

Application of Communication in Madrastsah

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Abstract

Education as a system is an organization that aims to create graduates who have multi-intelligence so can manifest themselves as part of civil society. To achieve the goals of education above, Communication within organizations is an important element of that form and allows an organization to work. The fact in the field of attention of madrasa to communication is very low. This research will discuss the Model and Application of Islamic Educational Organization Communication (A Research on MAN I Takengon, Central Aceh, Aceh). This study aims to descriptives of the model and application of organizational communication. This study used a qualitative approach, data collected through observation, in-depth interviews, and documents about various communication models used, then analyzed data, by describing qualitatively using the concept of miles and huberman. The research results shows that the communication model used varies, no ones model of communication is superior. Communication tools both internal and external relatively the same, the use of information powerless computing or ICT has not been maximized. It is not significant obstacles were found in establishing internal and external communications, although the committee and parents were not proactive in establishing communication with the madrasa.

Keywords

model; communication;
organization



I. Introduction

Education is a process of humanizing humans (humanism) whose process never ends (never ending process), in realizing the goal of education, namely making humans as humans (caliph) on the surface of this earth, after the main goal is to produce humans who know and serve God. , which in turn will get happiness in the world and the hereafter with indicators of graduates who have intellectual, emotional and spiritual intelligence.

Education is considered to have a very important role in promoting the civilization of a nation. Good quality education can encourage the creation of a quality society, creative and productive until finally able to achieve welfare. Through this national education system, the government should be able to ensure equal distribution of educational opportunities, as well as the relevance and efficiency of education management to face challenges in line with the changing demands of local, national and global life. The budget allocation system for education in Indonesia is heavily influenced by government policies. (Saputra, A. 2018)

In achieving the educational goals above, madrasas as micro educational organizations in direct implementation of the teaching and learning process, do not stand alone, madrasas are a system, in which there are many components, between one component and other components are interrelated. Communication is a tool to connect one component with other components in the education system, Salamon (1981:35) reveals that "No educational goals can be achieved in the absence of communication". Likewise, Kholis (2004:105) explains

that communication in quality educational institutions does not occur by itself, communication must be considered, he further explains that good communication has certain elements.

It is a fact found in the field that many madrasah leaders do not understand the importance of quality communication in educational organizations. Likewise at Madrasah Aliyah Negeri I Takengon, Central Aceh, Aceh, based on a preliminary study it was found that attention to the importance of communication has not been an important part that contributes positively to the development of madrasahs as educational institutions that form young scholars.

Kholis (2004:104) describes that the quality of communication in educational institutions affects the work climate, studies on teacher attitudes find that schools that have a good communication have more satisfied staff. Furthermore, communication with parents and the community affects their support for the school.

Many studies have shown that communication skills have an influence on the work atmosphere, such as the results of Fakhreldin Hamze's research (2011), "There is a significant relationship between the organizational climate and the communication skills of physical education managers. Age, educational background, and work experience of the managers did not contribute significantly to the relationship between organizational climate and their communication skills". Manouchehri (2000), studying the effective factors in improving organizational communications from the perspective of principals and high school teachers, concluded that managers and personnel had the same views on the existence of suitable communication and related effective factors and considered it a highly effective factor in the efficiency and effectiveness of the organization.

The explanation above shows that the importance of the role of communication in educational organizations. For this reason, this paper will discuss how the model and application of organizational communication at Madrasah Aliyah Negeri Takengon I Central Aceh, Aceh. The purpose of this paper is to find prepositions about the model and application of organizational communication in Madrasahs, so that in the end the vision and mission of a madrasa can be achieved.

II. Review of Literature

2.1 Understanding Communication

The definition of communication in the Big Indonesian Language Dictionary means communication /ko mu ni ka si/ n 1 sending and receiving messages or news between two or more people so that the intended message can be understood; connection; contact; 2 nexus; -- two-way communication in which the communicant and the communicator at the same time take turns providing information; -- formal communication that takes into account the level of accuracy, conciseness, and speed of communication; -- mass communication dissemination of information carried out by a certain social group to heterogeneous listeners or audiences and spread everywhere; -- social communication between social groups in society; communicate /ber ko mu ni ni ka si / v communicate; related; communicate /me•ngo•mu•ni•ka•si•kan/ v send via the communication channel.

