



PRINCIPAL'S COMMUNICATION STRATEGY IN IMPROVING TEACHER PERFORMANCE AT AL-QISMUL'ALY ALIYAH MADRASAH AL-WASHLIYAH

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ABSTRACT

Communication strategy is a planned effort to convey messages effectively to achieve organizational goals, as well as build harmonious and productive working relationships between parties. In the context of education, this strategy is an important key for principals in directing and improving teacher performance. This study aims to describe the communication strategy of madrasah principals in improving teacher performance at Madrasah Aliyah Al-Qismul'aly Al-Washliyah, Medan, a religious-based educational institution. Using a descriptive qualitative approach, data were collected through in-depth interviews, participant observation, and document analysis. The results showed that madrasah principals implemented various communication strategies, such as understanding teacher characteristics, designing clear and effective messages, choosing the right communication method, and utilizing digital media such as LMS applications. These strategies have a positive impact on teacher motivation, learning quality, and a more conducive classroom environment. Supporting factors include emotional closeness between the madrasah principal and teachers and supporting facilities such as air conditioning, internet, and projectors. However, challenges remain, such as technical constraints in the use of digital media, disruption of learning schedules due to school agendas, and variations in teacher abilities in technology. This study emphasizes the importance of strategic communication training and ongoing technical support, and provides theoretical and practical contributions to the development of organizational communication in Islamic educational environments.

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1. INTRODUCTION

Education has a strategic role in producing quality human resources that are able to compete in the era of globalization. In the education process, teachers are the main component that is directly responsible for the success of learning in the classroom. However, the role of teachers cannot stand alone without the support of educational leaders, namely the principal. The principal has the main task of leading, managing, and supervising

all activities in the school, including ensuring that teacher performance runs optimally. One important aspect that influences the success of the principal in carrying out his duties is the communication strategy applied.

Communication in educational organizations is an essential factor that connects various elements in schools, such as principals, teachers, students, and administrative staff. Effective communication can create a harmonious work environment, motivate teachers to improve performance, and ensure that the school's vision and mission are achieved. Conversely, poor communication can trigger misunderstandings, conflicts, and reduce teacher morale, thus negatively impacting the quality of learning. According to Robbins and Judge, communication in organizations functions to coordinate activities, build relationships, and resolve problems that arise in the workplace [1].

However, the facts on the ground show that not all principals are able to implement effective communication. In many schools, including Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah, communication problems are often found between the principal and teachers. These problems can be in the form of a lack of clarity in conveying information, minimal two-way communication, or interpersonal barriers that cause the relationship between the principal and teachers to be less harmonious. This condition has an impact on decreasing teacher motivation and performance in carrying out their duties. On the other hand, the development of information technology has changed the way of communication in the educational environment. The use of digital media such as school management applications (LMS), WhatsApp groups, and academic information systems are now an important part of the principal's communication strategy. However, not all principals have adequate digital communication skills, and not all teachers are ready to adapt to the technology. Therefore, the principal's ability to choose and use the right communication media is the key to success in building effective communication.

Previous studies have reviewed the importance of communication in educational organizations. For example, according to Cangara, effective organizational communication can increase the active participation of organizational members, create harmonious working relationships, and accelerate the achievement of organizational goals. In the context of education, Andi, said that open and transparent principal communication can increase teacher trust, thus encouraging them to work better. [2]. In addition, interpersonal communication carried out by the principal, such as providing emotional support and listening to teacher complaints, can significantly increase teacher work motivation.

The context of Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah is interesting to study because this school has special challenges in improving teacher performance through the principal's communication strategy. As one of the educational institutions located in the middle of an urban society, Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah faces complex dynamics, such as the diversity of teacher characters, the need for learning innovation, and pressure to improve the quality of education. In a situation like this, the communication strategy implemented by the principal is the key to creating synergy between all elements of the school.

