

Interpersonal Communication and Effectiveness of Leadership in Islamic Boarding Schools

Rohidin

Universitas Islam Al-Ihya Kuningan, Indonesia

rohidin.unisa@gmail.com

Abstract

Kyai's leadership in Islamic boarding schools as the holder of full authority over all policies in managing Islamic boarding schools. The process of organizing education in Islamic boarding schools runs according to and in line with efforts to achieve effective and efficient educational goals. The progress and retreat of Islamic boarding schools cannot be separated from the leadership of the boarding school leaders themselves. The effectiveness of the leadership of Islamic boarding school leaders is one of the factors that determine the success of Islamic boarding schools, which is the desire of every community that is very concerned about the quality and quantity of output from the resulting Islamic boarding school educational institutions. This research is a literature study that examines various sources on interpersonal communication and the effectiveness of ulama leadership in Islamic boarding schools. The results of the literacy studies conducted indicate that the interpersonal communication skills of ulama have an influence on the effectiveness of leadership in Islamic boarding schools.

Keywords

interpersonal communication;
effectiveness of leadership;
Islamic boarding schools



I. Introduction

Islamic boarding school is a religious institution as well as an Islamic educational institution which is very interesting to observe from various aspects. Pesantren as an Islamic educational institution in the midst of globalization or modernization still has an honorable place as a typical Indonesian Islamic educational institution that can be traced to scientific ties and its curriculum with centers of learning Islamic religious knowledge in various parts of the world. This optimism is based on evidence that pesantren can still be established hundreds of years ago, graduates can play a valuable role in the field of science or leadership, and there has been no educational institution that has succeeded in producing ulama from generation to generation as graduated by pesantren.

The leadership of the Islamic boarding school (Kyai) holds full authority over all policies in the management of the Islamic boarding school. Whereas the process of providing education in Islamic boarding schools must run according to and in line with efforts to achieve effective and efficient educational goals. The progress and retreat of Islamic boarding schools cannot be separated from the leadership of the boarding school leaders themselves.

Kyai's leadership is an interesting figure to observe as a leader of a boarding school, a figure who is known by the public as a religious figure, is perceived as a wise leader, full of example, protector, and a number of other positive views. It is no exaggeration if the leadership of the Islamic boarding school leadership is more adaptive in dealing with the heterogeneity of society, able to provide solutions in the midst of various ummah problems that arise in society.

The leadership of the Islamic boarding school plays its duties and responsibilities well or not, this can be seen from the effectiveness of the leadership of the Islamic boarding school, namely the way the Islamic boarding school leader carries out his duties and roles. Thus, the leadership of the Islamic boarding school must have high leadership performance and effectiveness, this is very necessary to realize the high quality of the Islamic boarding school as well.

II. Review of Literature

Humans as individual beings and social beings have reason that distinguishes them from other creatures. Realities that occur in human life are always changing based on the flow of information. The development of science and technology (Science and Technology) is so rapid, the flow of information and globalization make people proactive in their lives.

How are the interactions between individuals and groups within the organization? In general, it can be said that communication is a social process that takes place between humans. The term process is a stage of activities, actions and events over time leading to certain results. The stages of the communication process start from the message that is created until the emergence of influence and change in the target. The ability to communicate between individuals is one of the characteristics of intellectual intelligence and emotional intelligence, because with communication, something that is intended can be understood by others, and vice versa so that mutual understanding occurs between the two. Thus, the communication function will provide an understanding of the intent and purpose of something, especially within the organization. How does communication function? To be able to analyze and understand how communication functions theoretically according to Jennifer M. George and Garreth R. Jones as described below:

