

Communication Strategies of School Principals for Effective School Management: A Literature Review

*Umy Nadrah Simatupang, Sufyarma Marsidin, Sulastri

Universitas Negeri Padang, Indonesia
*E-mail: umysimatupang@gmail.com

Received: 12 Dec. 2023, Revised: 12 May. 2024, Accepted: 30 May. 2024

ABSTRACT

Education is a multifaceted process encompassing cognitive, affective, and physical-motor development crucial for individual and societal advancement. The quality of education relies heavily on esteemed school institutions that guide educational initiatives toward positive outcomes. However, Indonesia's current educational landscape reveals diverse perceptions of educational quality, exposing a gap between community expectations and expert evaluations. In response to these challenges, school principals play a pivotal role in promoting effective school management through adept leadership and strategic communication. This literature review examines the attributes of effective school management, emphasizing the leadership responsibilities of school principals in Indonesia. Key components include defining educational objectives clearly, implementing structured learning approaches, and fostering inclusive stakeholder engagement. Additionally, the study highlights communication as pivotal in enhancing organizational coherence and achieving educational goals. Through an analysis of existing literature, this paper advocates for customized communication strategies by school principals to enhance school management effectiveness, contributing to the discourse on educational leadership and management practices in Indonesia.

Keywords: Education Quality; School Management; School Principals; Communication Strategies.



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License

INTRODUCTION

Education is a process in which individuals acquire knowledge, including three main components: cognitive, affective, and physical-motor. Education is expected to help individuals develop this knowledge to provide benefits not only for themselves but also for society in general (Nurhayati & Kusyuni, 2022). Quality education is closely related to school institutions with a good reputation and can direct education in a better direction. Education is not only a symbol of formality but also a great hope and ideal for every nation to increase the level of human thinking, thereby producing individuals who are civilized, advanced, modern, prosperous, and prosperous.

Schools are formal institutions that have duties and responsibilities to guide students to gain knowledge and develop attitudes to become quality human beings. This is done through detailed and systematic programs. This systematic planning will not be implemented well without the role of the school principal, who has the right and authority to lead the school. Various school principal leadership concepts can be adapted to the situations faced in the field (Fatimah et al., 2015).

Quality schools have clear characteristics and can be recognized by the community. Some of these characteristics include 1) having good and adequate work guidelines, which are directed towards students; 2) directing activities to develop student potential; 3) giving roles and responsibilities to students to learn and behave well; 4) have guidelines for evaluating and assessing academic achievement; 5) apply structured learning methods based on educational research; 6) organizing school institutions and classes to create a conducive learning atmosphere; 7) make concrete policies and in line with targets; 8) create and build a comfortable, respectful and efficient environment; 9) achieve success by employee abilities; 10) involving stakeholders, such as parents, to support schools in achieving success; and 11) collaborate with stakeholders within its scope (Rolan, 2020).

The quality of formal learning programs in Indonesia is currently a concern for many parties, not only from education experts but also from the general public. Seeing that the condition of education in Indonesia still needs a lot of improvement, this raises hopes that there will be significant changes to improve the quality of education. Facts on the ground show that the quality of education in Indonesia currently does not meet general expectations. Views and perceptions regarding the quality of education vary greatly. Parents often think that quality education is reflected in inadequate school facilities, such as large buildings, complete facilities, and a beautiful school environment. Meanwhile, education experts consider that quality education is characterized by outstanding school achievements, both at the national, regional, and international levels (Arief, 2023).

Apart from that, the leadership concept of school principals is often not able to carry out their roles and responsibilities optimally. This includes the ability to make decisions, build good communication with subordinates, and manage various aspects of the school. It cannot be denied that every leader has a big responsibility. All of this can be overcome with good strategies that are adapted to the conditions in the field (Hermawati & Sayroji, 2023). The role of the school principal is very important because it is directly related to the implementation of educational programs in schools. The success of this program depends on the leadership of the school principal (Mahmud et al., 2021). Therefore, school principals need to develop effective communication as a basis for implementing good management for the progress of the school. Leadership is not just position and status, but something that is born from a systematic flow within the individual (Arief, 2023). The school principal must be able to create a conducive atmosphere and develop innovative ideas in carrying out activities at school. School management is a concept that involves managing an institution through well-designed processes and stages. This management involves various activities for each school component, both human resources and other components, to achieve the set goals (Faturrochman, 2022).