In the context of schools, principals must be able to utilize various communication media, such as meetings, informal discussions, and digital technology, to bridge the needs and expectations of teachers who can shape students with good character and manners [3]. According to Budi, character education is moral education plus, which involves aspects of knowledge (cognitive), feelings (emotional), and actions (behavior) [4]. Therefore, what is needed in character education is not just knowledge, but also taking actions consistent with that knowledge. This is because character education is closely tied to values and norms. Therefore, the emotional aspect must also be involved [5].

At Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah, communication challenges are increasingly complex due to differences in background, experience, and communication preferences among teachers. The principal also needs to understand the characteristics of each teacher and adjust his/her communication approach so that the message delivered can be well received. Research by Rahman, shows that personalization in communication, such as an approach tailored to individual needs, can increase teachers' trust and loyalty to their leaders. Therefore, the principal must have strong interpersonal skills to build closer relationships with teachers [6] [7].

The principal as a supervisor at school has a very strategic role in improving the quality of education at school, the principal as an educational leader is to create a teaching and learning situation so that teachers can teach and students can learn well. In carrying out this role, the principal has a dual responsibility, namely implementing school administration so that a good teaching and learning situation is created, and implementing supervision so that teachers improve in carrying out teaching tasks and in guiding student growth [8].

In addition to interpersonal challenges, technological factors are also one of the elements that influence the effectiveness of communication in educational environments. In the digital era, principals are required to utilize information technology, such as school management applications, email, and social media, to convey information quickly and efficiently. However, not all principals and teachers have adequate technological competence. This can be an obstacle to communication, especially when information conveyed through digital

media is not well received by all parties. [9] . Therefore, training and assistance related to the use of communication technology is an urgent need in many schools, including Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah.

Effective communication also plays an important role in supporting change and innovation in schools. Principals who are able to communicate the school's vision and mission clearly will find it easier to get support from teachers to implement new programs. This is in line with Kotter's opinion, which states that good communication is a key element in managing change [10]. In the context of Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah, the principal needs to communicate well the objectives of each new policy or program to teachers so that they can understand it and feel involved in the process.

One of the essential elements of effective communication is the ability to convey information clearly and easily understood. Principals who are able to provide clear instructions and listen to feedback from teachers can create two-way communication that promotes understanding and collaboration. When communication is good, teachers feel more confident in carrying out their duties, which ultimately contributes to improving the quality of their teaching and overall performance. [11] , [12] .

This study aims to analyze the principal's communication strategy in improving teacher performance at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah. By using theoretical and empirical approaches, this study is expected to contribute to the development of organizational communication science, especially in the context of education. In addition, the results of this study are expected to provide practical recommendations for principals in implementing more effective communication strategies, so as to improve teacher performance and the quality of learning in schools.

This research is important and urgent, considering that rapid social and technological changes require principals to become adaptive leaders. Principals must be able to align their communication strategies with the needs of the times, both in the form of interpersonal approaches and the use of digital technology. Good teacher performance depends not only on pedagogical competence, but also on the support of clear, open, and contextual communication. By understanding and analyzing the communication strategies of principals at Madrasah Aliyah Al-Qismul'aly Al-Washliyah, it is hoped that this research can provide scientific and practical contributions to the development of contextual, adaptive, and strategic educational leadership.

2. RESEARCH METHOD

Location This research was conducted at Madrasah Aliyah Al Qismul'aly Jl. Ismailiyah which is located in Kota Matsum II, Medan Area District, Medan City, North Sumatra. This research uses a descriptive qualitative approach. According to Sugiyono, descriptive qualitative research aims to understand the hidden meaning behind the behavior, experiences, and social dynamics that occur in individuals or groups in certain contexts. [14] . This type of research was chosen because it is able to provide a comprehensive understanding of certain aspects, such as management strategies, organizational culture or communication applied at Madrasah Aliyah Al Qismul'aly Jl. Ismailiyah. This approach allows researchers to explore data naturally and in depth. This research also refers to Creswell's opinion, which states that a qualitative approach is very suitable for exploring complex problems and requires a holistic understanding [15] .

