

OPTIMIZING INTERNAL HUMAN RELATION OF LEADER IN IMPROVING ORGANIZATIONAL PERFORMANCE

Laela Fitrotus Zahroh^{1*}, Olivia Fachrunnisa^{2*}

* Affiliation:

^{1,2}Department of Management, Sultan Agung Islamic University

Abstract:

This study aimed to figure out and analyzes the factors that support and impede the internal human relations of school principals in improving organizational performance; the effort of principals to overcome obstacles of internal human relations in improving organizational performance; and design an optimization model of internal human relations done by principal in improving organizational performance. This study was conducted on three SMA Negeri (State Senior High School) in Jepara. This research used purposive sampling technique. Data collection techniques was done by interview techniques. Data analysis technique was done by using credibility test with triangulation model. Data analysis was by using thematic data analysis. The results showed that the factors that support organizational performance are factors of internal human relations quality in the form of openness, supportiveness and mutual trust, dyadic and small group relationship and the use of communication tools to facilitate communication if it cannot meet face to face directly. To optimize Internal human relations, it can be done through improving openness, mutual support (supportiveness) and the sense of equality between the leaders and members. In improving the performance of the organization, it can also be done through direct and indirect communication. Direct communication is done persuasively. While indirect communication is communication by using communication tool. Internal human relation is also can be done through dyadic communications, regular communications and small group relationship in the form of briefing.

Keywords: internal human relations, interpersonal communication, principal, organizational performance

INTRODUCTION

Interpersonal communication is one form of communication activities that exist within the organization. The main point of communication here lies in the communication ability among individuals for organizational progress in removing the constraints that exist within the organization (Ismaniyah, 2012). Based on research

conducted by Femi (2014), it was said that interpersonal communication between leaders and members of the organization is proven to be able to improve individual performance within organization in Lagos State, Nigeria. Furthermore, according to Femi (2014), the presence of good communication between leaders and their members to make the communication transparent and avoid misunderstanding between leaders and members.

Improper interpersonal communication can complicate activities that lead to discontent among employees or employees with superiors. Therefore, in the organization or in the employment relationship, it should be developed an interpersonal communication system, apart from the existence of many communication systems and some forms of communication, or it can be said that interpersonal communication is better than other communication systems. The principal is required to be cautious in establishing good communication to the employees to achieve the organizational goals as expected. Teachers and administration staff are required to have special skills or competencies and provide the best service for their students. For that reason, the need for interaction among the parties above is a must.

Based on the results of research conducted by Yodiq (2015), it was stated that communication systems in schools are less well-maintained. This often arises in communication problems where either the principal or teacher is inclined not to perform his / her duties properly. The research conducted by Sari (2008) stated that there are some High School with poor teachers' performance. For example, it was still found that some teachers were late at work, so the time to teach in the first hour of teaching and learning process was ineffective because of it. In addition, it was also still found that some teachers left school without permission when school hours have not been completed. It was also found that the teachers treated the students badly and roughly. This is due to the lack of assertiveness of the Principal in leading and communicating well so that there are still such events. Based on the above studies, it was showed that interpersonal communication is very important. SMAs (High School) located in three sub-districts in Jepara District, that is SMA Negeri 1 Bangsri, SMA Negeri 1 Kembang and SMA Negeri 1 Mlonggo, have the same standards with different organizational performance. For that reason, we need to know what factors that influence it. The communication of a principal to his employees is one of the important topics in assessing education management. Therefore, the reseracher is interested in raising this topic.

LITERATURE REVIEW

Human Relation

Human relation is a set of personal relationships between leaders and members, as well as members with other members who form a team work to achieve organizational goals. According to Effendy (2002), Human relations or the relationship between humans is the interaction between a person with others either in a work situation or in an organization. This relationship aims to achieve work productivity so as to meet economic, psychological and social satisfaction.

Human relation is one of important elements in interpersonal communication and communication in groups. Human relations can be used in communication between leaders and their members to remove communication barriers and eliminate misunderstandings within the organization.

Interpersonal Communication

Communication is a process of exchanging information from one person to another. Terminologically, communication is derived from the Latin language *communicatio*, which means something. Therefore, the communication process is an activity done by two or more people who have similarities and interests (Lunenbrug, 2010). Communication is also defined as a feedback from the recipient in the form of changes in attitude, opinion or behavior directly or indirectly. Hence, it can be concluded that communication is a process of exchanging information from someone to others that will generate feedback in the form of attitude change from the recipient of the message.

