STRATEGI KOMUNIKASI KEPALA SEKOLAH DALAM MENINGKATKAN EFEKTIVITAS MANAJEMEN SEKOLAH DI MTsN 3 LANGKAT

OLeh: Darno, Mesiono
Universitas Islam Negeri Sumatera Utara Medan, Indonesia
Email: darnokemenag@gmail.com, mesiono@uinsu.ac.id

Abstract

To improve the effectiveness of management in schools, supervisors, principals, employees, and teachers are expected to have strategies in communicating. Communication strategy as a method, technique or way of communication works so that we can achieve the goals that have been set. The communication strategy is always together with the following things: 1) Who am I talking to; 2) What do I mean by speaking; 3) What message to convey to someone; 4) the way I convey a message to someone; and 5) How to measure the impact of the message. This research was carried out using an approach approach, it was based on the aim of describing the informants, namely supervisors, principals, employees, teachers and students. according to the existing social situation. The quality of the description in the form of written or spoken words of the behavior of the actors that can be observed in a social situation. In this context, the researcher tries to understand the principal's communication strategy in increasing the effectiveness of school management at MTs Negeri 3 Langkat.

Keywords: Supervisor, Principal, Employee, Teacher.

Abstrak

Untuk meningkatkan efektivitas manajemen di sekolah, pengawas, kepala sekolah, karyawan, dan guru diharapkan memiliki strategi dalam berkomunikasi. Strategi komunikasi sebagai suatu metode, teknik atau cara kerja komunikasi agar kita dapat mencapai tujuan yang telah ditetapkan. Strategi komunikasi selalu sejalan dengan hal-hal berikut: 1) Kepada siapa saya berbicara; 2) Apa yang saya maksud dengan berbicara; 3) Pesan apa yang ingin disampaikan kepada seseorang; 4) cara saya menyampaikan pesan kepada seseorang; dan 5) Bagaimana mengukur dampak dari pesan tersebut. Penelitian ini dilakukan dengan menggunakan pendekatan pendekatan, hal ini didasarkan pada tujuan untuk mendeskripsikan informan yaitu pengawas, kepala sekolah, karyawan, guru dan siswa. sesuai dengan situasi sosial yang ada. Kualitas deskripsi dalam bentuk kata-kata tertulis atau lisan tentang perilaku aktor yang dapat diamati dalam situasi sosial. Dalam konteks ini, peneliti mencoba memahami strategi komunikasi kepala sekolah dalam meningkatkan efektivitas manajemen sekolah di MTs Negeri 3 Langkat.

Kata Kunci: Pengawas, Kepala Sekolah, Karyawan, Guru.

A. Introduction

Many progresses have been made by the Indonesian people from a series of developments that have been carried out continuously during PJP phase I to date, both in the economic sector, education, and other sectors. The progress of the various existing sectors is intended as an effort to realize the ideals of the implementation of development, namely realizing a just and prosperous society as mandated in the 1945 Constitution.

One of the efforts to realize the ideals of national development as stated in the 1945 Constitution is to place the education sector in a very strategic position and role in accelerating development. This role in principle leads to the existence of a goal, namely increasing the prosperity of society as a whole as well as a step to realize important human investment in this era of globalization. Furthermore, specifically the development targets in the field of education for all types and levels of schools as stated in the Law on the National Education System (UUSPN) Number 20 of 2003 are intended as an effort to educate the nation's life and improve the quality of Indonesian people in realizing a just and prosperous society. and enable its citizens to develop themselves, both in terms of physical and spiritual aspects. Educational success can be influenced by many components. The components that affect the success of education are: (1) the teacher component, (2) the student component, (3) the management component and (4) the financing component. These four factors are interrelated and greatly determine the progress of an education.

The function of the school is to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. A democratic and responsible country.

In schools, the principal is both the father and mother of all the teachers who work in the school. This gives a logical consequence that a school principal must have a higher level of ability so that he can contribute to all the needs of teachers who are psychological and sometimes even physical.[1] Principals including leaders formal in educational institutions. Defined as the head, because the principal is the highest official in the school, the principal as an educational leader seen from the status and method of appointment is classified as an official "Formal Leader or Operational Leader" depending on his achievements and abilities in playing the role of educational leader in the school that has been submitted. responsibility to him.[2]

Based on the above opinion, the responsibility of the principal as an educational leader is to create effective school management which can be seen in the size of the realization of a good teaching and learning situation, so that teachers can teach and students can learn well so as to produce quality graduates. Quality

---

[1] Daryanto, M. H, *Education Administration*, (Jakarta: Rineka Cipta, 2001), p. 48.