Contextual and Time Limitations

This study has contextual limitations because it was only conducted in one madrasah that has characteristics as an Islamic educational institution. The religious values and social structure typical of madrasahs greatly influence the style and effectiveness of the principal's communication, so that the findings cannot be generalized widely to all types of schools. The results are more suitable as contextual references than universal references. In addition, time and resource constraints are significant challenges. The process of collecting data through in-depth interviews and participant observations requires a long duration to capture the dynamics of communication as a whole. In this study, observation time was limited, so not all variations in communication interactions could be fully observed, which affected the depth of the analysis and recommendations produced.

The researcher used in-depth interviews, participant observations, and documentation studies as the main methods to obtain valid and in-depth data [16]. This study uses a qualitative method with the aim of not only describing the phenomenon, but also understanding the social, cultural, and policy dynamics at Madrasah Aliyah Al Qismul'aly Jl. Ismailiyah. The results of the study are expected to provide a clear and useful picture for development institutions. To ensure the validity of the data, the researcher conducted triangulation from three sources (interviews, observations, and documentation), as well as member checks to ensure the accuracy of the interpretation.

The research subjects consisted of individuals and groups who play important roles in the school environment, with the main focus on the principal and teachers as key actors in implementing communication strategies and improving performance.

Table 1. Resource Persons

NO	Name	Position
1	Muslim Rasyid, S.Hi	Headmaster
2	H. Mulkan Hamid, Lc., M.Ag	Teacher
3	H. Nurdin Rustam, LC., M.Th	Teacher

3. RESULT AND ANALYSIS

1. Principal communication strategy

a. Audience awareness strategies

Audience awareness strategy, this strategy is used to understand the needs, expectations, and characteristics of teachers, students, and parents. Principals can also hold regular meetings, participate in school activities, and build personal relationships to create more effective and relevant communication to teachers. The following are the results of an interview with Mr. Muslim Rasyid, S.Hi as the principal regarding the strategy of informing at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah:

" I approach this by holding regular and informal meetings, both individually and in groups, to listen and discuss with the teachers. In addition, I also actively participate in school activities and official meetings to better understand their dynamics and needs. Through this approach, I hope to build a good and collaborative relationship with the teachers at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah ."

From the results of questions related to the principal's communication strategy in the strategy of getting to know the audience at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah. Implementation by the principal approaching and holding regular meetings either individually with teachers or in groups, the principal is also active in listening to teacher obstacles in the teaching and learning process and discussing with teachers, so that the principal is easier to convey information to educators, because the principal already knows the characteristics of each educator at school.

b. Message structuring strategies

Composing communication messages in educational institutions is the process of compiling clear and effective information to be conveyed to various related parties, such as students, parents, teachers, and administrative staff. These messages can be event announcements, important information, rule reminders, or expressions of appreciation. The goal is to ensure that information is conveyed accurately and understood well.

The following are the results of an interview with Mr. Muslim Rasyid, S.Hi as the principal of Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah.

"Since becoming the principal, I have provided communication solutions to teachers, in addition to using media, the other application is the LMS (Learning Management School) application which can facilitate communication between teachers and the principal, teachers, education staff and students, even the Muhammadiyah Foundation."

From the results of the interview related to the principal's communication strategy in the strategy of compiling messages at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah. This strategy is implemented by the principal in compiling messages carried out by the principal, he prepares an application called LMS (*learning management school*) which makes it easier for the principal to provide information to the teaching staff at the school.

c. Communication media selection strategy.

The strategy of selecting communication media aims to. The selection of the right communication media must consider the purpose of communication, audience characteristics, effectiveness in delivering messages, and the availability and accessibility of the media by the recipient of the message. By choosing the right communication media, educational institutions can ensure that their messages can be received and understood well by all members of the educational institution.

The following is the result of an interview with Mr. Muslim Rasyid, S.Hi as the principal regarding the strategy for selecting communication media at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah.

" Trying to be bought first by conducting confidential communication using simple technology, to using sophisticated technology in today's era. Starting from using correspondence confidentially to using mobile phones, in my opinion in today's era the easiest and most efficient communication media is using mobile phones, using the WhatsApp group application in LMS (Learning Management School)".

