

# Effective school organizational communication management: Descriptive study at Madrasah Aliyah Negeri 1 Yogyakarta

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## Abstract

Organizational communication management determines the effectiveness of an educational institution. Good communication in educational organizations will make a school more effective. Conversely, without good organizational communication management, miscommunication often occurs. This article aims to analyse and describe organizational communication management at Madrasah Aliyah Negeri 1 Yogyakarta as one of the leading schools in the city of Yogyakarta. This study used descriptive qualitative method. The results of the study show that for superior schools, communication within the organization is vital in school management. As a top school, the management of MAN 1 Yogyakarta carries out various ways to improve achievement through organizational communication management. One of them is by creating a healthy flow of information for all components of the school. Leaders also innovate in the form of a special team that acts as a communication “bridge” that specifically handles and improves school performance. MAN 1 devotes all efforts to continuously improve school performance. This is because MAN 1 management assesses that achievement is a very important indicator of the quality and effectiveness of an educational institution.

**Keywords:** *organizational communication management, effective schools, superior schools, MAN 1 Yogyakarta*

## INTRODUCTION

Effectiveness is a goal for every educational institution, one of which is a school. An important factor that determines organizational effectiveness is communication within the organization (Saputra, 2021). School as an educational organization will never achieve its goals if there is no management and communication. The correlation of communication and organization lies in a review that focuses on the humans involved in achieving organizational goals. Communication (communicating) is one of the important functions in education management and is one of the management functions (Fiedler, 2007). For this reason, communication management in an educational organization is something that must be considered for the effectiveness of the organization.

Communication helps the implementation of managerial planning effectively, managerial organizing is carried out effectively, and managerial actuating and managerial oversight are implemented effectively (Porwani, 2014). School can be called as an organization, states that the organization is a place to carry out educational activities to realize the desired educational goals (Sagala, 2013).

The effectiveness of communication within organizations, including educational institutions is very important. Communication within the organization is needed so that there is coordination between members in the organization so that organizational goals can be achieved. Communication within the organization is also important for overcoming conflict (Heridiansyah, 2014). Organizational communication management is urgently needed for preventive purposes (prevention of conflicts), during conflict and after the conflict itself (Siregar, 2021).

Conflict will become an opportunity and strength for an organization when an organization has good management, including for schools as educational organizations. When an organization can overcome obstacles and conflicts, the effectiveness of the institution will be achieved. From this explanation, it is known that effective organizational communication management is needed by every organization, including educational institutions. Saputra's research explains that apart from leadership and work motivation, a determining factor for organizational success is the communication that exists within the organization (Saputra, 2021)

So far, research on organizational communication management in higher education institutions has only focused on describing organizational communication patterns in institutions. These studies aim to find patterns of institutional communication, including educational institutions (Kartika, 2017). Meanwhile, other research on organizational communication only describes how the process of organizational communication and its obstacles (Wisman, 2017).

In the research by (Errida, 2021), for example, stated that constant and effective organizational communication is the key to turning an organization into a success. This study also suggests the need for regular monitoring and evaluation of communications. However, (Errida, 2021) does not mention organizational communication management. Likewise, research conducted by (Olha Ilyash, 2019) who explained the effect of work commitment and work autonomy on organizational communication without further researching how effective organizational communication management is.

Because of that, it is important to conduct this research to describe how the management of organizational communication in the flagship school, namely MAN 1 Yogyakarta. From this research it will be known how organizational communication management at MAN 1 Yogyakarta and what forms of managerial communication strategy at MAN 1 Yogyakarta in improving achievement as an indicator of school effectiveness.

## **LITERATURE REVIEW**

### **Organizational Communication Management**

Communication (communicating) is one of the important functions in education management and is one of the management functions (Fiedler, 2007). Organizational communication is the process of creating and exchanging messages within a network of relationships, which are interdependent to cope with an uncertain and ever-changing environment Goldhaber (1993: 27).

