

# Interpersonal Communication Approach to School Head of Teacher Development

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**Abstract:** This research aims to know the communicative approaches undertaken principals in the development of human resources i.e. educators to improve the quality of learning in schools. The method used is qualitative, by doing observation, interview and documentation recorded sound speaker. Analysis of communicative approach i.e. obtained the principal should be implemented effectively and consistently. Communicative approaches undertaken to acquire skills of writing, reading, listening and speaking. The results showed that: (1) the communicative approach is undertaken by the principal are familial; (2) the advantages of communicative approach i.e. principals and teachers had a sense of cooperating to achieve the goal of education, while the weaknesses found are by no means; (3) the consistency of the principal in the approach to the educator has a good intensity.

**Keywords:** communicative approach, principal, educator

## I. INTRODUCTION

The performance of each human resource in a school has an influence on the overall productivity of the institution. Principal competencies include personality, social, entrepreneurship, managerial and supervision that must be owned by the principal in developing teachers as educators. The industrial revolution 4.0 makes it easy for principals to provide human resource development, namely educators. Industrial revolution 4.0 has three differences from the previous revolution, namely innovation, reduction in marginal production costs, and impact on all levels of systems and fields (Tjandrawinata, 2016). That is, the new transformation in question is able to provide solutions that empower educators by school principals to improve the professionalism of teacher work. Teachers have an important role in learning activities in class, teachers not only provide knowledge transfer but must be able to master the four competencies as educators.

The era of the industrial revolution 4.0 allows teachers to have more competence than ever before. The Head of the Office of the Ministry of Religion (Kemenag) of Palangka Raya city H. Baihaqi in the defense activities of 39 CPNS environmental teachers of the Ministry of Religion of Palangka Raya said that the competency that must be possessed by a teacher is educational competence, the competency of educating / learning based on the internet of things as basic skills in the era this. Second, competence for technological commercialization, which is the competence to bring students to have an entrepreneurship attitude with technology for the students' work of innovation. Third, competence in globalization, a world without insulation, does not stutter about various cultures, hybrid competencies, namely global competence and excellence in solving national problems. Fourth, competence in future strategies, the world is easy to change and runs fast, so teachers must have the competence to predict exactly what will happen in the future and its strategy, by means of joint-lecture, joint-research, joint-resources, staff mobility and rotation, understand SDG's direction, and so on. And finally the competence counselor, considering that in the future the

child's problem is not the difficulty in understanding teaching material, but more related to psychological problems, stress due to pressures that are increasingly complex and severe (<https://kalteng.kemenag.go.id>). To fulfill these competencies will not be separated from the role of the principal as the leader of the school organization. Therefore, it is necessary to develop teachers who keep up with the times.

Principal's interpersonal communication is useful to help change the attitudes and behavior of teachers into drivers in the classroom. Effective interpersonal communication can have an important impact on the success of information exchange and mutual typing in each HR. According to Suhaimi in Putri (2018: 102) said that the effectiveness of interpersonal communication contains the following elements, namely: (1) openness, in interpersonal communication the principal must have openness between teachers and the quality of openness refers to three aspects of interpersonal communication; (2) empathy, as one's ability to know what is happening to others at a certain point, from the perspective of others through the perspective of others; (3) support, interpersonal communication must provide encouragement and support to the communicant; (4) positiveness, positive attitude in interpersonal communication means the ability to see oneself positively and respect others; and (5) equality, in interpersonal communication there must be a tacit acknowledgment that both parties are equally valuable and valuable.

The climate of organizational communication is largely determined by the factors of leadership behavior of leaders to their groups (Muhtadin, 2014). The function of the principal as a leader is to facilitate the achievement of cooperative goals among school members, while at the same time providing opportunities for their personal growth and development (Sutapa, 2006).

The communication approach to the effectiveness of the teacher's work will affect the quality of the school. If a teacher can work effectively means the teacher can do his job well and be able to overcome the problems faced (Kusuma, 2016). Generally, problems faced by teachers are related to classroom learning. To improve or improve

consistently in teacher development, the principal takes an interpersonal communication approach to get direct feedback.

## II. METHOD

This research uses a qualitative observation method. This method is the meaning without using statistical testing (Suryana, 2010) Qualitative research is also referred to as naturalistic, meaning that qualitative research is as it is. So, in accordance with what the researchers found in the field (Rahmat, 2009). Qualitative research refers to the process of the object or subject being studied in accordance with the actual situation through observation, interviews and documentation. The documentation in question is through picture taking and voice recording.

This research was conducted at Distant State Public Middle School in Malang which has a strategic location with the city center. In Distant State Junior High School in Malang, the principal uses an interpersonal communication approach to develop human resources. Observations were made by interviewing and taking documentation (sound recording) to find out the interpersonal communication approach process by the school principal at Distant State Public Middle School in Malang. What is the process and influence of the interpersonal communication approach and find out the intensity of the implementation of the principal's approach in HR development. The focus of selected human resources is the educator / teacher. The interview process was chosen by three sources to determine consistency, namely the principal, a teacher and a student.

