

Principal's Communication Style and its Impact on the Performance of State Civil Apparatus

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Abstract

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The leader is an authority figure in which case every gesture pattern and behavior can have an impact on the conditions and responses of subordinates and employees. The purpose of this study is to determine the impact and influence of the communication style and work motivation that the Principal of State Senior High School 57 Jakarta applies and has on the performance of the State Civil Apparatus (ASN) there. The method used in this research is a qualitative research method with the type of case study, the use of case studies because researchers can understand in depth the context, process, and complexity of the phenomenon being studied. The data collection techniques used are interviews, observation, and documentation. The results of the research found in the field show that the communication that exists between the Principal and all Teachers at SMAN 57 Jakarta is an effective communication style. Effective communication style allows the Principal to convey vision and goals, provide support to Teachers, promote collaboration, build trust, and solve problems together. In addition, based on the research conducted, it can be concluded that effective communication style is a manifestation of one of Horald-Lasswell's communication theories.

Kata kunci:

Gaya Komunikasi,
Kepala Sekolah,
Motivasi Kerja,
ASN

Abstrak.

Pemimpin merupakan figur otoritas yang dalam hal ini setiap gerak-gerik dan pola dan tingkah lakunya dapat berdampak terhadap kondisi maupun respon dari bawahan dan karyawannya. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana dampak dan pengaruh dari gaya komunikasi serta motivasi kerja yang Kepala Sekolah Menengah Atas Negeri 57 Jakarta terapkan dan miliki bagi kinerja dari Aparatur Sipil Negara (ASN) yang ada di sana. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif dengan jenis studi kasus, penggunaan studi kasus dikarenakan peneliti dapat memahami secara mendalam konteks, proses, dan kompleksitas fenomena yang sedang diteliti. Adapun teknik pengumpulan data yang digunakan ialah wawancara, observasi dan dokumentasi. Hasil penelitian yang ditemukan di lapangan menunjukkan jika komunikasi yang terjalin di antara Kepala Sekolah dan seluruh Guru di SMAN 57 Jakarta adalah gaya komunikasi efektif. Gaya komunikasi efektif memungkinkan Kepala Sekolah untuk menyampaikan visi dan tujuan, memberikan dukungan kepada Guru, mempromosikan kolaborasi, membangun kepercayaan, dan memecahkan masalah bersama. Selain itu, berdasarkan penelitian yang dilakukan, dapat disimpulkan jika gaya komunikasi efektif merupakan perwujudan dari salah satu teori komunikasi milik Horald-Lasswell.

INTRODUCTION

Communication is a fundamental process that has an important role in maintaining the integrity of an organization, agency, or institution. The smoothness of communication between members in an organization will also determine how the organization will run in the future. Therefore, an appropriate communication pattern or style is needed and is able to build relationships between members. According to (Muhyatun, 2022)(Siregar, Mesiono, & Neliwati, 2022; Sugiri & Ma'shum, 2022) every communication that is carried out and takes place in a group, basically aims to help all members to express and express what is felt. Thus, if the communication that occurs between group members is successful and harmonious, the sustainability of the group and the activities in it will also be so. Vice versa, if communication in a group goes poorly, it will cause a lot of conflict.

Reporting from (Sari, 2017) (Hastasari, Setiawan, & Aw, 2022), it is known that there are several things that can hinder and trigger conflicts in the communication process. The conflict is in the form of misunderstanding due to a lack of acceptance of different points of view or perceptions, misunderstanding of the communication style used, as well as the delivery of ideas that are carried out with emotion and debate (Aisyah, Ilmi, Rosyid, Wulandari, & Akhmad, 2022; Devi & Subiyantoro, 2021; Fitriyana, Astuti, Rahman, Werdiningsih, & Idrus, 2023). This is also in line with several phenomena that have occurred recently, due to a misunderstanding of the communication style between individuals. Reporting from antaranews.com (antaranews.com, 2018), it is known that there has been a clash between residents in Maluku, due to misunderstandings when communicating. Not only did it cause misunderstanding, but in other news it was known that a teenager was willing to stab his friend to death just because of misunderstanding and lack of good communication (Arifin & Kartiko, 2022; Muslimin & Kartiko, 2020).