[2] Idochi, Anwar & Yayat Hidayat Amir, *Educational Administration: Theories, Concepts & Issues,* (Bandung: UPI Postgraduate Program, 2003), p. 200.

graduates are one of the goals of education, educational institutions must be able to produce quality graduates.

One of the tools used to achieve educational goals is communication. Communication is a process of exchanging verbal and nonverbal messages between the sender of the message and the recipient of the message to change behavior.[3] Good communication will provide convenience and lightness in carrying out school work which is a shared task.

Communication is a necessary means to coordinate and direct the activities of employees to the goals and objectives of the organization. In addition, communication is also a means to unite the directions and views and thoughts between leaders and subordinates in this case the principal and teachers and other employees. In addition, communication is also a means to unite the directions and views and thoughts between leaders and subordinates in this case the principal and teachers and other employees. With communication, subordinates can obtain clear information and instructions so as not to cause doubts and misunderstandings that exist so that it will ultimately affect the effectiveness of the work of their subordinates.[4]

The role of communication is not only as a means or tool for school principals to convey information, for example about a policy, but also as a means of integrating activities in an organized manner in realizing cooperation. That an organization cannot carry out its functions without communication and even more so that the organization cannot exist without communication. Improving the quality of education in a school organization is also influenced by the quality of the leadership, in this case the principal. One of the strengths of effectiveness in school management that plays a responsible role in dealing with change is the leadership of the principal. The behavior of the principal who is able to initiate new thinking in the process of interaction in the school environment by carrying out the goals, procedures, inputs, processes and outputs of a school in accordance with the demands of development.[5] The leadership of the principal will be very influential and even very decisive on the progress of the school. Therefore, in modern education the principal's leadership is a strategic position in achieving educational goals.[6]

Gibson asserts that leader traits, leader behavior, and situational variables affect organizational effectiveness.[7] Other components that are influenced by leadership are productivity, quality, efficiency, flexibility, satisfaction, competition,

---

[3] Muhammad, Arnie, *Organizational Communication*, (Jakarta: Earth Literacy, 2007), p. 5.

[4] Suprihatin, M. H., et.al., *School Management*, (Semarang: UPT MKK Semarang State University, 2004), p. 99.

[5] Daryanto, M. H., *Education Administration*, (Jakarta: Rineka Cipta, 2001), p. 81.

[6] Suprihatin, M. H., et.al., *School Management*, (Semarang: UPT MKK Semarang State University, 2004), p. 61.

[7] Gibson, et.al., *Organization, Behavior, Structure, Processes*, Thirteen Edition. (Singapore: McGraw-Hill, 2000), p. 312-327.

development and existence of the organization.[8] In the organizational context according to Suryadi, the most urgent is effective leadership and followed by an action plan, and leadership is also a determining factor in the success or failure of an organization and business.[9]

The success of the organization is the success of a leader. Leadership in the organization is the spirit to turn the wheels of empowering the organization. That is, the central role in the organization can not be separated from the performance of a leader to move the potentials that exist in the organization. A leader is successful in his leadership if they understand the existence of their organization as a complex and unique organization, and are able to carry out the roles that are given the responsibility to lead. One of the roles of a leader intended in this case is to influence and mobilize others to work towards achieving the organization's vision and mission without coercion. Of course, this is not something that every leader or leader can easily do, such as turning the palm of the hand, but something that is difficult. Difficult does not mean it can't be done, but it takes a process.

To improve the effectiveness of management in schools, principals are expected to have strategies in communicating. Communication strategy as a method, technique or way of communication works so that we can achieve the goals that have been set. Communication strategies are always associated with the following: 1). Who am I talking to; 2). What do I mean by speaking; 3). What message to convey to someone; 4). The way in which I convey a message to someone; and 5). How to measure the impact of the message.