The research was carried out through several stages, namely: (1) the preparation phase, by selecting the focus of the study, determining the title of the study, research permission to Remote State Junior High School in Malang, preparing research designs, and making instruments and guidelines for interviews, observations and documentation of interviews with interpersonal communication approaches the principal in the development of human resources; (2) the implementation stage, by collecting data through interviews, observations and documentation related to the interpersonal communication approach of the head of the school in developing human resources at Remote State Junior High School in Malang, processing data, analyzing data using qualitative analysis and drawing conclusions from existing data has been adjusted to the focus of the research, and; and (3) the reporting stage by compiling and reporting the findings of research findings of the school principal's interpersonal communication approach in the development of human resources in Remote State Junior High School in Malang in the form of article reports.

## III. RESULTS

The results showed that there was a consistent interpersonal communication approach made by the principal to develop human resources at school. The interpersonal communication approach of the principal in developing human resources, namely the teacher, is related to improving the quality of learning at school. According to Mr. Musthafa as the headmaster of Far

Remote Middle School in Malang said that the interpersonal communication approach taken is family-friendly. This means that the principal does not always take a formal approach, the teacher is called into the room to formally develop. From the research conducted explained that the principal's interpersonal communication with teachers is done in the form of face to face directly and indirectly in the form of sms, sending whatsapp messages, emails or letters.

The advantage of the interpersonal communication approach is that principals and teachers can have a sense of family to achieve educational goals. Meanwhile, Mr Musthafa said that for weaknesses or obstacles in the interpersonal communication approach there were no significant obstacles. This means that in carrying out the duties, principal and function of the teacher has been regulated as in the regulations stipulated in Act Number 14 of 2005 concerning Teachers and Lecturers. Principals only need to supervise (supervise), carry out development and mobilize human resources according to their duties (tasks, principles and functions).

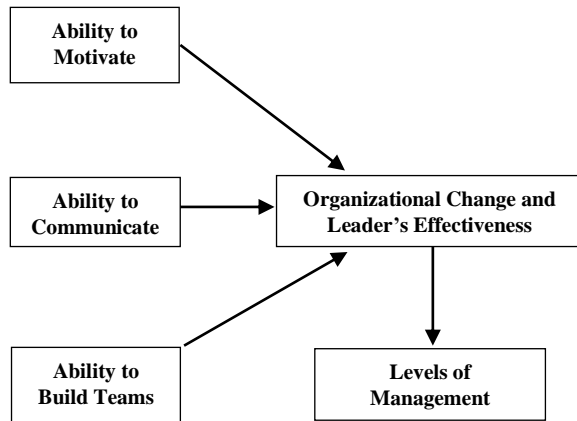
Research also shows that the level of consistency of school principals in conducting communication approaches has good results. According to Ms. Muntiani Rohmah as a science teacher (Natural Sciences) said that the level of consistency of school principals in conducting interpersonal communication approaches is done through briefings or done by active active communication both directly and through electronic communication media. Briefing is done by adjusting needs, meaning that it can be done before learning begins or done at recess. This is done as an effort by the school principal to improve the quality of learning at school through developing human resources by conducting briefings. The same thing was said by a student named sifaul Fajri (8th grade student) who said that, principals often make class visits to find out the understanding and level of creativity of teachers in learning, so that if teachers experience difficulties the principal can provide input or assistance.

## IV. DISCUSSION

In establishing good working relationships, relationships must be based on accurate perceptions, clear communication, the right emotions and the right point of view and have goals. Three main things in dealing with problems in an organization or institution are perception, emotions and communication (Fisher and Ury, 2011). Likewise the headmaster communicates learning related to the teacher in school, the principal must be able to bring communication with the same perception and the resulting emotions are stable (positive or negative). The role and development of teachers requires direction and utilization of the principal. This is inseparable from the central role of the principal (school board). Good and bad communication that occurs in schools lies in the leadership of the principal (Sutopo, 2006).

The implementation of leadership in Malang Distant Public Middle School is familial in nature that will bring communication to equality of perception and stable emotional control to develop teachers. Communication is not only done directly, but also done indirectly such as sending SMS or WhatsApp messages, emails and even letters. The culture of building direct and

indirect interpersonal communication by the principal will shape effective change and achieve consistent goals. The principal contribution of the school principal in mobilizing HR will also have a major impact on the progress of the institution through the role of motivation, team building and communication (Khan and Ahmad, 2012). Therefore, according to Jaap Scheerens in Moerdianto (2017) states that effective schools have five characteristics in which one of them is strong leadership.



**Figure 1**  
Effect of Leader Interpersonal Skills and Their Effectiveness at the Management Level (Khan and Ahmad, 2012)

In building a good work culture, the head of school applies interpersonal communication consistently well, including by following the flow of the times. The principal must be adaptive in selecting new knowledge that is entered for use in teacher development. Teacher development not only provides good performance relationships, more than that development provides direction to improve productivity of HR performance in achieving educational goals. As in Law Number 20 of 2003 concerning National Education Objectives which reads “Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students can actively develop their potential, personality, intelligence, noble character and skills needed by themselves , nation and state society”.

## V. CONCLUSION

The communication approach gives a relationship to the nature of the family between the principal and educators in the development of human resources. Interpersonal communication approach is closely related to an approach or method used by a person to obtain communication competencies to achieve

learning goals through language skills namely writing, speaking, reading and listening. The approach taken by the Principal of the Remote Public Middle School in Malang has good consistency. Briefing activities and class visits are carried out to determine the development of learning undertaken by the teacher. Not only that, the communication established by the school principal is formal and informal and utilizes electronic media. This will have a positive impact on the implementation of leadership, achieving school goals and developing the quality of human resources, especially educators / teachers. Thus, educators will get good self-actualization and learning will get quality output.

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