Thus, based on all the explanations that have been presented above, it can be concluded that communication is an important activity and the process in it can have a major impact on the responses and events that will occur next. Therefore, it is important to pay attention to the communication patterns, styles, and relationships that exist around individuals. Not only within the family, but also outside environments such as the workplace, school environment, and the like.

In the world of education, there are many actors or individuals involved. Thus, the communication process it must be considered, both communication between Teachers and Students and Principal Leaders with all educators under them. The communication process between principals and teachers essentially has a significant impact on the quality of learning, school climate, and student success (Saputro & Darim, 2022a; Yamin, Basri, & Suhartini, 2023). Principals who are able to communicate well can establish strong relationships with teachers, build trust, and facilitate effective collaboration. Through open and transparent communication, principals can convey the vision, mission, goals, and educational strategies that will be implemented (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Mohzana, Masita, Adnan, Murcahyanto, & Kulsum, 2023; Ro'is & Rokhman, 2021).

According to research (Hartini, 2016) good communication also allows principals to obtain feedback from Teachers about their needs and challenges in the classroom. By understanding teachers' perspectives, principals can provide the necessary support and resources to improve the quality of teaching and learning. Principals who actively listen and are responsive to teachers' inputs can also build a positive work climate and an open communication forum. By doing so, teachers

are encouraged to exchange ideas and experiences with each other. In addition, Teachers can share successful learning strategies, provide advice to their colleagues, and support each other in overcoming challenges. Communication that promotes this collaboration contributes to teachers' professional growth and improves the quality of learning in schools (Dwi Herlina, 2020).

According to (Basuki, 2022) Communication between principals and teachers is also important in building trust. Communicative and transparent principals create an environment where teachers feel heard, valued and empowered. Teachers who feel valued tend to be more motivated, dedicated, and committed to the school's goals and vision. Teachers feel that their voices are heard and their input is valued in decision-making. In the context of principal-teacher communication, it is important to use a variety of appropriate communication channels. Face-to-face meetings, team meetings, emails, text messages, or online communication platforms. Principals should also hold regular meetings to discuss, update information and build stronger interpersonal relationships (Badrus, 2018).

Taufik (Taufik, 2019) explains, to ensure effective communication in Schools, principals must develop interpersonal communication skills, such as active listening, clarifying, providing constructive feedback, and respecting others' opinions and perspectives. In addition, principals need to create an open and inclusive communication culture in schools. Encouraging two-way communication, respecting different opinions, and facilitating constructive dialogue will help build strong relationships between principals and teachers. In the context of principal-teacher communication, it is also important to recognize that communication is not just about sending messages, but also about listening (Ikramullah & Sirojuddin, 2020; Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022; Wardiyah, Budianti, Farabi, & Sirojuddin, 2023). Principals should provide space for teachers to express their opinions, concerns, and ideas. Listening with empathy and paying attention to teachers' needs and aspirations can strengthen the bond between principals and teachers (Estiani & Hasanah, 2022; Nurkhasanah, Barnoto, Hasan, & Ashari, 2023).

SMAN 57 Jakarta is an educational institution that in the recruitment process of its teaching staff prioritizes the quality of personality and qualified teaching skills, including management skills carried out by the Principal. In the context of communication implementation, based on the initial observation, it is known that the Principal of SMAN 57 Jakarta tends to implement a positive work pattern and emphasizes an open communication style. The principal also requires the openness of all members or educators. Regarding complaints and input that they need to convey. Therefore, based on the explanation above, the researcher is interested in conducting more in-depth research on the communication style of the Principal and how it impacts the performance of the teachers, especially the State Civil Apparatus at the School. This is important, considering that this school is known as an educational institution that has a good reputation and upholds the work discipline of the education personnel there, thus the research results obtained will later become the latest information that helps in developing insights into communication patterns that can be applied to improve aspects of education and improve the performance of ASN in their respective schools.