Communication or communicaton in English, comes from the Latin *communis* which means 'same'. *Communico*, *communicatio* or *communicare*. Weekley (1967:338) which means to make the same (make to common. *Cum manus* means to give each other as a gift. In simple terms communication can occur if there is a similarity between the delivery of the message and the person receiving the message. Therefore, communication depends on our

ability to be able to understand one another (communication depends on our ability to understand one another) (wikipedia.org) Munir (2012:) The verb *communicare* was eventually used as a noun communication verb or Indonesian language was absorbed into communication. Based on various meanings *communicare* which is the origin of the word communication, literally communication means notification.

Communication occur within group was a fundamental mechanism to show their disappointment or satisfaction. Communication would suggest emotional expression from one's feeling and social needs fulfillment. Last function of communication regarding its role was to facilitate decision making. Mainstream communication study within organization would particularly relate with its impact toward outcome for individual and organization. Empirical study found out that communication effectiveness was the antecedent of overall job satisfaction, employees commitment to organization, absence and turnover, and job productivity also information ambiguity reducer for subordinate (Azis and Lestaringingsih, 2018; Kerr and Kaufman-Gilliland, 1994). (Syakur, A. et al. 2020)

Lewis (1987:8) Communication is the exchange of messages resulting in a degree of shared meaning between a sender and a receiver. As stated above, Cangara (2006:20) explains that communication is a process by which an idea is transferred from a source to one or more recipients, with the intention of changing their behavior. He further quotes Shannon and Weaver (1949) that communication is a form of human interaction that influences each other, explaining that communication affects one another, intentionally or unintentionally, not limited to forms of communication using verbal language, but also in terms of facial expressions, painting, art and technology. Stephen P. Robbins and Mary Coulter (2005:311)

Communication is the delivery and understanding of a purpose, meaning that if no information or ideas are conveyed, communication does not occur. The unheard speaker or the unread writer has not communicated. Communication includes understanding the intent, for communication to be successful, the intent must be implanted and understood.

From the definition of communication presented above, it can be concluded that the nature of communication is an ability to speak or express thoughts to the interlocutor or other people with the intention of achieving the same meaning.

Kurniadin and Machali (2012:240) explain Organization from the Latin word 'organum': Tool, part, member, body. In English: 'to Organize': To manage, to arrange. Next in KBBI it is explained that *or•ga•ni•sa•sin* 1 unit (composition, etc.) consisting of parts (people, etc.) in an association, etc. for a specific purpose; 2 groups of cooperation between people held to achieve common goals; *peng•or•ga•ni•sa•si•an* processes, methods, actions to organize; Organizing is the process of forming a forum/system and compiling members in the form of an organizational structure to achieve organizational goals. Organizing is the process of selecting and sorting resources and allocating them according to their capacity in order to achieve organizational goals. Definition An organization is a collection or individual system that goes through a hierarchy of levels and division of labor. Education is an educational organization, because education is a system that has many components, which are interrelated with each other.

Education as an organization requires communication. The relationship between communication and education Salamon (1981:35) explains, "Reciprocal relationship does not exist among individuals or between fields of human activity such is the relationship between communication and education". The same thing is explained by Gold Halber, in his book Fajar (2009: 120) explaining that organizational communication is defined as the flow of messages in a network whose nature of relationship is interdependent.

Communication is the process of delivering or sending messages from one person to another, either directly or indirectly, in writing, verbally or in nonverbal language. The

elements in communication include: (1) the sender of the message (Sender) or communicator and the material (content) of the message, (2) the language of the message (coding), (3) the media, (4) interpreting the message (decoding), (5) the recipient of the message (communicant), (6) feedback (response of the recipient of the message) and (7) interference hinders communication. here's the explanation:

The sender of the message is a person who has a package of ideas to convey to others in the hope that the message can be understood by the recipient of the message as intended. Message material can be in the form of information, invitations, work plans, questions and responses.

Message language aims to shorten the mindset of the sender of the message to the form of language, code or other symbols so that the message can be understood by others. Usually the leader or manager conveys the message in the form of words, limb movements (body language). The purpose of delivering this message is to invite, persuade, change attitudes or behavior towards certain goals.

