telephone, Google Meet, Google Chat, Zoom, other online media. Communicants provide more feedback regarding the principal's instructions. Applying communication flexibly using light language and understanding the situation (qoulan ma'rufa, qaulan maysuro, qoulan sadida). In the Qur'an and Hadith there are several terms related to communication science. Among them are lafadz, qoul, kalam, nuthq, naba'khabar, hiwar, jidal, bayan, tadzkir, tabsyir, tawashi, and irsyad (Harjani Hefni, 2015). These terms have differences between one another. Meanwhile, in this study, the principal often communicated verbally with verbal messages. The school principal can communicate with teachers, during free and relaxing events, family gatherings also become a medium of communication.

With a humorous accent without the burden of conveying instructions to all subordinates, then the deputy principal and all teachers carry them out with full responsibility according to the leadership's instructions.In the Koran itself, there are quite a lot of verses that use the term qaul. In general, qaul is found in the Koran which has the meaning of sentences and is associated with certain characteristics.Ma'ruf words are meant to tell them wise words so that they understand why wealth must be given to those who are entitled to it directly without offending their feelings. We can conclude that qaulan ma'rufa means words that are good, friendly, not rude, do not offend other people's feelings, are not dirty and do not arouse the desire of those who listen to do good. In research conducted at SMA Negeri 1 Ngunut, in giving directions, instructions from the principal to the deputy principal were delivered in a flexible manner, meaning perhaps in ma'ruf language (full awareness, gentleness, upholding the principles of kinship, friendly, not rude and without offending other people's feelings). This means being very fluid and treating your subordinates as your own family. The school principal is very aware of the conditions of his subordinates, although sometimes instructions are carried out strictly following government policy, but many instructions or orders are conveyed in a relaxed manner, looking at the situation, if at an official meeting the instructions are given formally.Based on the researcher's understanding based on the opinions of the experts above, qaulan maysuran are pleasant words, give hope to people and do not close the opportunity for them to get good from us. This expression can be in the form of a promise that will be given to subordinates, a reasonable promise that can be realized. In the process of implementing communication that occurs in schools, principals often use words, commands, instructions to subordinates with light, pleasant remarks, sometimes there is also humor to see the place.

In several events, school principals give awards for the achievements of their subordinates, whether directly or indirectly. For example, in the form of praise and rewards as a form of achievement and program achievements. At SMA Negeri 1 Ngunut with praise delivered at an official event.Furthermore, school communication planning is carried out by connected communication, meaning the elements or components involved in it, starting from the communicator, message, to the communicant. Each component has a different task or character. However, they mutually support the occurrence of a transaction process called communication. The communication process is then transacted through messages and information (Suranto, 2010). In SMA Negeri 1 Ngunut this connected communication is realized by involving all school members and stakeholders in the school to make the school's performance a success. All policies decided by the school principal cannot be separated from communication with various parties, including the committee as communicants who are invited to make all the programs planned by the school principal a success.Completeness-based problem solving. School principals, based on the law and facts on the ground, are always responsible for situations within their schools. The principal is able to interpret this great power and task wisely. They are not authoritarian, consultative or participative. Principals can play a role in all three at different times when circumstances warrant, although they are more often participative (Karna Husni, 2015).The mandate followed by a decision letter in the assignment given by the school principal is the key to successful implementation of communication management.

Campbell in Husni explains that each staff at the school is given enormous responsibility and mandate as well as authority in determining the tools they will use to solve the problem of improving academic performance. This includes giving more authority over teaching curriculum decisions and the allocation of development resources to staff (Karna Husni, 2015). In the schools studied, the principal gave full mandate to the program being launched, for example the implementation of the independent curriculum, the principal as a high leader always gave authority in implementing it in the field. This mandate will always be closely related to assignments and determinations. What the researchers found was a letter of assignment as an umbrella for implementing the program. The findings at the research location regarding school communication management planning developed George Terry's theory about management patterns in general, namely the POAC pattern, namely planning, organizing, actuating and controlling (Stephen P Robbins, 2008). If this general management function is drawn into a communication pattern based on the theory developed by Tommy Suprapto, the communication elements related to management are as follows, communicator, message, media, audience and effect. Furthermore, this research develops into a communicator, communicant, message, media, audience, effect and feed back, school communication planning runs with one-way and two-way communication, implementing communication flexibly, using key concepts Islamic communication qoulan ma'rufa, qaulan maysuro, qoulan sadida, connected communication, resolution-based problem solving, mandate and reward.

IV. CONCLUSION

Communication planning in improving teacher performance at SMA Negeri 1 Ngunut is as follows: Communication planning will improve teacher performance if it is carried out at the beginning of each year, incidental and routine planning, with a POAC pattern for every event, thorough problem solving, one way communication and two way communication, individually , groups, coaching, and internal school MGMP, formal and informal, large meetings, flexible family communication, mandates, and confirmation of Decree (SK).

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