RESEARCH METHOD

To understand more deeply about the phenomenon being studied, researchers use a qualitative research approach. Murdiyanto, (2020) explains that qualitative research methods will focus more on a deep understanding of the interpretation and disclosure of the meaning of the data collected by researchers. The type of qualitative research used by researchers is a case study,

this is because researchers can understand more deeply the context, process, and complexity of the phenomenon being studied (Iswadi et al., 2023). Next, with regard to the data collection techniques used, researchers refer to observation, interviews, and documentation techniques. Interviews were conducted with several people, namely the Principal, and 4 teachers who served as ASNs at the school. As for the observation process, it was carried out 3 times, referring to the meeting activities carried out, the teaching process that took place by ASN Teachers, and the general school environment. Documentation refers to data related to the number of teachers in the school. All information allows researchers to explore perspectives, experiences, and meanings that may be hidden related to the research topic, then researchers analyze using triangulation techniques on the three data collection techniques mentioned.

RESULTS AND DISCUSSION

Results

The Principal is an authority figure who has a position as well as a great responsibility for the continuity of the education process in the institution he runs. All things done and said by the Principal have a significant impact on the quality of work of his subordinates. Therefore, all actions and ways of communication displayed by the Principal must be good and can be followed by his subordinates. Based on the results of the research conducted, it was found that the communication process between the Principal and Teachers at SMAN 57 Jakarta has always been based on an open and effective style. Open here means the equal right to express opinions among educators with one another. Not only for teachers who have ASN status for other educators, the opportunity to speak out is also shared equally. This is certainly interesting considering that communication is one of the key elements that function in creating a successful educational environment. Therefore, it is not surprising that the achievement of goals in the learning process at SMAN 57 Jakarta is slowly increasing.

In addition, based on observations made by the researcher, in meeting activities and teaching-learning activities every day, it is known that the communication patterns that exist between students and teachers, as well as teachers and other teachers, apply effective communication patterns. This can be seen during the busy time when all Teachers express their opinions boldly and in responding to each other with clear opinions without cornering each other. Basically, this communication pattern applies to almost all lines and interactions in SMAN 57 Jakarta. Therefore, the Principal of SMAN 57 Jakarta in applying his communication style in the School prioritizes good communication, and continues to motivate all elements and parties in it to continue to work together in achieving higher quality education and creating a positive learning environment for students.

Principal Leadership

Referring to the results of interviews with four teachers who have ASN status at Sekolah Menengah Atas Negeri 57 Jakarta, it is also known that the Principal's communication with teachers has played a very important role in realizing the vision, mission, and goals of the school. Effective communication from the Principal starting from the way of daily interaction or informally when in a meeting forum has helped in conveying the vision, mission, and goals of the school clearly to the Teachers and stakeholders involved. The Teachers certainly understand that a clear understanding of the Principal's desired direction is essential to focus their efforts and improve their performance collectively towards a common goal.

In addition, other Teachers also revealed that good communication from the Principal can motivate and inspire them. When the principal communicates high expectations, provides positive feedback, and appreciates their achievements, Teachers feel supported and motivated to give their best for the students. Teachers at SMAN 57 Jakarta, whether ASN or not, also highlighted the importance of open and inclusive communication from the Principal to encourage collaboration among educators. Communication that invites participation and provides space for teachers to share ideas, experiences, and feedback, allows for a collaborative work environment where new ideas can emerge and be considered.

In further interviews, ASNs confirmed that effective communication enables principals to provide teachers with the support and guidance they need. In challenging situations or when problems arise, open communication allows principals and teachers to work together to find mutually beneficial solutions. This has always been done by the principal of SMAN 57 Jakarta. This regular and continuous communication between principals and teachers ultimately also engenders a process of evaluation and renewal. By sharing feedback and information about progress, challenges and needs, the principal can see areas for improvement, determine necessary changes and direct efforts towards continuous improvement.

Referring to the points of the explanation above, it confirms that the communication that has been carried out by the Principal of SMA Negeri 57 Jakarta is considered good and has quite an impact on the perspective or assessment formed in the minds of the teachers, especially for those who are ASN. This is certainly an additional point that also makes it clear that SMA Negeri 57 Jakarta is an institution that is quite selective in choosing the quality of the leaders who will become the captain of the school. The better the quality and line of organizational and structural relationships built by the leadership, the better the impact on communication and achievement of goals within organizations and institutions (Taufik, 2019).