From the results of questions related to the principal's communication strategy in the strategy of selecting communication media at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah implemented by the principal in the form of the principal trying first by using communication media with simple technology to sophisticated technology in today's era, the communication media used by the principal uses a cellphone and the Whatsapp group application and uses the LMS (*Learning Management School*) application.

2. Teacher Performance

a. Quality of work

This indicator is related to the quality of teacher work in mastering everything related to the preparation of learning program planning and the application of research results in classroom learning. The following is an interview with Mr. H. Mulkan Hamid, Lc., M.Ag as a Qawaidh Fiqh teacher at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah.

"So if asked whether it is in accordance with the conditions of the students, we don't know yet. However, if for example the RPP is made according to the needs of students in terms of material, of course it is, because it must be in accordance with the curriculum. The rest is during the learning process, for example in grade 10."

The following is an interview with Mr. H. Nurdin Rustam, Lc., M.Th as a Hadith teacher about the quality of work at the Al Qismul'aly Al Washliyah Islamic High School, Jl. Ismailiyah

"Alhamdulillah, so far. Yes, so what do they need. Because it's like this, children have differences. It's different from our time. We, for example, just using the lecture method is enough. Listening, even without practice we already understand, so to speak. But now it's not just listening, they also need visuals, they also need practice. Alhamdulillah, so far I have given something richer"

From the results of questions related to teacher performance in the quality of teacher work at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah, it can be understood that the quality of work of teachers in the school can be said to be good because the teachers have prepared lesson plans by adjusting to the needs of students in the school.

b. Speed or accuracy of work.

This indicator relates to the accuracy of the teacher's work in adjusting teaching materials to the characteristics of the students and completing the teaching program according to the academic calendar.

The following is an interview with Mr. Muslim Rasyid, S.Hi as the principal regarding the speed or accuracy of the work of Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah.

"We have a teacher performance assessment application where there are 18 components that indicate teacher performance. Then the results of the teacher performance assessment have an impact on the teacher's monthly allowance outside of their basic salary."

The following is an interview with Mr. H. Mulkan Hamid, Lc., M.Ag as a Qawaidh Fiqh teacher about the speed or accuracy of work at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah.

"Alhamdulillah, so far the curriculum has provided enough. No more and no less, just right. So God willing, the material will be provided according to the time. Alhamdulillah, so far we have followed everything that has been listed in the education or academic calendar. So everything is according to schedule. Yes, it doesn't go over time"

From the results of questions related to the speed and accuracy of teacher work at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah, it can be understood that the principal has an assessment application for the speed or accuracy of teacher performance at the school. In the application, there are indicators, then the teachers at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah when delivering learning materials in class are given sufficient time or not excessive in each discussion topic, so students can learn effectively in class, then the teachers at the school are always on time in giving assignments or exams according to the academic calendar that has been made by the school curriculum.

c. Initiative in work

This indicator is related to teacher initiatives in varied learning models according to learning materials and the wise use of various school inventories. The following are the results of an interview with Mr. H. Mulkan Hamid, Lc., M.Ag as a Qawaidh Fiqh teacher regarding the initiative in performance at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah:

"Creative learning models. If now, the learning model is usually made with them like this, involving them a lot. For example, we want Al-'Adah Muhakkamah or for example, giving questions in the form of games, not just working on a book on page so and so. Sometimes it is made into a group game, who can answer the fastest first".

The following is an interview with Mr. H. Nurdin Rustam, LC., M.Th as a Hadith teacher regarding the initiative in working at the Al Qismul'aly Al Washliyah Islamic High School, Jl. Ismailiyah:

"Okay, so for me, to create this learning model, we have to get to know the students first. Why is that? Because like this, if we give it directly, it's like we and our learning are all practice. Or just lecture. Without paying attention to the students. That won't work. And it won't be effective. And it will end up boring. Well, that's what I think about this. First, we look at the students. What do they need? Well, some like practice."