The choice of media is influenced by the content of the message to be conveyed, the number of recipients of the message, the situation and so on. Media that can be used include telephone, radio, TV, microphone, memo, letter, computer, internet, photo, bulletin board, meeting, workshop, seminar, work meeting, publishing and so on. After the message is received through the senses, the recipient of the message must be able to interpret the sign language according to the content of the message in question. The recipient of the message is a person who can understand the sender's message even though it is in the form of a cipher without reducing the meaning of the message intended by the sender of the message.

Feedback is a signal or response that contains an impression from the recipient of the message to the sender of the message in verbal or non-verbal form. Without feedback, a message sender never knows for sure whether the message can be received as expected. Feedback can be delivered by the recipient of the message and or other people who are not the recipient of the message. In feedback there is two-way communication. This communication needs to occur to avoid misunderstandings so that it can be seen that the recipient of the message really understands the message.

Distractions are things that hinder or hinder communication and impair concentration so that the recipient of the message misinterprets it. Disturbance is not a part of communication, but has an influence on the communication process.

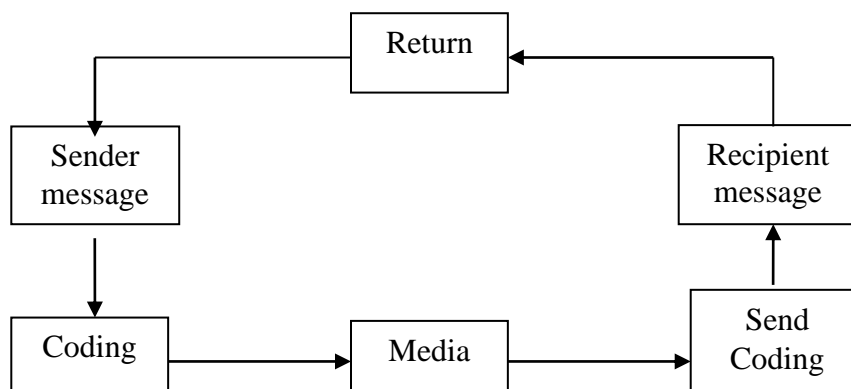


Figure 1. Basic Process of Communication

From the chart displayed by Husaini, it can be seen that there are several elements of communication, namely the sender of the message, the code, the media, the sender of the code, the recipient of the message and the feedback. Communication as the delivery of

messages and understanding of meaning, in the Qur'an as a source of Islamic education how to communicate is regulated, there are many verses that discuss communication, for example in the letter An-Nahl: 125:

لِي لِي بِالْحِكْمَةِ لَمَوْعِظَةٍ لِحَسْنَةٍ لَّهُمْ لَّتِي أَحْسَنَ لَمَّا لِي لِي لِمَ لَمْهُتَدِينَ

Meaning: "Call (humans) to the way of your Lord with wisdom and good lessons and refute them in a good way. Verily, it is your Lord who knows best who has strayed from His path, and He who knows best those who are guided." QS. An-Nahl: 125.

In the Qur'an, Hidayat and Wijaya (2017: 238-240) explain that there are many verses that discuss the principles and ethics of effective communication. Likewise, in the second source of Islamic education, namely hadith, many communication systems are found, for example in communicating the Prophet SAW did not like people to talk convoluted following the hadith of the Prophet SAW:

اَعَامِرِ الْمَلِكِ اَلَمْ اِبْنَ اَلْ اَلْمَشْرِقِ اِن لِي لِي اَللَّهِ لِي اَللَّهُ
 عَلَيْهِ وَسَلَّمَ فَقَامَا فَتَكَلَّمَا ثُمَّ قَعَدَا وَقَامَ ثَابِتُ بْنُ قَيْسٍ خَطِيبَ رَسُولِ اللَّهِ
 صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَتَكَلَّمَ ثُمَّ قَعَدَ فَعَجِبَ النَّاسُ مِنْ كَلَامِهِمْ فَقَامَ النَّبِيُّ
 صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَقَالَ يَا أَيُّهَا النَّاسُ قُولُوا بِقَوْلِكُمْ فَإِنَّمَا تَشْقِيقُ الْكَلَامِ
 مِنَ الشَّيْطَانِ قَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ إِنَّ مِنَ الْبَيَانِ ا