Communication management was born to bridge existing communication theory with communication practitioners. Communication theorists have difficulty applying the knowledge and theory they have and create. While communication practitioners often have limitations in reference to communication science or in this case the theory they have. Communication management is here to be a solution to these problems (Kaye, 1994).

Organizational communication (organizational communication) is communication that occurs within an organization both formal and informal and takes place in a network that is larger than group communication. Within the organization, of course there are fields. These fields carry out group communication (Nofrion, 2016).

Communication within an organization is not only important, but is the lifeblood of an educational organization (Iga Mawadda, 2022). A number of organizational strategies must be implemented to be able to overcome communication barriers so that the organization runs effectively (Kartika, 2017). Ineffective communication will hamper the organization (Inah, 2016). Communication helps the implementation of

managerial planning effectively, managerial organizing is carried out effectively, and managerial actuating and managerial oversight are implemented effectively (Porwani, 2014).

Communication management is a combination of management and communication concepts. Communication management is a reciprocal process of exchanging signals to provide information, persuade or give orders, based on the same meaning and conditioned by the context of the communicator's relationship with his social context (Cutlip, 2007).

Organizational communication (organizational communication) is communication that occurs within an organization both formal and informal and takes place in a larger network than group communication. Within the organization, of course there are fields. These fields carry out group communication. (Kapur, 2018) states that organizational communication is based on the relationship between one's views and the organization (Nofrion, 2016, p. 22). Based on his approach, organizational communication is understood as the transmission of messages through channels to recipients within an organization, both internal and external:

"In the social constructionist approach, organizational communication can be defined as the way language is used to create different kinds of social structures, such as relationships, teams, and networks. Organizational communication has been referred to as the life blood of every organization. It is considered fundamental for the working of the organizations."

Every organization has various policies and strategies in achieving its goals, in this case by implementing a number of communication patterns. Likewise for research objects, as organizations and institutions, of course every MAN has an organizational communication pattern that is considered effective in improving the quality and achievement of institutions so that they automatically have a good image in the eyes of society and the public.

A number of world experts and figures such as Redding and Sanborn, Stewart L. Tubbs, Silvia Moss, Wayne Pace, Josep Devito and others have their own perceptions of organizational communication. From the opinions of these figures it can be concluded that organizational communication is communication carried out in an organization, institution, company and others, whether it is carried out by subordinates to subordinates, or superiors to superiors, subordinates and superiors, or between members of the company. The characteristics of organizational communication, namely the existence of a clear structure and the existence of boundaries that are understood by each member in the organization (Budi, 2021, p. 2) Budi added that external communication is a communication process related to activities outside the organization such as communication that occurs between organizations,

## **Definition and Characteristics of an Effective School**

Everard (K.B. Everard, 2004), in his book *Effective School Management* (2004) states that there are a number of important factors to consider in effective school management. These 3 factors become the main discussion in school management. The three mandatory things include human management, organizational management and change management. The discussion on school management includes the following: as a leader, management that motivates people in educational organizations, good staff management, solid teamwork, management of interaction intensity in educational organizations, and good conflict management.

School is an educational institution in which there are a number of components including teachers, students, education staff, each of whom has a specific task in carrying out the program. As a formal institution, schools are required to produce quality graduates. For example, these graduates must have certain academic abilities, skills, attitudes, mental or other personalities. It is these indicators that characterize a school that is said to be effective.

(Nurdin, 2011) states that a school is said to be effective if it can achieve what has been planned. Effective schools are related to the formulation of the organization, namely what is planned and what has been achieved. An effective school is a school that has good management standards, is transparent, responsible and accountable, is able to empower school components both internally and externally in order to achieve the school's vision and mission objectives effectively and efficiently. The school assessment model is an instrument that is expected to be

used by education managers to determine the success of each school. The results of this assessment will then be taken into consideration for continuous improvement efforts.