Interpersonal communication has a unique characteristic. Interpersonal communication comes from the word *inter* which means between and *personal* which means people. Therefore, interpersonal communication is communication that occurs between one or more people in a community. This communication runs from impersonal to interpersonal communication. Interpersonal communication can also be defined as how a person shares the meaning of a condition to others. In interpersonal communication, not only is communication run, but also how to be able to understand a situation and resolve the situation through interpersonal communication (Ramaraju, 2012).

Organizational Performance

Job performance in general is an achievement of work in quantity and quality to be achieved by an employee in performing their duties in accordance with responsibilities (Mangkunegaran, 2016). In relation to institutions including school performance, Job performance is the work that can be achieved by all school residents in the institution with the authority and responsibility to achieve the goals in an institution.

Measurement of organizational performance aims to encourage employees to achieve organizational goals that will be given feedback and improvement efforts continuously. Therefore, a performance measurement system should be built in such a way, so that information on performance can be obtained as much and as accurately as possible (Bastian, 2001).

Organization Performance Measurement

According to the Ministry of National Education, the Directorate General of Primary and Secondary Education in Jakarta, 2005, it was stated that school performance indicators or criteria are assessed by some of the school components that were measured based on the standards established by BASNAS (National School Accreditation Board). BASNAS has the authority to determine the school's assessment in terms of accreditation or not accredited.

Referring to the National Education Standards, set out in Government Regulation No. 19 of 2005. There are 8 National Education Standards becoming references in measuring school performance, referring to Article 2 Paragraph (1), i.e., content standards, process standards, graduate competency standards, educators and education personnel standards, equipment and infrastructure standards, management standards, financing standards, and educational assessment standards.

There are several criteria of National Education Standards that are used as dimensions to measure the quality of school performance, namely:

1. Learning process dimension, it is the implementation of learning in schools to achieve graduate competency standards, including learning planning, learning process, assessment of learning outcomes, and supervision of the implementation of learning.
2. Curriculum dimension, it is the completeness of the existing curriculum documents in the school which includes curriculum documents, curriculum tool documents, curriculum tool support documents.
3. Assessment dimension, it is the process of processing and gathering information that aims to measure achievement of learning outcomes of learners.
4. Graduates competency dimension is a qualification of graduate ability in the form of academic and non-academic achievement.
5. Facilities and infrastructure dimension, it is the quantity and quality of educational facilities to support learning facilities. These dimensions include instructional media, libraries, physical facilities, and props / practices.
6. Educators and education personnel dimension, it is the quality and qualification of teacher performance, laboratory personnel, cleaning personnel and administrative personnel.
7. Financing dimension, it is the efficiency and effectiveness on the use of education costs to finance the operation of the unit of education in order to continue the education activities regularly and sustainably.
8. Management dimension, it is an activity which include (1) planning of the school program; (2) implementation of school work plan; and (3) supervision, in order to achieve effectiveness and efficiency of education in schools.

The effect of Interpersonal Communication on Organization Performance

Communication plays an important role in an organization, because it can affect the work environment so that work activities can be optimized. The use of communication has a significant effect on the work environment which is embodied in the vision and mission of the school. Interpersonal communication among principal, teachers and employees (TU) will be directly related to the quality of education. This is because there will be a harmonious relationship in a school.

The principal as the leader of a school organization must have good interpersonal communication skills. Because according to Syarif (2011), a principal who is unable to communicate interpersonally well will be difficult to implement the programs he created if there is no harmony among the school principal, teachers and employees (TU).

Meanwhile, according to Maulah (2016) there is a significant correlation between the principal's interpersonal communication and teacher performance. The principal plays an important role in his leadership at school. One of the successes is that the principal is able to communicate interpersonally with the teacher well and intensively in order to know the constraints faced by teachers in school. As a result, a principal will be able to provide direction to the teacher to be responsible in performing their duties, so that teachers can be

motivated when the teacher's performance is less than the maximum and can improve its performance in school.