Mastery of communication strategies is a basic and vital ability that a school principal must have in order to support the achievement of school goals. Through the implementation of an effective communication strategy, it is hoped that a school principal will be able to organize and coordinate the willingness of school members to jointly achieve school goals with a pleasant atmosphere (enjoyable), and high activity both mentally, physically, socially, and emotionally. It is through the application of this effective communication strategy that a principal is also a school principal.

B. Research Methodology

The subject of this research is directed at finding data from supervisors, principals, employees, teachers and students. The search for data started from the supervisor element as a key informant using snow-ball sampling (snowball), then the next informant was the principal, staff, teachers and students. Data achievement will be stopped when no more data variations appear or surface or experience saturation (naturation). So the number of informants in this research is not determined with certainty depending on the level of data needed. This research was carried out using a

---

[8] Wahab, H.S, Abd & Umiarso, *Educational Leadership and Spiritual Intelligence*. (Yogyakarta: Ar- Ruzz Media, 2011), p. 79.

[9] Suryadi, *Tips to Improve Organizational Empowerment*, (Jakarta: EDSA Mahkota, 2006), p. 9.

qualitative approach, it was based on the intention to describe the behavior of informants, namely supervisors, principals, employees, teachers and students. according to the existing social situation. Qualitative research produces descriptions in the form of written or spoken words of the behavior of actors that can be observed in a social situation. In this context, the researcher tries to understand the principal's communication strategy in improving the effectiveness of school management at MTs Negeri 3 Langkat.

C. Results and Discussion
Principal Communication

1. Understanding Communication

Communication activities that have been carried out by humans since humans existed. However, the science of communication that is currently being studied is actually the result of a long process of development. Because communication is a science that is studied based on the results of a long process of development, this results in the definition of communication being very diverse. Muis suggests that: the term communication comes from the Latin comunicare, which means speaking, conveying messages, information, thoughts, feelings, ideas, and opinions that are carried out by one person to another by expecting an answer, a common perception of what is being said. discussed and feedback or feedback.[10]

Effendi suggests that: the language of communication is called a statement message (message).[11] The person who conveys the message is called the communicator, while the person who receives the statement is called the communicant. To be precise, communication means the process of delivering messages by the communicator to the communicant. If analyzed the communication message consists of two aspects, first the content of the message (the content of the message), the second symbol (symbol). The concrete content of the message is thoughts or feelings, symbols are language. Hardjana suggests that: the word communication comes from the Latin word cum, which is a preposition which means with, together with, and unus, which is a number which means one. From the two words, the noun cummunio is formed which in English becomes communion and means togetherness, union, fellowship, combination, association, relationship.[12] Because to communicate requires effort and work, from that word the verb communicare is made which means to share something with someone. The communicare verb was eventually used as a communication noun verb, and in Indonesian it is absorbed into communication.

---

[10] Muis, A, *Communication*, (Bandung: Remaja Rosdakarya, 2001), p. 36.
[11] Efendy, Onong, U., *Science, Theory and Philosophy of Communication*, (Bandung: Image of Aditya Bakti, 2003), p. 28.
[12] Hardjana, M. Agus, *Intrapersonal and Interpersonal Communication,* (Yogyakarta: Kanisius, 2003), p. 10.

2. Communication Process and Function

Talking about communication means we talk about models, processes, messages, symbols, content, codes, information, news, communicators, communicants, or audiences, backflow, message impact, mass media, press and journalism. Almost all aspects of human activity cannot be separated from communication activities. Because humans in addition to having a desire to convey all feelings and thoughts or impressions, humans also want to be understood what they convey to others. Although it is considered easy or at first glance quite easy, it turns out that in practice many people have difficulty and fail to communicate well. This is due to the obstacles experienced in communicating due to differences in social status, education level or language that exist in humans themselves. William C. Himstreet and Wayne Murlin Bay in Purwanto assert that communication is a process of exchanging information between individuals through a system that is common (common) both with symbols, signals as well as behavior and actions.[13] Martin and Anderson in Ardianto argue that communication cannot be understood except as a dynamic process in which listeners and speakers, readers and writers act reciprocally, the speaker acts to provide sensors to the listener's stimulus directly and indirectly, the listener acts to provide a stimulus by receiving it. Store it by means of recalling an image in the mind, then testing that image against conveyed information and feelings and sooner or later acting on that image.[14]

From some of the descriptions above, it can be understood that communication is a process, both in the process of delivering meaningful messages (symbols) from one individual to another. Effendy (2003: 33) suggests that the communication process in a mechanistic perspective can be classified into:
Primary communication process

The primary communication process (primary process) is the process of conveying thoughts by the communicator to the communicant by using a symbol as a medium or channel. This symbol is generally a language, but in certain communication situations the symbols used can be in the form of gestures, namely body movements, images and colors.