The problems mentioned above are not something new, because they are often found in the field. To resolve this problem, the focus needs to be given to effective leadership, especially in building harmonious communication with all parties in the school. Good communication is one of the advantages given by God to humans. With this ability,

humans are not only able to transfer information but can also transform knowledge, effort, and expertise from generation to generation.

Communication is often considered trivial, even though communication errors can lead to bad relationships. Communication is the process of conveying information from the sender to the recipient of the message, creating a good reciprocal relationship between the two. Everyone has a different way of communicating, but not everyone can communicate effectively. The effectiveness of communication can be seen from the impact it has, especially in changing a person's attitude after communication occurs (Rolan, 2020). Based on the facts and problems that have been reviewed, it is important to examine school principal communication in building effective school management. This article is expected to provide insight and understanding regarding communication strategies by school principals to improve the effectiveness of school management.

METHODS

The research method used in this article is a literature study. Literature study is a method of collecting data through searching various sources, starting from books, and research journals both national and international, as well as other sources that support and are relevant according to the title discussed by the author. After the writer obtains relevant sources, the writer will process them by reading, analyzing, and putting them into writing. In library research, there are at least four characteristics that are very close and can be used as reference material for researchers. First, the writer or researcher has direct contact with literature, both in written form and digital data. Second, library data is always ready to be used as a reference and the amount is very large, so researchers do not need to go directly into the field, because data can be obtained from books, journals, and other trusted references. Third, literature studies often obtain results from secondary data, not through sources in the field. Fourth, there are no restrictions on place and time in obtaining an effective literature review (Supriyadi, 2017).

RESULT

3.1 Building Good Communication between Principals and Subordinates

A school is a place that functions to form a generation that is faithful, intelligent, and has good morals. Within a school, various components work together to achieve predetermined goals. Each component, such as the principal, teachers, staff, students, and parents, has different roles and responsibilities. The principal must be able to carry out his role well to take the school in a more advanced direction because the principal has a very important authority and role (Dewi & Poernomo, 2022). Schools as formal organizations

have the function of forming students into individuals with character and ethics, as well as providing knowledge to increase intelligence. This cannot be achieved instantly and requires good management from the school principal. One important element in effective school management is communication built by the school principal (Dewi & Poernomo, 2022). In everyday life, humans are required to build social relationships with other people. As social creatures, humans need interaction to fulfill daily needs and motivate themselves to make changes. Organizations look for individuals who can follow instructions, provide useful feedback, get along with coworkers and customers, build networks, and work with high commitment (Atmaja & Dewi, 2018).

Effective communication is very important in human life, including in the context of educational organizations such as schools. Good communication can help improve relationships between organizational members and ensure that duties and responsibilities can be carried out well. By building organized communication, schools can achieve the desired goals effectively and efficiently. Effective communication in schools does not only depend on technology but also motivation and a supportive environment (Lestari, 2019).

Communication activities in organizations aim to create caring relationships and a sense of equality between organizational members. If communication goes well, the organization can achieve the expected success. On the other hand, if communication does not run smoothly, this can disrupt organizational performance. Therefore, communication carried out by the school principal is very important because the principal plays a role as a leader in the school organization (Zahara, 2018).

Communication in education is an activity that helps people relate to each other to better achieve educational goals. The principal must use organizational communication to convey his messages to subordinates. Organizational communication includes sending and receiving messages both formally and informally. Informal communication is communication that occurs naturally in personal and organizational relationships, using everyday language. Meanwhile, formal communication is related to organizational management and is usually carried out through official instructions or orders (Lestari, 2022). Improving equity, quality, and overall goals is important in maintaining effective communication between principals, teachers, and school staff. One way to achieve this goal is to create an organizational environment that is conducive to effective communication between leaders and subordinates. In this process, management expectations and employee expectations will be combined during the exchange of information between leaders and subordinates (Asri, 2022).