Meaning: "Has told us Abu Amir Abdul Malik bin Amr, told us Zuhair from Zaid bin Aslam, I heard Ibn Umar say, two men came from the east, both were preachers at the time of the Prophet sallallaahu 'alaihi wasallam . The two men stood up and delivered a speech, then sat back down. Then Thabit bin Qais - Khatib Rasulullah sallallaahu'alaihi wasallam- appeared, made a speech, then sat back down. The people became amazed at their speech. The Prophet sallallaahu 'alaihi wasallam immediately stood up and said: "O people, speak naturally, verily, convoluted speech is from the devil." The Prophet sallallaahu 'alaihi wasallam said: "

The two grand theories above show the importance of communicating by using the terms of communication which are bound by the legal rules of communication, which must be wise and reasonable, taking into account the element of appropriateness.

2.2 Communication Models

Communication as a science that studies human behavior in communicating, can also be described in various models. The communication model was created to assist in providing an understanding of communication and also to specify the forms of communication that exist in human relationships.

There are several communication models as described by Mufid (2005: 4-17) namely the SR model, Aristotle, Laswell, Shannon and Weaver's model, Schramm's model and others, which are further described as early stages of the formation of the communication discipline.

a. Model S – R

The stimulus-response (S-R) model is the most basic communication model. This model is influenced by the discipline of psychology, especially the behavioristic one. The model describes the stimulus-response. This model shows communication as a simple action reaction. If a man blinks at a woman, and the woman then blushes, that is the S - R pattern, the S - R pattern can also be negative, for example the first person looks at the second person sharply, and the second person stares back, or looks down shyly, or even rebel.

b. Aristotle's Model

Aristotle's model is the most classic communication model, which is often also called the rhetorical model. Communication occurs when a speaker conveys his speech to the audience in an effort to change their attitude. Precisely, he put forward three basic elements in the communication process, namely the speaker (speaker), the message (message), and the listener (listener).

c. Lasswell Model

Lasswell's communication model is in the form of verbal expressions, namely:
Who, Says What, In Which Channel, To Whom, With What Effect?

This model was put forward by Harold Lasswell in 1948 which describes the communication process and the functions it carries out in society. Lasswell suggests three functions of communication, namely: environmental monitoring, correlation of various separate parts of society that respond to the environment, transmission of social heritage from one generation to another. Lasswell admits that not all communication is two-way. Lasswell model is often applied in mass communication. The model implies that more than one channel can carry a message. Lasswell's model was criticized because it seemed to signal the presence of a communicator and a purposeful message. This model also oversimplifies the problem.

d. Shannon and Weaver Models

The early model of communication was put forward by Claude Shannon and Warren Weaver in 1949. This model is often called the mathematical model or the information theory model. It is probably the model that has the strongest influence on other communication models and theories. Shannon and Weaver's model highlights the problem of delivering messages based on the level of accuracy. In other words, Shannon and Weaver's model assumes that information sources generate messages to communicate from a set of possible messages. The transmitter converts the message into a signal that matches the channel used. Channel (channel) is a medium that sends signals (signs) from the transmitter to the receiver (receiver). Shannon and Weaver's model can be applied to other communication contexts such as interpersonal communication, public communication.

e. Schramm Models

According to Wilburg Schramm, communication always requires at least three elements: source (source), message (message), and target (destination). The source may be an individual or an organization such as a newspaper, television station. According to Schramm, everyone in the communication process is both an encoder and a decoder. We are constantly decoding signs from our environment, interpreting them.

f. Newcomb Model

Theodore Newcomb views communication as a social-psychological perspective. The model resembles a group network diagram created by social psychologists and resembles the initial formulation of cognitive consistency. In this communication model, it is often also called the ABX model or Newcomb's symmetric model, which describes that someone A, conveys information to another person, B, about something, X, the model assumes that the orientation of A to B and to X is interdependent and the three are a system that consists of four orientations.