Based on the definitions that have been presented, there are a number of characteristics of an effective school according to a number of experts. David A. Squires, et.al. (1383) mentioned a number of characteristics of an effective school, namely: (a) the existence of disciplinary standards that apply to school principals, teachers, students, and school employees; (b) have an regularity in the routine of activities in class; (c) have very high school achievement standards; (d) students are expected to be able to achieve the goals that have been planned; (e) students are expected to graduate by mastering academic knowledge; (i) there is an award for outstanding students; (g) students work hard in achieving achievements; (h) students are expected to have responsibility.

There are different indicators a school is said to be effective. Peter Mortimore (1991) places the school's vision and mission as the most important indicator of whether a school is said to be effective or not. Mortimore mentions the characteristics of an effective school, among others, as follows (Supardi, 2015):

- (1) The school has a clear vision and mission and is carried out consistently;
- (2) The school environment is good, and there is discipline and order among students and staff;
- (3) strong principal leadership;
- (4) Awards for teachers and staff and students who excel;
- (5) clear delegation of authority;
- (6) Local community support
- (7) Schools have a clear program design;
- (8) Schools have their own system focus;
- (9) Students are given responsibility;
- (10) Teachers apply innovative learning strategies;
- (11) Continuous evaluation;
- (12) School curricula that are designed and integrated with one another;
- (13) Involve parents and the community.

An effective school always motivates each of its members to move forward (K.B. Everard, 2004). This means that schools and their management are the key to the effectiveness of an educational institution. (Coleman, 2010) explained that organizational effectiveness depends on aspects of management and leadership in education. Coordination between elements in each management function is the key to the effectiveness of educational organizations.

(Usman, 2019) describes 17 characteristics of effective leadership to produce an effective school. The characteristics are as follows:

1. High quality student learning process
2. High quality student learning outcomes
3. Teachers are empowered proportionally and professionally
4. High teacher performance (many teachers win competitions and achievements)
5. School members are disciplined and obey school rules and the principal's appeal because they are aware, not because of threats
6. The principal has a good personality
7. The principal has good social skills (mingling and socializing)
8. The presence of the principal is pleasant
9. The principal has leadership knowledge and is able to apply it appropriately
10. The relationship between school and school stakeholders is good

11. The principal has the support to advance the school
12. Able to create a conducive school culture and climate
13. Able to complete the required school facilities and infrastructure
14. School accreditation A and become a favorite school
15. Dropouts are absent or minimal
16. Graduates are accepted to continue to favorite colleges
17. Graduates working or entrepreneurship

## METHODS

The approach used in this research is qualitative research. Qualitative research is a type of research that explores and understands the meaning in a few individuals or groups of people that originate from social issues. There are at least three important things in qualitative research, including natural settings. For this reason, this approach is often called the naturalistic approach. The qualitative approach also aims to explore meaning (Creswell, 2015).

Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation. Qualitative research's strength is not in the data and statistical analysis, but in the description. The ability of research to explain phenomena to capture meaning in depth (Strauss, 2009). The selection of this qualitative method has been adapted to the research objectives which aim to analyse and describe organizational communication management at Madrasah Aliyah Negeri 1 Yogyakarta as one of the leading schools in Yogyakarta City.

## RESULTS AND DISCUSSION

### Madrasah Aliyah Negeri 1 Yogyakarta as an Effective School

Before describing how organizational communication management is at Madrasah Aliyah Negeri 1 Yogyakarta, we need to know whether MAN 1 Yogyakarta is an effective school. To determine whether a school can be classified as an effective school or not, the characteristics of an effective school have been explained in the previous presentation. In this discussion, it will be broken down and identified to what extent MAN 1 Yogyakarta has met a number of criteria and characteristics as an effective school. This research will use the concept of David A. Squires et.al. (1383) in identifying the characteristics of an effective school (Supardi, 2015).