In language communication, it is called a verbal symbol (verbal symbol) while other symbols that are not language are called non-verbal symbols.

Verbal Symbol

The process of language communication as a verbal symbol is the most widely used and most frequently used, this is because language is considered capable of expressing the communicator's thoughts about things or events, both concrete and abstract, that occur in the present, past and future.

---

[13] Purwanto, Joko, *Business Communication*, Second Edition. (Jakarta: Erlangga, 2003), p. 3.
[14] Ardianto, Elvianaro & Bambang Q-Anees, *Philosophy of Communication Science*, (Bandung: Symbiosis Rekatama Media, 2007), p 19.

Effendy Language can be defined as a set of words that have been structured so that they become a set of sentences that contain meaning.[15] According to Hardjana, basically language is a symbol system that allows people to share meaning. In verbal communication, the language symbol used is verbal language, whether spoken, written on paper, or electronically.[16]

Language has many functions, but there are at least three language functions that are closely related to the realization of communication, Cangara, the three functions are:

1) To learn about the world around us.
2) To build good relationships among human beings.
3) To create bonds in human life.[17]

Nonverbal Symbols

Effendy asserts that nonverbal symbols are symbols used in non-language communication, such as gestures, gestures with body parts, including head, eyes, lips, hands, and fingers. nonverbal. Pictures can be used to express a thought or feeling. Under certain conditions images can be more effective than language.[18]

The secondary communication process is the process of delivering messages by the communicator to the communicant by using tools or facilities as the second medium after using the symbol as the first medium. Effendy argue, Communicators use this second medium because the communicant who is the target of communication is far away or many in number or both, far and many. If the communicant is far away, use a letter or telephone, if loudspeakers are used a lot, if far and a lot, newspapers, radio or television are used.[19]

Linear Communication Process

Linear communication process as stated by Effendy, which contains the meaning of straight. So, a linear process means traveling from one point to another in a straight line. In the context of communication, the linear process is the process of delivering messages by the communicator to the communicant as a terminal point.[20]

This linear communication takes place both in face-to-face communication situations and in mediated communication situations. Face-to-face communication, both interpersonal communication and group communication, although it allows dialogue, sometimes takes place linearly.

---

[15] Efendy, Onong, U., *Science, Theory and Philosophy of Communication*, (Bandung: Image of Aditya Bakti, 2003), p. 33.

[16] Hardjana, M. Agus, *Intrapersonal and Interpersonal...*, p. 23.

[17] Cangara, Hafiel, *Introduction to Communication Science*, (Jakarta: RajaGrafindo Persada, 2004), p. 95.

[18] Efendy, Onong, U., *Science, Theory and...*, p. 35.

[19] *Ibid.*, p. 37.

[20] *Ibid.*, p. 38-39.

The process of linear communication generally takes place in mediated communication, except for communication through telephone media. Communication by telephone is almost never linear, but dialogical, question and answer in the form of a conversation.

Circular Communication Process

The term circular as a translation of the word circular literally means round, circular or around as opposed to linear words which mean straight.[21] The use in communication which is meant by a circular process is the occurrence of feedback or feedback, namely the flow from the communicant to the communicator. Therefore, there are times when the feedback flows from the communicant to the communicator, it is a response or response to the communicant's response to the message he received from the communicator.[22]

The concept of this feedback in the communication process is very important, because with the occurrence of feedback the communicator knows the state of the communication is successful or failed, in other words that the feedback is positive or negative. If it is positive he should be happy, otherwise if it is negative it becomes a problem, so he must repeat it again by improving his communication style to cause positive feedback.