Effective communication in schools requires an understanding of several important elements, such as messages, processes, relationships, environments, and networks. Suryanto stated that a good message is a message that can be well received by the recipient. A good communication process ensures that messages can be passed on effectively. Good relationships between departments are also important to ensure optimal communication function. The organizational environment must support physical and social

development that influences decision-making. Lastly, the network in an organization must function like a chain that connects individuals who occupy certain positions to ensure effective communication (Jaya, 2021).

3.2 Good Management Effectiveness Planning in Schools

The managerial leadership of the school principal has an important role in ensuring management that is appropriate to the circumstances, conditions, and needs of the school to achieve school goals. The principal is responsible for creating and supporting a school culture that supports positive attitudes in all aspects related to the school. In carrying out management, school principals must pay attention to elements of school life, including informal, symbolic, and intangible elements (Raharjo & Yuliana, 2016).

The process of managing a school is known as school management, which includes planning, organizing, leading, and supervising the school to achieve predetermined goals. As the highest leader of the organization, the school principal has a position appropriate to his placement and carries out tasks according to his main duties and responsibilities according to school regulations. This is a priority for schools in the hope of creating good quality education and good synergy (Harun et al., 2016). Several existing indicators can be used to determine effective school management standards, such as 1) student learning facilities; 2) management and student services; 3) facilities and infrastructure; 4) economic funding programs for education; 5) contribution from the community; and 6) school culture. Efforts to improve the quality of education are a task that cannot be taken lightly but are a heavy responsibility. Therefore, it is hoped that schools, communities, and the government can work together to create effective education services (Hadziq, 2016).

Regarding school quality, school quality has an important role in increasing the attractiveness of school customers in the form of public trust in sending their children to schools that are considered to be of good quality. Leadership commitment, school development team functions, program implementation, strategy, training, member participation, continuous improvement, implementation of quality standards, and customer satisfaction are some examples of management implementation (Sabariah, 2021).

Building a quality educational institution requires a lot of effort. This cannot be separated from the efforts or steps that can be taken by schools. Some of these steps are: 1) school organizations must develop quality and systematic learning as part of educational services for students; 2) supporting the quality of teaching and education personnel as a form of contribution in determining and implementing the quality of educational services; 3) building collaboration and cooperative relationships as an effort to develop educational organizations with national level institutions; 4) develop pedagogical creativity and employees working in school organizations to support strengthening school organizations; and 5) developing places and other supporting services (Zahri et al., 2023). The quality of education in schools is acceptable if the school produces quality learning as a product of effective management carried out by the school. This cannot be separated from the

responsibilities of school principals, teaching staff, and other staff in supporting school success. Therefore, school principals must provide maximum services based on the needs of the school community. If school principals provide the best service for their school, employees will also feel the impact by participating in the school's progress (Salam, 2017).

3.3 Principal Communication in Improving School Management Effectiveness

The principal's communication ability in leading subordinates is the first step in the strategy for building organizational communication (Romadona & Setiawan, 2020). Communication is very important for school management, both internally and externally. These two types of communication greatly influence the smoothness, ease, and comfort in carrying out tasks.

Internal Communications

Internal communication is communication that occurs between school members and must be well-developed by the principal and teachers. This effort to improve communication is not only aimed at creating harmonious relations between internal school parties but is also expected to have a positive and meaningful impact on the school. Internal communication can be linked to professional ties, which must comply with the teacher's ethics and code of conduct. If relationships are based on formality, then interpersonal relationships will automatically polarize into a professional form of communication.

External Communications

External communication includes communication that occurs between schools and students' parents, as well as between schools and society as a whole, both institutionally and individually. The types of communication above can be conceptualized well because of the principal's role as a leader in the organizational structure. Leadership is a very important component in the school management system because it is a supporting factor that can move the school organization through management and changes carried out by the school principal. The principal is not only present symbolically but can also make a positive contribution to organizational development. Leadership can also be defined as a person's ability to encourage other people to work together and achieve common goals (Sari et al., 2021).