**Table 2. Results of Identification of Characteristics of Effective Schools at MAN 1 Yogyakarta**

No	Instrument	Checklist
1	There are disciplinary standards that apply to school principals, teachers, students, and school employees	√
2	Have a regularity in the routine of activities	√
3	Have high school achievement standards	√
4	Students are expected to be able to achieve the goals that have been planned	√
5	Students are expected to graduate by mastering academic knowledge	√
6	There are awards for outstanding students	√
7	Students work hard in achieving achievements	√

Based on the results of interviews with management which took place in stages from October to November 2022, a few effective school instruments have been fulfilled (Taufik Zamhari, 2022). For example, when it was identified that MAN 1 Yogyakarta had written rules and regulations for all elements in the school. These rules were conveyed to each component of the madrasa before these parties joined MAN 1 Yogyakarta. For example, for prospective students it is delivered at the beginning when they become new students. Apart from being conveyed orally, order boards can also be accessed in a few corners of the school.

The second instrument, the results of interviews with management stated that MAN 1 Yogyakarta always has several routine activities. At the management level, the school principal and his staff have a regular schedule of management coordination meetings every week. Although in practice, coordination is carried out incidentally and even almost every day. For management and teacher meetings, held at least every month. In addition to using the suggestion box, officially every year an annual evaluation meeting with students is held to listen to aspirations from students (Interview data, 2022).

As for the third instrument regarding achievement, MAN 1 Yogyakarta has its own view regarding achievement. MAN 1 Yogyakarta views that this quality and excellence is an absolute indicator of whether a school can be said to be of good quality and is running effectively or not. For this reason, MAN 1 Yogyakarta views quality and excellence as very important. Quality and good quality is one of the objectives of MAN 1 Yogyakarta, especially as a school of excellence. MAN 1 Yogyakarta has main indicators and objectives, namely, to make students become a quality generation through the processes that exist in schools, namely a superior Islamic generation. The main goal of MAN 1 Yogyakarta is to produce a generation of Excellence, Scientific, Amaliyah, Worship and Responsible (Ulil Albab). This is in accordance with the vision of MAN 1 Yogyakarta. Moreover, since 2009, MAN 1 Yogyakarta has entered as a Pilot School of Excellence (RSU). Currently, the accreditation result of MAN 1 Yogyakarta is A (Excellent).

The process that MAN 1 Yogyakarta went through in achieving this excellence was a long journey. MAN 1 Yogyakarta strives to continue to make the process of education staff and teaching staff (teachers) continue to improve their respective qualities. The process undertaken by MAN 1 Yogyakarta includes planning through the madrasa development team. Issues that were discussed by the madrasah development team included revisions to curriculum changes, profiles, achievements, annual work planning, madrasah self-evaluation (EDM), and all policies that needed changes or needed additions. Each of these aspects is then revised and improved so that it becomes a process of improving the quality of educational institutions.

This indicator of the excellence of MAN 1 Yogyakarta is also indicated by the number of achievements which are always increasing from year to year. This can be seen from the process of observation and documentation carried out. Achievement, according to MAN 1 Yogyakarta, is an aspect of excellence which can be one of the characteristics of an effective school. Achievement is also an indicator of excellence that can be measured.

Apart from academic value, the quality of an educational institution can be seen from achievements in fields related to academics or not. If measured in terms of achievement, not only in terms of UTBK, MAN that contributed many achievements to DIY was MAN 1 Yogyakarta. From various data and digital records, MAN 1 made various achievements and was considered by many as one of the most accomplished MANs in DIY. Several official websites for the Ministry of Religion in Yogyakarta and the Ministry of Religion for DIY have submitted this information (Ministry of Religion, 2021).

The MAN 1 Yogyakarta team participated in and won a number of achievements, including the following: which was attended by the MAN 1 Yogyakarta team, namely: Advance Science Olympiad (ASO) 2021, English Competition at Muhammadiyah University Semarang, Olympiad Math Ecoscience General Applied (Omega) National Level, Insight Bima Competition 2021, and Cynosure National Olympic (CNO).