- 1) A's orientation towards X, which includes attitudes toward X as an object to be approached or avoided and cognitive attributes (beliefs and cognitive order)
- 2) A's orientation towards B, in the same sense
- 3) B's orientation towards X
- 4) B's orientation towards A

g. Westley and MacLean Models

Westley and MacLean were influenced by the Newcomb model, as well as by Lasswell and others. They add an infinite number of events, ideas, objects and people, all of which are "object orientation," placing a role C between A and B, and providing feedback. The Westley and MacLean model includes several important concepts, namely feedback, the difference between interpersonal communication and mass communication, and opinion leaders are important as an additional element in mass communication.

h. Gerbner Models

The Gerbner model is an extension of the Lasswell model. This model consists of a verbal model and a dramatic model. Gerbner's verbal model is as follows:

- 1) A source
- 2) Perceive an event
- 3) React
- 4) Through a tool (channels, media, physical engineering, administrative and institutional facilities for distribution and control)
- 5) To provide materials
- 6) In a form
- 7) and context
- 8) Containing content
- 9) Which has a consequence

Gerbner's model shows that someone perceives an event and sends a message to a transmitter which in turn sends a signal to the receiver, in that transmission the signal encounters interference and appears as an SSS for the target (destination).

i. Berlo Models

This model is known as the SMCR model (source, message, channel, receiver). The source is the party who creates the message, either a person or a group. A message is the translation of ideas into a symbolic code such as language or signal. The channel is the medium that carries the message and the receiver is the person who is the target of communication.

j. De Fleur Models

Describes mass communication rather than interpersonal communication. The model is an extension of the model put forward by other experts, especially Shannon and Weaver by including mass media tools (mass medium service) and feedback devices.

k. Tubbs Models

Describing the most basic communication, namely the communication of two people (dyadic). The Tubbs communication model is in accordance with the concept of communication as a transaction that assumes both participants as senders and receivers of messages. The Tubbs model depicts that both one and two communicators continuously receive input, namely stimuli, both internal and external, that have passed, both those that have taken place, as well as all physical and social experiences.

l. Interactional Model

The interactional model refers to the communication model developed by social scientists who uses the perspective of symbolic interaction with the main character Herbert and his student Blumer. The interactional model is very difficult to draw diagrammatically. Thus several models of communication, one communication with another, is a communication development from time to time, with the expansion of communication patterns.

III. Research Methods

This research is classified as a qualitative descriptive research with the type of field research, the research location is at MAN I Takengon which is located on Jalan Lebekadir Paya Ilang, Bebesen District, Central Aceh Regency, and the research time is 4 weeks. Data collection techniques are interviews and analysis of documentation related to organizational communication in the madrasa environment. The research instruments used are interview forms and documentation forms. The data analysis using the concept of Miles and Huberman, namely data processing techniques and data interpretation is carried out in the following stages: Data reduction, Data Display, Data Verification.

IV. Result and Discussion

4.1 Communication Model

The communication center is the head of the madrasa as the decision holder in MAN I Takengon. Teachers, staff and all madrasah civitas are more confident about information centered on the madrasah principal, rather than receiving it from other sources, even though the madrasa has an organizational structure that is authorized to handle information and public relations, namely the deputy head of madrasah III in the field of public relations.

Communication that is centered on the madrasah leadership does not mean that information is centered on the top-down power of the madrasah principal, and it does not mean that wakamad III in the field of public relations does not have information credibility. However, the madrasa community still considers communication to mean the giving or receiving of information, so that the information received in accordance with the needs related to the work environment is the information received from the head of the madrasa.

Information tends to be understood by the madrasa community as a command or recommendation. So that the application of communication is very traditional, especially local culture which requires complying with all information from the leadership because the

leader is considered to be correct. For this reason, the tendency of communication models to use simple models such as those offered by Aristotle or the Stimulus-Response model and other simple models.

The application of this communication model, it was found out when an investigation was carried out, was also caused by the relatively young age of the principal, while some of the educators and educational staff he leads are older, so according to him, he must be very good at maintaining communication patterns, so that what becomes the formulation of the vision and mission that has been designed can be realized.

From the results of the research above, it is known that the head of MAN I Takengon, uses a variety of communication models, and the tendency of communication is established because of a trust or to maintain good relations with educators and education staff and the madrasa service user community, both parents and the community, with the aim of achieving the vision and mission. there is a unique organizational communication model at this madrasa, namely we hear, we obey, because madrasa information, it must be good information for students and madrasas, there is nothing to politicize.