From the results of questions related to teacher performance in work initiatives at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah, it can be understood that teachers at the school have implemented a variety of learning models by using digital technology and social media, which makes learning in the classroom more enjoyable and more fun because students do not only learn by listening but also by seeing and practicing. Then the school also facilitates the needs of teachers in implementing a variety of learning models. Although there are several obstacles from school facilities or inventory to support learning.

d. Work ability

This indicator is related to the teacher's ability to lead the class to remain conducive, manage teaching and learning activities and assess student outcomes. The following are the results of an interview with Mr. H. Mulkan Hamid, Lc., M.Ag as a Qawaidh Fiqh teacher regarding work abilities at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismaili:

"To make it conducive, sometimes it is shared so that friends who are less able are spread to friends who are less able, so they are spread with friends who can, so they don't feel left behind, don't feel alone either. Then usually students who sit at the back like to be noisy when learning is taking place, I often tell those who sit at the back to move to the front to make the class more conducive."

The following is an interview with Mr. H. Nurdin Rustam, LC., M.Th as a Hadith teacher regarding work skills at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah:

"Here, it's called class management. We as homeroom teachers also make 6 rules. If there are no rules, the children will definitely do whatever they want in class. That's why we make rules. So what? So that they are deterred. The deterrent is also... The deterrent doesn't mean that we scare them. I mean, so that they don't admit it. So the deterrent point for them, if for example I make a punishment, it's a punishment that educates them."

From the results of questions related to teacher performance in work ability at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah we can understand that every teacher in the school is able to lead the class so that the class remains conducive in learning activities, teachers in the school before conducting learning at the beginning of the semester they make a learning contract where the learning contract is agreed upon by the teacher and students, so that further learning activities in the classroom remain conducive. In the learning contract made by the teacher and students, there is an agreement in it, if it is serious time students are not allowed to joke, but there are times when students are allowed to be more relaxed in learning.

e. Communication

This indicator is related to communication carried out by teachers in the process of providing tutoring services to students who are less able to follow the learning and are open to receiving input for improving learning. The following is an interview with Mr. H. Nurdin Rustam, LC., M.Th as a Hadith teacher regarding communication at the Al Qismul'aly Al Washliyah Islamic High School, Jl. Ismailiyah:

"I consider them as family. Where are my children? If there is anything wrong with them? Things like that. Please tell me.. So far, many have told me. Chatting. About anything. Even family, older siblings. That's a lot. Not only about learning. So because of empathy, yes. Even outside of learning. Learning is also frequent. Like asking me how to memorize the young ones. Then also how to understand the material with the young ones."

The following are the results of an interview with Mr. H. Mulkan Hamid, Lc., M.Ag as a Qawaidh Fiqh teacher regarding communication at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismaili:

"The first is a personal approach. So for learning difficulties, usually there are children who immediately catch on. There are children who can do satset. Then there are children who have to be taught one by one. So in the class there are many different children. So there is a term that the teacher must know the child. So with a personal approach, So they are taught what they don't understand"

From the results of questions related to teacher performance in communication at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah, that the teachers at the school have implemented communication with students can be seen from the teachers who always pay attention and empathy towards students both in the scope of learning or outside of learning, the teachers always ask what difficulties the students have in the learning

process. Then the teachers always provide solutions to students who have difficulty in one of the subjects, the teacher concerned is ready to open additional lesson hours after school.

3. Research Findings

In the principal's communication strategy in improving teacher performance, the principal's communication strategy is very important in building communication to the audience in the school, because the principal is a leader in an educational institution, if the principal's communication is well established with the educators and education staff in the school, it will have an impact on the quality of teacher performance in the school. With this, the author will describe the supporting and inhibiting factors in the principal's communication strategy in improving teacher performance, as follows:

a. Supporting Factors

The principal's initiative in establishing communication with teachers at the school that is carried out by the principal is not only when there is a routine meeting but the principal also often invites teachers to discuss individually or in groups. The principal asks if there are any obstacles when teachers carry out teaching and learning activities, this makes the teachers at the school feel cared for by the principal.

Then this was conveyed by Mr. Muslim Rasyid, S.Hi as the principal.