Table 2. Achievements of MAN 1 Yogyakarta (Source: Official Website of MAN 1)

TABEL PRESTASI MAN 1 YOGYAKARTA						
TAHUN 2019 - 2021						
TINGKAT	JAN-JUN 2019	JULI-DES 2019	JAN-JUNI 2020	JUL DES 2020	JAN-JUN 2021	JULI-NOV 2021
KOTA	16	30	9	2	21	16
PROPINSI	46	66	14	14	8	15
REGIONAL	0	5	7	0	1	4
NASIONAL	3	27	12	27	117	217
INTERNASIONAL	0	6		0	0	9
<b>JUMLAH</b>	<b>65</b>	<b>134</b>	<b>42</b>	<b>43</b>	<b>147</b>	<b>261</b>

MAN 1 Yogyakarta identifies indicators and determinants of a school's excellence, for example visible indicators. The visible indicators include student achievement, both academic and non-academic. The achievement target as an indicator of excellence is of course not only involving students but also for educators or teachers and education staff. This presentation answers instruments 5 and 7.

As for the 6th instrument, related to appreciation for outstanding students, it is carried out by giving a number of awards in the form of certificates, trophies, and even scholarships. At least, MAN 1 Yogyakarta always gives appreciation through pamphlets and greeting banners as well as publications on the official website related to the achievements of students, teachers or education staff.

The last instrument, the instrument is related to students who are responsible. There are invisible achievement indicators that MAN 1 Yogyakarta wants, namely the character and morals of students, teachers and education staff with certain characteristics. Students, teachers, and all elements at MAN 1 Yogyakarta are not only expected to excel, but at the same time demonstrate good morals.

### Organizational Communication Management at MAN 1 Yogyakarta

Communication management is the process of using various communication resources in an integrated manner through the process of planning, organizing, implementing, and controlling the elements of communication in order to achieve the stated goals (Diwan, 1999). George R Terry. In his book Principles of Management, Terry in Sukarna (2011) divides the four basic functions of management, namely Planning, Organizing, Actuating and Controlling. From this concept, we will analyze organizational communication management in MAN 1 Yogyakarta as a school of excellence.

*First*, in the process of Planning (Planning). In this process, as an organization, at the beginning of each year, MAN 1 Yogyakarta will hold a work meeting at the beginning of the year. This work meeting involved management, teachers, and all education staff. This meeting is a vehicle for reflection, problem solving, and targets for the work program for the next year (documentation data). The elements of communication identified in this case have been the message element since the beginning of the year. The management has planned what important information will be targeted for the next year. For example, in 2019 (since the pandemic) MAN 1 began to focus on increasing academic and non-academic achievements. For this reason, the messages planned at the institution include information/messages about increasing achievement for students,

The creation of a special achievement improvement team under the Deputy Head (Waka) of Curriculum, Taufik Zamhari is one form of communication planning at MAN 1 Yogyakarta. This team functions to "bridge"

the communication process between students-teachers, teachers-employees, student-employees, etc. when there is noise or an obstacle. For example, a student is certainly obliged to take lessons in certain subjects.

“In practice, there are a number of teachers who are “hard” to provide relief or permission for students who want to gain achievements such as participating in championships, Olympics and the like. This is because the teacher insists that every student, regardless of the conditions and circumstances, must still carry out teaching and learning activities (KBM). This is when the Prestasi Bridge Team is carrying out its role to maintain a good relationship between the two. Students can still excel but without abandoning their obligation to obey and respect teachers” (interview data with Taufik, representative of the Principal).

*Second*, the process of Organizing (organizing). At this stage, what MAN 1 Yogyakarta does is regulates who will convey what information, through what communication media. Management of MAN 1 Yogyakarta agreed that someone who deserves to be a communicator must be adjusted to the duties, principals, and work functions (Tupoksi) of each position. Furthermore, management will also determine the type of information conveyed through what media. For example, there are Whatsapp (WA) groups as a medium of communication according to their respective fields. For example, management has a special WA group for leadership for special coordination and has a WA group with teachers, etc.