Principal's Communication Style & Its Impact on ASN Performance

Referring to a series of observations and interviews conducted by researchers to key informants and informants at SMAN 57 Jakarta, several important information was obtained which contained changes and the quality of performance of ASNs as a result of the application of effective communication patterns by the Principal. The first informant is the head of SMA Negeri 57 Jakarta, Mrs. Primasari, who is the key informant in this study, then the researcher interviewed four other informants as mentioned above.

From the results of in-depth interviews with key informants and informants, researchers found some information related to the communication between leaders and their employees at SMA Negeri 57 Jakarta. Among them, the principal considers teachers and ASN as organizational assets and partners in making decisions or policies in order to achieve school goals together. This is in accordance with the concept of Y theory from Douglas McGregor in Pace Faules (2010: 278), where company leaders view that all employees have the ability to make smart and innovative decisions. According to McGregor, leaders who assume the Y theory will motivate their employees by increasing participation, cooperation, and linkage to decisions taken by the company. The statement from the leader above is in line with the information given by Mrs. Atik Zulaikah S.Pd in the interview, she said: *"Yes, it is true that the Head of SMA Negeri 57 Jakarta often shares information about work procedures, work schedules, and applicable rules with a tendency without applying pressure"*.

Regarding the understanding aspect of the information obtained by researchers between the leader or principal and his employees or teachers and ASN in terms of work instructions, researchers can analyze that the principal in providing work instructions to teachers and ASN is in

the form of two-way communication and in communication always prioritizes feedback from teachers and ASN. Researchers also found that good work motivation from teachers and ASN improved the performance of teachers and ASN. While with regard to the question, whether this communication can be understood by employees, it requires a process for employees to get used to and understand what the instructions given by the leadership mean because adaptation is needed to understand the character of the leadership of SMA Negeri 57 Jakarta, including the style of speech.

Table 1. Principal's Communication Style and its Impact on the Performance of Teachers

Principal's communication style at SMAN 57 Jakarta	<p>To ASN Teachers</p> <p>Effective communication: the principal in providing work instructions to teachers and ASN is in the form of two-way communication and in communication always prioritizes feedback from teachers and ASN.</p>
Principal's Communication Style and its Impact on the Performance of Teachers at SMAN 57 Jakarta	<p>To not ASN Teachers</p> <p>Effective communication: convey vision and goals, provide support to Teachers, promote collaboration, build trust, and solve problems together</p> <p>To build strong and mutually supportive partnerships in achieving greater educational goals.</p> <p>To improve communication practices at SMAN 57 Jakarta and other schools, and contribute to improving the quality of education and student achievement.</p>

Principal's Efforts in Improving Effective Communication of All Elements at SMAN 57 Jakarta

In every application of existing communication patterns, there are certainly some disadvantages and advantages. Based on the research conducted, there are several efforts made by the Principal of SMAN 57 Jakarta to continue to maintain the effective communication pattern that has been applied so far. In addition, these efforts are also expected to help in improving the quality of communication between principals and teachers at SMAN 57 Jakarta and other schools. The efforts include the following.

One, is to build open communication. It is important to create a culture of open communication in the school, where principals and teachers feel comfortable to share their thoughts, inputs and concerns (Arbie, Puspitasari, Telaumbanua, Bangkara, & Khasanah, 2023; Fikriyati, Katoningsih, & Hasan, 2023; Hasanah, Basalamah, & Farida, 2022). This can be achieved through regular meetings, discussion forums or other means of communication that facilitate two-way dialog. Two, listening with empathy. Principals need to listen with empathy and pay attention to teachers' feelings, perspectives and needs. Showing interest and empathy in listening will strengthen the bond between principals and teachers and reinforce a sense of community in

achieving common goals (Anderson dkk., 2022; Arif, Munfa'ati, & Kalimatusyaroh, 2021; Azwar, 2022).

Three, encouraging participation and collaboration. Principals should encourage active participation from teachers in school decision-making and planning. Involving teachers in the decision-making process reinforces a sense of belonging, increases motivation and promotes a sense of shared responsibility for the school's success. Four, providing constructive feedback. Principals should provide clear, constructive and targeted feedback to teachers. Effective feedback helps teachers to improve their performance and feel supported in their professional development. Five, building communication skills. Principals and teachers can attend training or workshops that develop their communication skills. This training can help them understand effective communication strategies, resolve conflicts well and build strong relationships in an educational context.