"I approach this by holding regular and informal meetings, both individually and in groups, to listen and discuss with the teachers. In addition, I also actively participate in school activities and official meetings to better understand their dynamics and needs. Through this approach, I hope to build a good and collaborative relationship with the teachers at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah."

Furthermore, apart from the supporting factors in terms of the principal's initiative, the school also has supporting factors in terms of communication media, at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah has an application called LMS learning management school, this application is used by the principal to disseminate important information in the school to pre-education and education personnel in the school to make it easier. Because if you only use the WhatsApp Group, the information is often piled up with other information.

b. Inhibiting factors

Lack of Communication Skills: Lack of communication skills from the principal can be one of the main obstacles in improving teacher performance at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismaili. Therefore, improving the communication skills of principals through training and professional development is essential to ensure that messages are delivered and received appropriately, thus supporting the improvement of overall teacher performance.

Furthermore, inhibiting factors in terms of teacher performance are limited resources and infrastructure. Then this was conveyed by Mr. H. Mulkan Hamid, Lc., M.Ag as a Qawaidh Fiqh teacher.

"The ones that support it, besides the children. If it's school. So for example we have a certain learning model. The school wants to facilitate. That's great. For example we want to learn about building a room. If for example at school. There are facilities, right. Building a room. So that's very helpful. That's one of the things that helps make the learning model more effective. The obstacle is. If for example we need something. Then it's not there. The school doesn't provide the facilities either."

Other inhibiting factors are excessive workload and ineffective time management. Teachers at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah must provide enough time to deliver material in class because often these activities clash with other agendas such as teacher meetings and activities held by the school.

Then this was conveyed by Mr. H. Mulkan Hamid, Lc., M.Ag as the Qawaidh Fiqh teacher.

"Yes, if for example asked whether the time allocated is sufficient or not excessive, yes, it is sufficient. There are many school agendas. Sometimes it gets cut, right? If there are school agendas such as market days, the time is definitely cut. So if asked whether it is sufficient or not? It is sufficient."

So teachers must really maximize the time given by the curriculum for each learning topic in the class. How to convey it well and make students understand the material.

C. Discussion

The principal's communication strategies in improving teacher performance at Madrasah Aliyah Al Qismul'aly Al Washliyah, Jalan Ismailiyah. This study shows that the principal's communication strategies play an important role in improving teacher performance at Madrasah Aliyah Al-Qismul'aly Al-Washliyah, particularly through interpersonal approaches, the use of digital media (LMS), and active participation in school activities. These strategies foster closer relationships between the principal and teachers, facilitate the dissemination of information, and create a more cooperative work environment. In the context of

communication, there are four factors that must be considered when developing communication strategies, according to Marhaeni Fajar, namely:

a. Audience Understanding Strategy

In the strategy of getting to know the audience, there are several things that support the communication strategy used by the principal in improving teacher performance at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah. Getting to know the audience receiving the message. This is the initial stage for the communicator so that the communication carried out runs effectively. Recognizing the characteristics of the audience receiving the message allows the communicator to package the message according to the things that are liked by certain audience segments.

The principal makes a routine approach to the teachers in the school, both individually and in groups, to discuss and listen to complaints from teachers about their difficulties in the teaching process. This can also make communication between the principal and the teachers well established, then the principal also always participates in every activity in the school and always attends meetings that are held routinely. By using this strategy of getting to know the audience, the aim is for the principal to be more aware of the characteristics and needs of the teachers at the school, this can have an impact on the communication relationship between the principal which is well established and can be collaborative with the teachers at the school.

b. Strategy, composing messages.

In the strategy of composing messages, there are several things that support the communication strategy used by the principal in improving teacher performance at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah. The principal when composing a message to be conveyed to teachers, always pays attention to the condition of the teachers at school. As much as possible the principal composes the message clearly and effectively so that it is easily accepted and implemented by the teachers at school. Composing a message that attracts the attention of the audience, the emergence of attention from the audience to the message conveys its goals.