Success in an organization or institution cannot be separated from the presence of a leader. A person's leadership spirit must always be honed through the demands of conditions in the organizational environment (Sukataman et al., 2022). Three types of leadership that are considered relevant for building effective schools are as follows:

- Transactional leadership, which emphasizes the responsibilities carried out by members or subordinates.

- Transformational leadership, where both leaders and subordinates motivate each other to increase morale and work enthusiasm.
- Visionary leadership, where a leader can look forward and beyond the current time (Huda, 2019).

Building good communication by the school principal can be implemented to increase the effectiveness of management in schools, including implementing optimal supervision and monitoring. Apart from planning well, a good school principal must also implement and guide teachers well. Theoretically, principals have many plans to supervise classroom teachers. However, because of the many tasks outside their work, school principals sometimes do not focus on supervision. These reasons are sometimes acceptable, and sometimes unacceptable. What is certain is that the principal has a role in providing supervision for every teacher in the school. School principals are required to monitor, evaluate, and report educational programs by standard operating procedures, namely:

- Attempt to develop guidelines for measuring and evaluating the effectiveness of programmed education.
- Strive to monitor and evaluate the effectiveness of educational programs using appropriate educational techniques.
- Strive to write reports by the instructions for the monitoring and assessment reporting process.

All of these things will not be achieved well without the role of the principal as a leader and the role of subordinates, namely teachers, who work together. Not only must the role of the school principal be maximized, but teachers must also be fully committed to carrying out their duties.

CONCLUSIONS

Every school hopes for better integrity because this will have a positive impact on the school's progress as an added value that can attract public attention. Moreover, the intense level of competition forces schools to compete in improving their quality. However, this is not always achieved even though the school principal has carried out good management to create synergy and effectiveness. This responsibility does not only lie with the school principal, but it is also an important task for all school personnel, such as teachers, to contribute and participate systematically in efforts to improve school quality. A good school principal must have good leadership skills, in line with their roles and responsibilities in carrying out the main duties and responsibilities that apply based on school regulations. School principals are also required to be professional and fair in making decisions because this has a direct influence on school management. One important element in ensuring a good relationship is communication. Without effective communication, a school organization can't run well. Therefore, school principals must

build good, effective, and targeted communication to create a dynamic and innovative work culture. Based on insight into the importance of communication in school leadership to increase management effectiveness, school principals must evaluate the communication that has been running so far and replace it with better communication strategies to be implemented in the school organization.

REFERENCES

- Arief, M. (2023). Konsep Sekolah Yang Bermutu. *Jurnal Ilmiah Ilmu Pendidikan Dan Kedakwahan*, 15(30), 29–36.
- Asri, I. (2022). Strategi Komunikasi Organisasi Dalam Membangun Semangat Kerja Pegawai Pusdiklat Tenaga Administrasi Kementerian Agama Ri. *IKON Jurnal Ilmu Komunikasi*, 27(3), 267–285.
- Atmaja, S., Dewi, R. (2018). Komunikasi Organisasi (Suatu Tinjauan Teoritis dan Praktis). *Jurnal Komunikasi*, 3(2), 192-206.
- Dewi, I.B.M., & Poernomo, M. I. (2022). Peran Komunikasi Organisasi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SMK Bina Rahayu Depok. *Jurnal Mahardika Adiwidia*, 2(1), 48.
- Fatimah, F., Djailani, A. R., & Khairuddin, K. (2015). Komunikasi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pada SMA Negeri 1 Geumpang Kabupaten Pidie. *Jurnal Administrasi Pendidikan Program Pascasarjana Unsyiah*, 3(4), 74023.
- Fathurrochman, I. (2022). Pengelolaan Manajemen Sekolah yang Efektif. *Jurnal Pengabdian Kepada Masyarakat*, 91(5), 328–341.
- Hadziq, A. (2016). Implementasi Manajemen Berbasis Sekolah (School Based Management) Dalam Mewujudkan Sekolah Efektif (Studi Kasus Di MTS Nu Sabilul Muttaqin Jepang Mejobo Kudus). *Quality*, 4(2), 351–371.
- Harun, C. Z., Nur, M., & Ibrahim, S. (2016). Manajemen Sekolah Dalam Meningkatkan Mutu Pendidikan Pada Sdn Dayah Guci Kabupaten Pidie. *Jurnal Administrasi Pendidikan*, 11(1), 93–103.
- Hermawati, N., & Sayroji, A. (2023). *Konsep-Konsep Kepemimpinan dalam Organisasi*. 4(1), 109–116.
- Huda, M. N. (2019). Membentuk sekolah yang efektif. *Ta'dibi : Jurnal Prodi Manajemen Pendidikan Islam, Volume VII*, 43–63.
- Jaya, S. (2021). Strategi Membangun Komunikasi yang Efektif untuk Meningkatkan Kinerja Guru Di Sekolah. *Pendidikan*, 10(2), 20–36.
- Lestari, I. D. (2019). Implementasi Komunikasi Efektif Kepala Sekolah dalam Meningkatkan Motivasi Kerja Guru di SDN Mekarjaya 30 Depok. *SAP (Susunan Artikel Pendidikan)*, 3(3).