In addition, in order to maximize the communication potential of principals and teachers, it is also important to involve all stakeholders in the school, including administrative staff, students, parents, and the community. Effective communication not only strengthens collaboration between principals and teachers but also builds strong and mutually supportive partnerships in achieving greater educational goals. Thus, an in-depth understanding of the importance of principals' communication with teachers, as found in this study, can serve as a foothold to improve communication practices at SMAN 57 Jakarta and other schools, and contribute to improving the quality of education and student achievement.

Discussion

In the context of communication theory, there are many approaches and models used to explain and understand communication. One of the famous models is the Mathematical Model of Communication proposed by Claude Shannon and Warren Weaver in 1948 (Hidayat, 2010). According to (Hakki, 2017) (Idrus, Mohzana, Jarmita, Rahman, & Shobri, 2023; Sutrisno, Hayati, Saputra, Arifin, & Kartiko, 2023; Tunnisa, Damayanti, & Baharuddin, 2021) the Shannon-Weaver Model offers a mathematical perspective on communication and emphasizes the flow of information in communication. This model consists of several important components that interact with each other in the communication process. These components are sender, message, channel, receiver, interference, and feedback.

In addition, the Shannon-Weaver model also illustrates the importance of context in the communication process. Context includes factors such as cultural background, experience, values, and communication goals that affect the understanding and interpretation of messages. The Shannon-Weaver model has some basic assumptions to consider. First, the model assumes that communication is a linear process in which messages are sent from sender to receiver without any changes or distortions. However, in reality, messages can undergo changes, different interpretations, or loss of information during the communication process (Dian, Trisna, & Huda, 2022; Indawati, Kartiko, Suyitno, Sirojuddin, & Fuad, 2022; Rostini, Syam, & Achmad, 2022).

According to (Hamid & Budiarto, 2016) this model focuses more on the technical and mechanical aspects of communication rather than the social and psychological aspects. This model is more suitable for describing communication in a technical context, such as telecommunication communication or data communication. The Shannon-Weaver model is only one approach in communication theory and there are many other approaches that complement our understanding of communication (Afandi, Mardiyah, & Sugiarti, 2023; Saputro & Darim, 2022b). For example,

Donal Johansen's coordination of action theory emphasizes social interaction in communication, while information processing theory describes communication as a mental process that involves receiving, understanding, and processing information.

Harold Lasswell's communication theory, meanwhile, makes an important contribution to understanding communication by posing basic questions that form the "Lasswell Model" or "Lasswell Formula". This model emphasizes the elements that underlie communication and helps us understand how messages are sent and received by individuals or groups (Hidayat, 2010). Lasswell's model is based on the question: "Who says what, in what channel, to whom, with what effect?"

In the context of this research, it can be said that the model and style of effective communication carried out by the Principal and its impact on ASN performance is a manifestation of Harold Lasswell's theory. That is, effective communication is realized due to the understanding of the actor or communicator as well as the authority figure inherent in him so that other educators automatically accept everything that is conveyed. Thus, the emphasis on the question "Who says what, in what channel, to whom, with what effect?" can be realized automatically.

CONCLUSION

Based on the findings and discussion above, the conclusion that can be drawn is that the communication between the Principal and Teachers at SMAN 57 Jakarta, both those who are ASN and not, has been running and carried out with an effective communication style. This is evidenced by the prioritization of open communication patterns from all elements or educators in it both in formal activities and daily interactions, as well as changes in the quality of performance of the ASN. In addition, with regard to the Principal's treatment of ASN, they tend to consider them as a key element in creating a successful educational environment.

Likewise, in communication theory, the communication style that takes place at SMAN 57 Jakarta is also in accordance with Harold Lasswell's theory. That is, effective communication is realized due to the understanding of the actor or communicator as well as the authority figure inherent in him so that other educators automatically accept everything that is conveyed. Thus, the emphasis on the question "Who says what, in what channel, to whom, with what effect?" can be realized automatically.

As for recommendations for future researchers, the researcher suggests targeting the aspect of analyzing conflicts that arise in the application of communication patterns at SMAN 57 Jakarta. This is considered important considering that every time there will be changes in leadership, communication patterns, as well as dynamic ASN perspectives. So that this research will be more complete and the studies conducted can be categorized as in-depth.

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