In a face-to-face communication situation the communicator will know the communicant's response when he is throwing his message. This type of feedback is called immediate feedback.[23] According to Cangara, the elements of communication, especially the communication process described above, are depicted in the picture, so the relationship between one element and another,[24] can be seen in Figure 1 below:
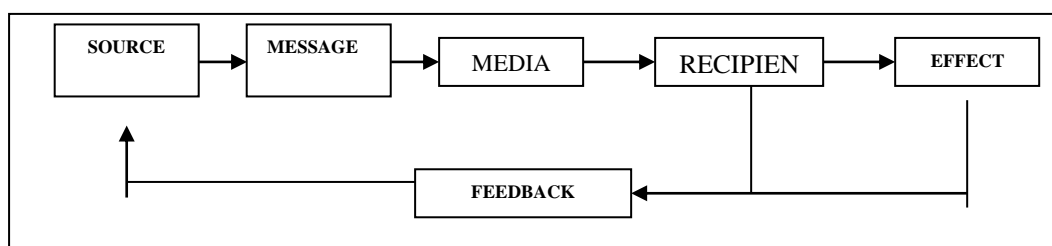

Figure 1. The Process of Communication Elements

Further, the process of the elements of communication above will be explained as follows:

---

[21] *Ibid.*, p. 39.
[22] *Ibid.*, p. 39-40.
[23] *Ibid.*, p. 40.
[24] Cangara, Hafiel, *Introduction to Communication...*, p. 22.

Source

All communication events will involve the source as the maker or sender of information. In communication between people, the source can consist of one person, but it can also be in the form of groups such as parties, organizations or institutions. The source is often called the sender, communicator or in English called the source and encoder.

Message

The message referred to in the communication process is something that is delivered face-to-face or through communication media. The content can be in the form of knowledge, entertainment, information, advice or propaganda. In English the message is usually translated in the word message, content or information.

Media

Media is meant here is a tool used to transfer messages from the source to the recipient. There are several opinions regarding the channel or media. There are those who assess the media can take various forms, for example in interpersonal communication the five senses are considered as a medium of communication other than the human senses, there are also information channels such as telephone, letter, grammatical which are classified as interpersonal communication media.

In mass communication, media is a tool that connects open source and receiver devices, where everyone can see, read and hear. Media in mass communication can be divided into two types, namely print media and electronic media. Print media such as newspapers, magazines, books, leaflets, brochures, stickers, bulletins, hand outs, posters, banners and so on. While electronic media include: radio, film, television, radio recording, computers, electronics, cassettes and the like.

Thanks to the rapid development of electronic mass communication technology, electronic mass media are increasingly taking on many forms, and increasingly blurring the boundaries to distinguish between mass communication media and personal communication media. This is due to the increasingly sophisticated communication media itself that can be combined (multi media) between each other.

In addition to the communication media as above, certain activities and places that are commonly found in rural communities can also be viewed as social communication media, such as houses of worship, village halls, social gatherings, art stages and folk parties.

Recipient

Recipients can be referred to by various terms, such as audience, target, communicant, or in English called audience or receiver. The receiver is an important element in the communication process, because he is the target of the communication. If a message is not received by the recipient, it will cause various kinds of problems that often require changes, whether in the source, message or channel. Knowing your audience is a basic principle of communication. Because

knowing and understanding the characteristics of the recipient (audience), means an opportunity to achieve successful communication.

Influence

Influence or effect is the difference between what the recipient thinks, feels and does before and after the recipient of the message. Therefore, influence can also be interpreted as a change or strengthening of beliefs in one's knowledge, attitudes and actions as a result of the recipient of the message.

Feedback

Some think that feedback is actually a form of influence that comes from the recipient. However, feedback can actually come from other elements such as messages and media, even though the message has not yet reached the recipient. For example, a draft letter that requires changes before it is sent, or the tool used to convey a message is experiencing problems before it reaches its destination. Things like this become the feedback received by the source.

Environment

Environment or situation are certain factors that can affect the course of communication. These factors can be classified into four types, namely the physical environment, the socio-cultural environment, the psychological environment and the time dimension.

The physical environment shows that a communication process can only be reviewed if there are no physical barriers, such as geographic. Communication is often difficult to do because the distance is so far, where it is not available where there are no communication facilities such as telephones, post offices or roads. The social environment shows socio-cultural, economic and political factors that can hinder communication, for example, the similarity of language, beliefs and customs and social status.

The psychological dimension is a psychological consideration used in communication, for example to avoid criticism that offends other people. Presenting material that is appropriate for the age of the audience. This psychological dimension can be called the internal dimension.[25]

While the time dimension shows the right situation to communicate. Many communication processes are delayed due to time considerations, such as seasons. However, it should be noted that because of the time dimension, information have value. Each element has a very important role in building the communication process. Even the objectives of these elements are interdependent on each other. This means that without the participation of one element will have an influence on the course of communication.