- Mahmud, H., Yusuf, M., & Masâ, L. P. (2020). Peran Kepala Sekolah dalam Meningkatkan Motivasi Guru untuk Menggunakan E-Learning pada Masa Covid 19 Jurusan Teknik Komputer di Sekolah Menengah Kejuruan Negeri 2 Palopo. *Journal of Teaching dan Learning Research*, 2(2), 45-54.
- Nurhayati, & Diah Kusyuni. (2022). Implementasi Komunikasi Organisasi dalam Meningkatkan Mutu Pembelajaran. *Jurnal Ilmiah Pendidikan Profesi Guru*, 5(1), 108–116.
- Raharjo, S. B., & Yuliana, L. (2016). Manajemen Sekolah Untuk Mencapai Sekolah Unggul Yang Menyenangkan: Studi Kasus Di Sman 1 Sleman Yogyakarta. *Jurnal Pendidikan Dan Kebudayaan*, 1(2), 203–217.
- Rolan, R. (2020). Membangun Karakter Sekolah Bermutu Melalui Komunikasi Yang Efektif. *JUPE : Jurnal Pendidikan Mandala*, 5(6).
- Romadona, M. R., & Setiawan, S. (2020). Communication of Organizations in Organizations Change’s Phenomenon in Research and Development Institution. *Journal Pekommas*, 5(1), 91.
- Sabariah, S. (2021). Manajemen Sekolah dalam Meningkatkan Mutu Pendidikan. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 116–122.
- Sukataman, S., Maghfuri, M. A., & Asnawi, R. I. (2022). Konsep Umum Tentang Kepemimpinan. *IBTIDA- Jurnal Kajian Pendidikan Dasar*, 2(1), 57–61.
- Salam, E. S. (2017). Manajemen Sekolah Ideal melalui Pendekatan Sastra (Sebuah Kajian Tentang Buku “ Sekolah Cinta ” Karya Edi Sutarto). *Didakti Jurnal Kependidikan*, 11, 63–80.
- Sari, E., Sihalo, R., Sutomo, S., & Arum, W. S. A. (2021). Meningkatkan Komitmen Guru melalui Optimalisasi Kepemimpinan Kepala Sekolah. *Jurnal Jendela Pendidikan*, 1(04), 250–264.
- Supriyadi, S. (2017). Community of Practitioners: Solusi Alternatif Berbagi Pengetahuan antar Pustakawan. *Lentera Pustaka: Jurnal Kajian Ilmu Perpustakaan, Informasi Dan Kearsipan*, 2(2), 83.
- Zahara, E. (2018). Peranan Komunikasi Organisasi Pimpinan Organisasi. *Jurnal Warta*, 1829–7463.
- Zahri, C., Nasution, H. U., Sopang, I. F., Junaldi, D. L. (2023). Pembinaan Manajemen dan Tata Kelola Penyelenggaraan Pendidikan. *Jurnal Pengabdian kepada Masyarakat*, 4(1), 576-585.