The principal in composing the message uses an application called LMS (*learning management school*) which is connected to the teachers and education personnel in the school. It can facilitate the principal's coordination if there is an information message that he wants to convey to teachers or education personnel. This application is more effective in conveying messages than the WhatsApp Group application, because this LMS application is specifically designed to support the principal's communication activities with teachers and education personnel in the school.

c. Strategy determines the method

The determination of the communication method strategy by the principal of Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah is based on the effectiveness and efficiency in conveying information to all related parties. Methods that are often used include face-to-face communication through regular meetings and individual meetings, which allow communication of the latest information while receiving input from teachers and staff. In addition, circulars and emails are used to disseminate official information that is documented and can be accessed at any time [17].

The use of digital technology such as WhatsApp groups and LMS applications is also utilized to accelerate communication and interaction between school members. Non-formal communication through social activities such as silaturahmi is also implemented to strengthen the relationship between the principal, teachers, students, parents, and staff. The combination of these communication methods aims to ensure that messages are conveyed clearly, received well, and get a quick response from all members of the school [18].

d. Communication media selection strategy

In the strategy of selecting communication media, there are several things that support the communication used by the principal in improving teacher performance at Madrasah Aliyah Al Qismul'aly Al Washliyah Jl. Ismailiyah. The selection of communication media must be able to make information conveyed well and effectively, which is the main factor in selecting communication media. Determining the communication media used by the principal is based on the effectiveness and efficiency of the media. The principal uses direct communication media and uses social media, the LMS application chosen as a communication method. Because the two communication media are easy to use and easy to receive information from the principal to the teachers. The communication media used must be truly relevant to the conditions in the school, the principal before determining the communication media has conducted research or found out first. So the method can be more effective and efficient in conveying information related to activities or other information at school.

e. Long-Term Challenges and Impacts

Challenges in Implementing Principal Communication Strategies:

1. Time constraints: Busy school schedules often delay or shorten strategic communications, reducing the clarity of messages.
2. Resource constraints: Technical constraints such as equipment failure (e.g. infocus) and reliance on unstable technology hinder effective information delivery.
3. Digital communication barriers: Differences in digital literacy levels among teachers mean that some cannot optimally access the LMS, so offline meetings are still needed.

Principal Strategies in Overcoming Challenges:

1. Implementing a flexible approach by combining formal and informal communication.
2. Providing individual technical assistance to teachers who have difficulty using technology.
3. Adjusting communication styles to the characteristics and readiness of each teacher.

Long-Term Impacts of Communication Strategies:

- 1) For principals: Increasing leadership effectiveness and building an image as a participatory and responsive leader.
- 2) For teachers: Creating a professional culture that supports each other, fosters trust and commitment, and increases initiative in developing learning methods.
- 3) For students: A harmonious working atmosphere among teachers results in a more positive learning experience, supporting students' character development and academic achievement.

4. CONCLUSION

This study highlights the communication strategies of the madrasah principal in improving teacher performance at Madrasah Aliyah Al Qismul'aly Al Washliyah, Medan. The communication strategies implemented are not only administrative in nature, but also contain Islamic values such as honesty (shidq), deliberation (syura), trustworthiness, and compassion (rahmah), which strengthen the relationship between leaders and educators.

Main Results:

1. The communication strategy of the madrasah principal has been effective, including individual and group communication, the use of communication media such as the LMS application, and an empathetic approach to understanding teacher challenges.
2. Teacher performance has increased with the creation of lesson plans that are appropriate to student needs, the use of creative methods such as social media and games, and good classroom management through mutual agreement.
3. Supporting factors include the provision of learning facilities (AC, infocus, wifi) that help implement creative learning models. However, there are obstacles such as non-conducive classroom conditions and learning time that is often disrupted.

Study Limitations:

Only conducted in one madrasah in Medan with a certain religious background.

Respondents were limited to principals and teachers, without involving students, administrative staff, or parents. Data collection was limited in time, so it did not cover the dynamics of communication comprehensively and long-term. General Conclusion: Effective communication strategies rooted in religious values can create a harmonious work environment and improve the quality of education. However, these findings are still contextual and need further development in schools with different backgrounds.

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