*Third*, Actualizing process (implementation). In this third management function, MAN 1 Yogyakarta will carry out the entire communication process in accordance with the respective main duties and types of communication. This process also takes into account all communication planning that has been done at the beginning. For the type of communication carried out at MAN 1 Yogyakarta, there are formal and non-formal communications. This type of formal communication, to provide legitimacy, the use of the medium in the form of official letters in the form of memos, appeals, instructions and various other official information will be supported by written communications. Formal communication is usually in the form of official information/messages and is related to the interests of the school. For this type of informal communication, it is done verbally and contains non-formal messages such as hobbies. This communication process occurs in all directions, between leaders, teachers, employees, and even students. The direction of communication is not a problem for MAN 1 Yogyakarta, what is ensured is the delivery of information (interview data).

*Fourth*, Process Controlling (evaluation/ control). Based on the interview results, it is this fourth process that is important to improve at MAN 1 Yogyakarta. So far, there has been no control and evaluation related to organizational communication management at MAN 1 Yogyakarta. So far, the form of control that exists is when there is a miscommunication or when an evaluation is carried out, for example at the year-end meeting. Ineffective communication within the organization is only realized when information is missed or miscommunication occurs.

“Sometimes it is planned at the beginning, but after that we leave it to those who are responsible according to their respective duties and functions. But in practice, sometimes there is just missing information. For example, person A feels that he does not get certain information, even though it has been conveyed orally or in the WA group. So in our opinion information literacy is important and must be improved in the future. Apart from that, of course, there needs to be control for each role in carrying out their duties and functions, whether organizational communication management has been carried out as originally planned or not” (interview data).

From the results of this explanation it is known that in the management process for each element of organizational communication, there is still a need for improvement in organizational communication management at MAN 1 Yogyakarta. The management function that is urgent and urgent to be followed up and improved is controlling.

The management of MAN 1 Yogyakarta realizes that so far the management of communication in their school has not been maximized. One of them is shown by the fact that there are still several times of miscommunication related to how MAN 1 Yogyakarta has started to focus on improving performance since 2019.

“The problem that often arises is that for whatever reason the teacher insists on not giving relief to



students who want to go out of town or don't take part in lessons for competitions or the Olympics. Even though at the work meeting we clearly conveyed this. There are still those who reason that they don't know about the relief policy for these students. In fact, they also want to bring the good name of the school too" (interview data).

To overcome this, as an evaluation besides being brought to a work meeting at the beginning of the year. Planning management will identify what are the elements of communication and make improvements in the process of planning, organizing, implementing and evaluating them. For example, one of the most important elements is the message. This message can be in the form of policies, information, announcements, which in nature must be conveyed to all components in the school.

MAN 1 Yogyakarta realizes that the increase in school achievement is also supported by the smooth communication between components in the school. For this reason, the delivery of information as an effective communication goal is the focus of MAN 1 Yogyakarta. This can be seen from the innovation in the form of a team that acts as a "bridge" between students and teachers related to student academic achievement. Awareness of the importance of organizational communication management at MAN 1 Yogyakarta makes the achievement curve continue to increase every year (see table above). This is evidence that the better organizational communication management is in line with the effectiveness of educational organizations.

## CONCLUSION

Communication management is a vital thing that is important to pay attention to every school as an educational organization. This is because the effectiveness of a school is impossible to achieve without good and optimal management, including in terms of organizational communication. MAN 1 Yogyakarta as a school of excellence and achievement has carried out four management functions from planning, organizing, implementing, and controlling. The fourth management function or Controlling is what needs to be improved. To achieve excellence, MAN 1 Yogyakarta made various innovations including the achievement bridge team.

This research has a number of limitations, namely only taking MAN 1 Yogyakarta as the object of research and only focusing on the effective management of organizational communication in schools. For this reason, it is necessary to carry out further research related to how the pattern of organizational communication management in educational institutions.

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