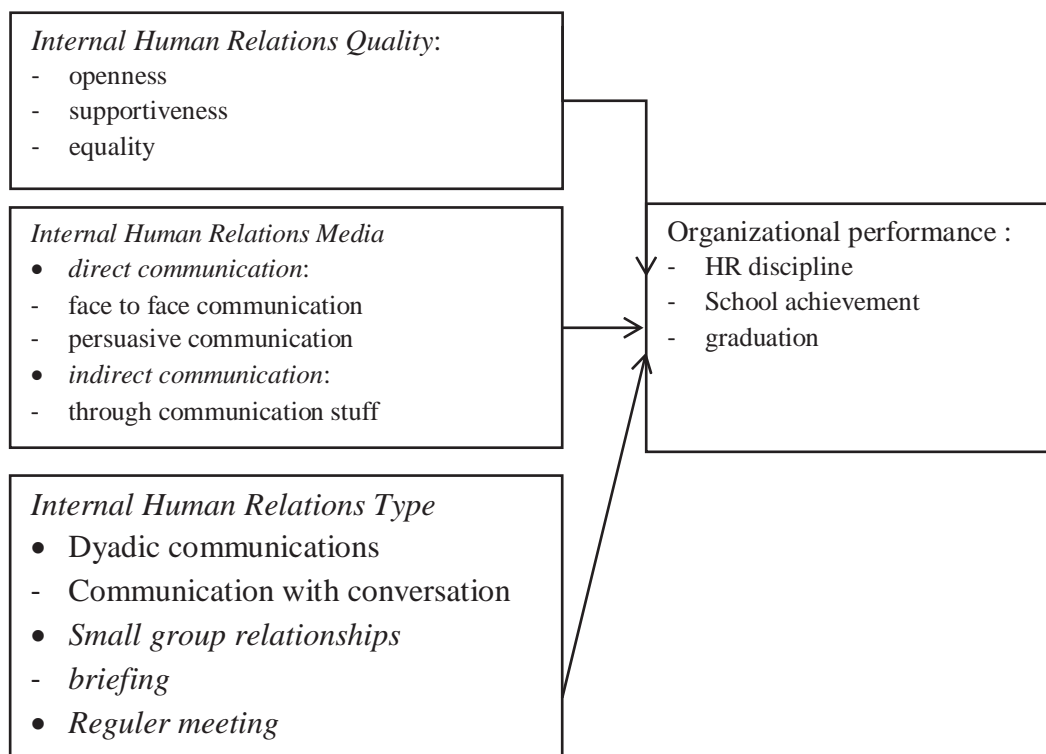
Interpersonal communication affects the performance of teachers, because interpersonal communication can provide more optimal work activities which is characterized by the establishment of relationships among members of the organization, so that there will be no miss conception as a distortion in implementing the operational of educational organization. Given this good relationship, it is more likely to improve performance within the educational organization environment. This is also reinforced by the results of research by Fajar (2009), which states that interpersonal communication has a significant effect on teacher performance. Interpersonal communication is a key to successful teacher performance. Therefore, it is expected that interpersonal communication among headmaster, teacher and administration staffs can be enhanced by preparing ideas, admonishing and sanctioning employees, conveying messages and closeness better with teachers and employees (TU).

RESEARCH METHODS

This is qualitative research. The research was conducted at SMA Negeri I Bangsri, SMA Negeri I Kembang , SMA Negeri I Mlonggo, and all of which are in Jepara Regency. The instrument of research, according to Arikunto (2012), is something that can serve to help collect data. The instrument used in this study was the questionnaire in accordance with interview guidance. The informants or sources were 6 people from each school, consisting of principals, three teachers and 2 administration staffs. So, the total number of informants is 18 people. The informants were obtained by purposive sampling technique. According Sugiyono (2014), purposive sampling is a technique of sampling data sources (informants) with certain considerations that data sources (informants) are considered know a lot about what is expected, making it easier for researchers to explore objects or social situations being studied. Interview was employed as data collection technique. Data analysis technique in this research used credibility test with triangulation model. Data analysis used in this research is thematic data analysis.