Changara (2004:63) suggests that: if communication is seen from a broader meaning, it is not only interpreted as the exchange of news and messages but as

---

[25] Grace, Jalaluddin, *Communication Psychology*, (Bandung: Remaja Rosdakarya, 2004), p. 27.

individual and group activities regarding the exchange of data, facts and ideas, then its function in every social system is as follows:[26]

1) Information, collection, storage, processing, dissemination of news, facts, messages, opinions and comments needed to be understood and act clearly on environmental conditions or other people in order to make the right decisions.

2) Socialization (correctional) is the provision of knowledge resources that enable individuals to behave and act as effective members of society so that they are aware of their social functions which in the end they can be active in society.

3) Motivation, namely explaining the short-term and long-term goals of each community, encouraging people to make choices and desires, encouraging individual and group activities based on shared goals to be achieved.

4) Debate and discussion, providing and exchanging the necessary facts to allow agreement or resolving differences of opinion on public issues, providing relevant evidence needed for the public interest so that the public is more involved in matters of common interest at the national and international levels local.

5) Education, transfer of knowledge so as to encourage intellectual development, formation of character and skills and skills needed in all areas of life.

6) Promoting culture, dissemination of cultural and artistic products with the aim of preserving the heritage of the past, developing culture by broadens one's horizons, builds imagination and encourages creativity and aesthetic needs.

7) Entertainment, dissemination of signals, symbols, sounds and images of drama, dance; arts, literature, music, sports, games and others for recreation, group and individual enjoyment.

8) Integration, providing nations, groups and individuals with the opportunity to get the messages they need so that they can know each other and understand and appreciate the conditions, views and desires of others.

C. Conclusion

The research data are basically in the form of words, writing and social behavior of the actors related to the principal's communication strategy in improving the effectiveness of school management at MTs Negeri 3 Langkat. The conclusion is still loose at first but then increases to be more detailed and in-depth as the data increases and finally the conclusion is a complete configuration. The data must be reliable or recognized by many people (objectivity) so that the quality of the data can be accounted for according to the spectrum, focus and natural setting of the research being conducted.

---

[26] Cangara, Hafiel, *Introduction to Communication...*, p. 63.

REFERENCES

Alfiansyah, M., et.al. (2020). "Kebijakan Internal Madrasah dalam Meningatkan Mutu Pendidikan di MI Nurul Ummah Kotagede Yogyakarta" *MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar dan Keislaman, 11*(1). https://www.publikasiilmiah.unwahas.ac.id/index.php/MAGISTRA/article/viewFile/3460/3192.

Ardianto, Elvianaro & Bambang Q-Anees. (2007). *Philosophy of Communication Science*. Bandung: Symbiosis Rekatama Media.

Arni, Muhammad. (2001). *Organizational Communication*. Jakarta: Earth Literacy.

Barrett, Richard. (   ). *Vocational Business: Training, Developing and Motivating People*. tt: t.p.

Buhler, Patricia. (2004). *Alpha teach yourself: Management Skills in 24 Hours*. Jakarta: Prenada.

Cangara, Hafiel. (2004). *Introduction to Communication Science*. Jakarta: RajaGrafindo Persada.

Cameron, S. Kim & Whetten, David A. (2007). *Developing Management Skills*. New Jersey: Pearson Education.

Daft, Richard. (2007). *Management*. Chicago: The Dryden Press.

Danim, Sudarwan. (2010). *Educational Leadership (Genius Leadership (IQ+EQ), Ethics, Motivational Behavior and Myths)*. Bandung: Alfabeta.

Daryanto, M. H. (2001). *Education Administration*. Jakarta: Rineka Cipta.

Efendy, Onong, U. (2003). *Science, Theory and Philosophy of Communication*. Bandung: Image of Aditya Bakti.

Engkoswara. (2008). *Fundamentals of Educational Administration*. Jakarta: LPTK Dikti Development Project.

Gibson, et.al. (2000). *Organization, Behavior, Structure, Processes*, Thirteen Edition. Singapore: McGraw-Hill.