4.2 Internal and External Communication Media

For communication within the (internal) environment of MAN I Takengon, both communication between the leadership and the leadership elements (head and deputy head of madrasa), the head with educators and education staff, the head with madrasa students, the media used are oral and written media. Oral media in the form of requests or directions at meetings or meetings, both periodic meetings and incidental meetings, communication currently applies two-way communication. One-way communication also applies at the madrasa, namely by utilizing the momentum of Monday's apples and religious symbols on Friday mornings, and other incidental times as well as verbal announcements through the use of TOA media contained in the madrasa.

The written media used are in the form of circulars, decrees, written announcements on board charts and bulletin boards. The technological communication media used are still in the form of using telephone media for interpersonal and short message services in general, the use of computing-based communication media is still very limited, namely via email and internet network connections are still very limited which are only owned by madrasa operators, not yet connected to other computers. in the madrasa. Meanwhile, educators and other educational staff use their respective smartphones.

From interviews conducted with educators and education staff, in communicating for the benefit of the organization at this time they feel that they do not have significant obstacles, even though they still use the available communication media, they are still able to satisfy them in running the organization. Whereas in this modern era the acceleration of change is accelerating very quickly, with jumps that do not follow the stairs in an orderly manner but with stepping four, five stairs at once, which is the impact of globalization, advances in information technology.

Dobrnjič (2011) explains that the process of informatization has become one of the most important activities of the modern world, a generator of social success and a means to integrate oneself with developed countries. For organizations that do not keep up with the global development of computerization, there is no future. "The process of informatization has become one of the most important activities of the modern world, a generator of social success and a means of integrating with the developed world. For organizations that do not follow the global development of computerization, there is no future".

Today, Education Management Information System (EMIS) plays an important role in assisting education policy makers, decision makers, if we look at managers in Malaysia in

making timely and good decisions need high quality data available to people who need it. As explained, Azlinah Mohamed et.al, (2009), “The Education Management Information System (EMIS) plays a significant role in helping the education policy-makers, decision-makers, and managers in Malaysia to make timely and good decisions. This requires high quality data to be made available to relevant people.

Even recently people have developed Cloud Computing, as an important alternative development from the perspective of today's education. Students and administrators have the opportunity to quickly and economically access various application platforms and resources through on-demand web pages. As explained by Tuncay Ercana, (2010): “Cloud computing as an exciting development is a significant alternative today's educational perspective. Students and administrative personnel have the opportunity to quickly and economically access various application platforms and resources through the web pages on-demand.”

For external communication, namely communication with the guardians of students (users) in particular and the wider community (public), the media used is not much different from the media for internal communication of the organization. Committee meetings, parents, or individual meetings using oral communication media as well as writing in the form of notification letters, circulars, brochures, banners and billboards, have not found other printed media, such as contact books, bulletins, school magazines, booklets and others.

The head of the madrasah complained that the committee and student guardians had not been very proactive in establishing communication with the madrasa, both regarding the development of their children's learning outcomes (students) and for the improvement and development of madrasas as educational institutions. The committee only came for the purposes of physical development and to sign the required number of reports.

From the results of the research above, it is known that MAN I Takengon, in communicating using oral and written media and the use of computing-based communication media, is still very limited. Educators and education staff, when asked which of the direct and indirect communication media are more preferred, generally answered that written letters were preferred over face-to-face or face-to-face meetings. He further explained that letters have more opportunities to process the available information.

4.3 Communication Barriers

The results of interviews conducted with the head of MAN I Takengon, it is known that the unavailability of money for allocation in providing computing-based communication media and other media that requires money. For human resources, MAN I has very adequate teaching and educational staff with the level of education and experience as educators and education staff.

From the results of the research above, it can be seen that there are no significant obstacles in building organizational communication at MAN I Takengon, although there are some things that should be available and possible to do, but do not apply in the madrasa, for example the availability of wi-fi, procurement of bulletins or school magazines as an effort to communicate and socialize madrasas, with such a number of students, money should not be an obstacle in providing wi-fi devices. Judging from the availability of human resources, MAN I Takengon has educators and education personnel who are in accordance with the qualifications and with very adequate experience and rank.

V. Conclusion

The communication model used varies, there is no one superior communication model. The communication media both internally and externally are relatively the same, there are only differences for the public to add brochures and banners or billboards, while the utilization of information with computing power or ICT has not been maximized. No significant obstacles were found in building communication both internally and externally, the Committee and Student Guardians have not been proactive in building communication with the madrasa.

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