Results and Discussion

Optimization model of internal human relations of leaders (principals) in improving organizational performance is as the following:



The implementation of internal human relations in the form of interpersonal communication between the principal and teachers and administration staffs in improving the school organization's performance can be influenced by the first factors, quality of internal human relations among teachers, principal and Administration staff. Quality of Internal human relations can be seen from their attitude of openness (openness), mutual support (supportiveness), mutual trust and equality (equality). Openness here is the attitude of mutual open to feelings and thoughts among the principal, teachers and administration staffs. With openness, the relationship between the leader (principal) and its members will be more open, nothing hide and honest to each other. Furthermore, the attitude of mutual open will run effectively if supported by all members of the organization including leaders, this attitude is called supportiveness. When openness and supportiveness already exist within the organization, then there is a need for mutual trust between members so that the internal human relations work well. In addition, in the organizational relationship, it is required equality between the principal and its members so that there is no gap between them. When every organization has the internal human relations qualities as mentioned above, it will be able to improve organizational performance. It is in accordance with the theory proposed by Deviyo (1992) which stated that the effectiveness of a communication is influenced by five quality of communication relationship, i.e., openness, empathy, supportiveness, positiveness, and equality.

Another factor that supports internal human relations is the existence of internal human relations media consisting of direct communication and indirect communication. Direct communication can be in the form of direct communication with face to face between the leader (principal) with teachers and administration staffs. This direct communication can also be done persuasively. Then, the indirect communication is communication that is done through communication tools such as mobile phones.

Furthermore, another factor influencing internal human relations leadership in improving organizational performance is the type of internal human relations used by an organization. The type of effective internal human relation which is used to improve the performance of the organization is dyadic communication, small group relationship and regular meeting. Dyadic communication is a conversation between two people using non-formal language. This type of communication makes the gap or distance among the leader (headmaster) and the teacher and administration staffs become less, so the relationship between them becomes better. Small group relationship is a type of communication conducted by three or more people who have the right to convey feelings and thoughts without any burden. A small group relationship type in a school organization can be in the form of a meeting called a briefing. Based on the findings, the briefing activity is one of the supporting factors of an internal human relations among the principal and teachers and administration staffs. Then the other type is a regular meeting, it is proven that regular meeting can improve organizational performance. This type of interpersonal relationship is in line with the theory presented by Sethi and Seth (2009) who said that the type of communication in internal human relations consists of two: dyadic communications and Small group communications.

The supporting factors such as internal human relations quality, internal human relations media and internal human relations types are proven to improve the organizational performance which can be demonstrated with the increase of HR discipline, school performance and graduation rates. The Increase of HR discipline is influenced by the capacity of internal human relations of principal with teachers and administration employees. When a principal has the ability to make it capable of approaching, it will make the teacher or administration staffs become reluctant and ultimately improve their performance. With a good relationship among the principal, teachers and the administration staffs, it will make a school able to get proud of school achievements because it is influenced by a harmonious relationship so that all members of the organization can work together. Then the other improvement of organizational performance is in the form of high rate of graduation, this is influenced by the principal's approach in directing the teachers to provide good teaching to students so that students' graduation can increase.

CLOSING

1. Conclusion

The results showed that the factors that affect organizational performance are factors of internal human relations quality in the form of openness, supportiveness and mutual trust; dyadic communication and small group relationship and the use of communication tools to facilitate communication if it cannot meet face to face directly. The obstacles are the existence of the problem of time where the principal is not always present in school and the burden of increasing work.

Efforts to overcome the internal human relations communication barriers can be done through scheduling periodically and the use of communication tools if the principal cannot meet face to face. The optimization of internal human relations can be done through improving transparency (openness), mutual support (supportiveness) and the sense of equality between

the leaders and members in order to improve organizational performance. In improving the performance of the organization, it also can be done through direct and indirect communication. Direct communication is done persuasively. While indirect communication is communication by using communication tool. Moreover, Internal human relations can also be done by dyadic communications, regular communications and small group relationship in the form of briefing.

2. Suggestions.

To improve organizational performance through the internal human relations among principals, teachers and administration staff can be done as follows:

For the principal.

- a. The principal should be able to empower human resources (teachers and administration staffs) maximally to improve the school organization.
- b. School principals should schedule regular scheduling so that interpersonal communication with teachers and administration staffs is always consistent.
- c. School principals should always communicate often by using communication tools if they cannot meet face to face with teachers and employees related to school organizational matters.

FOR FUTURE RESEARCH.

Furthermore, this research is expected to be proven through empirical test by using quantitative method.

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