Grace, Jalaluddin. (2004). *Communication Psychology*. Bandung: Rosdakarya Teenagers.

Griffin, R. (2007). *Business*. New York: Prentice Hall.

Hamidi, Nur. (2015). "Communication Strategies for Outstanding Madrasah Heads in the Development of Islamic Primary Schools: Cases at MI Muhammadiyah Serangrejo Kulonprogo" *Al-Bidayah: Jurnal Pendidikan Dasar Islam, 7*(2).

Hardjana, M. Agus. (2003). *Intrapersonal and Interpersonal Communication*. Yogyakarta: Kanisius.

Hasibuan, Malayu, SP. (2004). *Banking Fundamentals*. Jakarta: Earth Literacy.

Hughes, Richard L., et.al. (2002). *Leadership (Enchancing The Lessons of Experience)*. New York: McGraw-Hill Irwin.

Idochi, Anwar & Yayat Hidayat Amir. (2003). *Educational Administration: Theories, Concepts & Issues*. Bandung: UPI Postgraduate Program.

Komariah, A. (2004). *Visionary Leadership towards Effective Schools*. Jakarta: Bumi Aksara.

Kusuma, Ajeng Marga, et.al. (2016). "The Effect of Principal Leadership and Internal Communication on the Work Effectiveness of Pgri Wonoasri Vocational High School Teachers" *Journal of Accounting and Education, 5*(1).

Moerdiyanto. (2007). "Effective Indonesian School Management Through the Implementation of Total Quality Management" *IMEC 2007 Proceedings 22-24 June 2007*, Bayview Beach Resort, Penang, Malaysia.

Mohsin. (2015). "The Effect of Internal Communication and Principal Leadership on the Work Effectiveness of Teachers and Employees of SMP Negeri 1 Suruh Semarang Regency" *Article*, https: journal.unnes.ac.id, accessed on 3 May 2019.

Muhibbin, S. (2010). *Educational Psychology (A New Approach)*. Bandung: Remaja Rosdakarya.

Muhammad, Arnie. (2007). *Organizational Communication*. Jakarta: Earth Literacy.

Muis, A, (2001). *Communication*. Bandung: Remaja Rosdakarya.

Mulyana, Deddy. (2001). *Communication Studies*. Bandung: Remaja Rosdakarya.

Mulyasa, E. (2003). *School Based Management*. Bandung: Remaja Rosdakarya.

Nurkolis. (2003). *School-Based Management: Theory, Models, Applications*. Jakarta: Gramedia Widia Sarana.

Pidarta. (2009). *The Role of Principals in Elementary Education*. Jakarta: Grasindo.

Purwanto, Joko. (2003). *Business Communication*, Second Edition. Jakarta: Erlangga.

Robbins, Stephen P. (1996). *Organizational Behavior: Concept, Controversy, Application*. Jakarta: PT. Prenhalindo.

Rodrigues, A. O. & Ferreira. (2015). "The Impact of Transactional and Transformational Leadership Style on Organizational Citizenship Behaviors" *Psico-USF, Bragança Paulista, 20*(3).

Shindy, Muhammad. (2017). "School Organizational Communication Case Study: UPT SMP 20 May Depok City" *Journal of Design, 5*(1).

Suprihatin, M. H., et.al. (2004). *School Management*. Semarang: UPT MKK Semarang State University.

Suryadi. (2006). *Tips to Improve Organizational Empowerment*. Jakarta: EDSA Mahkota.

Taylor, B.O. (1990). *Case Studies in Effective Schools Research*. Kendal/Hunt Publishing Company.

Vincent, Garpersz. (2002). *Total Quality Management (TQM)*. Jakarta: Gramedia Pustaka Utama.

Wahab, H.S, Abd & Umiarso. (2011). *Educational Leadership and Spiritual Intelligence*. Yogyakarta: Ar- Ruzz Media.

Wahyudi. (2009). *Principal Leadership in Learning Organizations*. Bandung: Alfabeta.

Wiryanto. (2004). *Introduction to Communication Science*. Jakarta: Raja Grafindo Persada.

Yuniarsih, Tjutju. (2002). *Organizational Management*. Bandung: Bumi Siliwangi.

Zahnd, Mark. (1999). *Integrated Urban Design: Urban Design Theory and Its Application*. Yogyakarta: Kanisius.