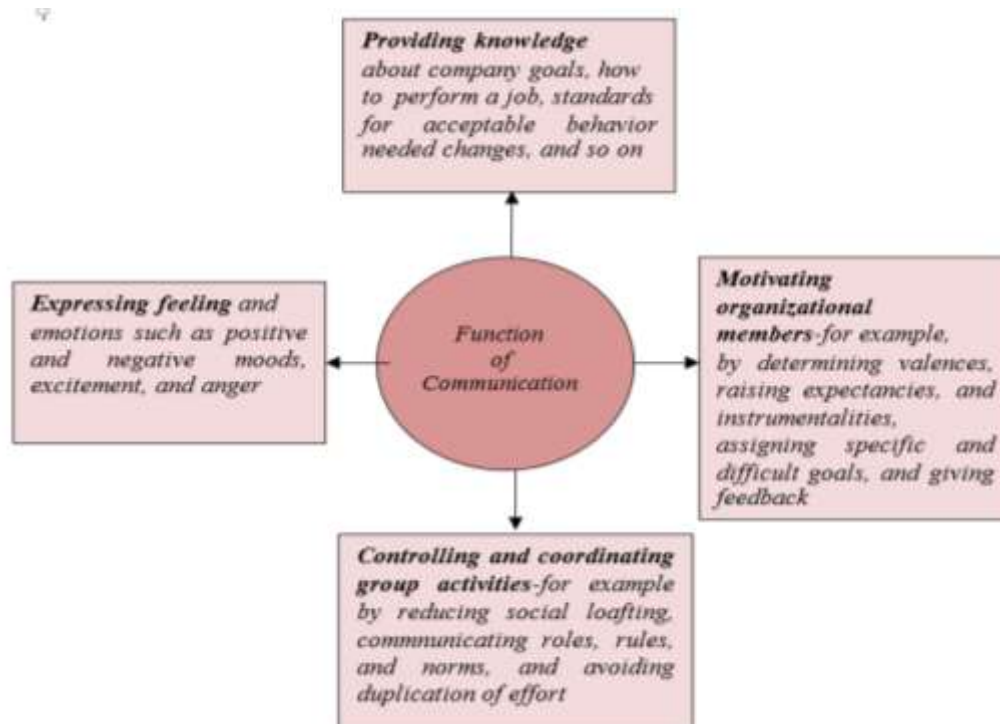


Figure 1. Function of Communication

Source: Jennifer M. George and Garreth R. Jones, *Organizational Behavior*, Fourth Edition (Upper Saddle River, New Jersey, 2005), h., 438

The communication functions described above are:

- a. Complete knowledge about organizational goals so that organizational members can understand how to do work, interact among others.
- b. Expressions of feelings that are carried out both from the leader towards subordinates, as well as among fellow workers. This means that it can foster solidarity. Not infrequently from communication errors, there are deviations in tasks and conflicts. Communicating in the expression of feelings can also lead to positive and negative things.
- c. Motivating members of the organization through communication, for example giving hope, for example, positions, awards, praise which are expected so that members of the organization can provide feedback in the form of improving performance towards achieving organizational goals.
- d. Group monitoring and coordination activities, for example, can increase the role and rules of communication and norms, and avoid double effort. The results of the communication require supervision and coordination to determine whether the communication is carried out effectively, both individually and in groups.

In line with that according to Gibson, et al said that:

Communication is the delivery of information and understanding through the use of common symbols, can be verbal or nonverbal. The communication process has five elements, namely: 1) Communicator; 2) Message; 3) Media; 4) Recipient; and 5) Feedback.

In the university environment, communication is a fundamental foundation in building intellectual intelligence and emotional intelligence. The lecturers do not stop communicating to students, to the leadership and to fellow colleagues. In the process of communication between lecturers and students, unidirectional communication can occur, namely the lecturer conveys learning material, and two-way communication, namely the lecturer asks questions to students. In two-way communication, lecturers are expected to be clear, clear and concise in conveying questions so that students can understand what it means, so that they can answer well. For this reason, lecturers are expected to have intellectual intelligence and emotional intelligence in communicating. Thariq (2018) stated that direct face-to-face communication as a feature of interpersonal communication allows each party to read facial expressions, body language, to allow for a comfortable caress or touch between parent and child will shape the reality of family togetherness.

In carrying out educational activities, the leaders of Islamic boarding schools are expected to be able to communicate well with lecturers, students and between fellow leaders. This good communication in turn will facilitate the leadership of the Islamic boarding school in making decisions.

Furthermore, it is expected that interpersonal communication can be effective, according to James MC Croskey, Carl Larson, and Mark Knap in Miftah Thoha said, communication will take place more effectively if the source and recipient are homophilous. The closer the similarities between are to equate understandings ("people in a communication transaction, the more likely they more effective communication occurs when source and receiver are homophilous. The more nearly alike the people in a communication transaction, the more likely they will share meanings "). The principle of homophilous is an open attitude towards others. If someone is not open to others, suspicion will always arise. This will quickly lead to conflict. Higher education leaders in communicating with subordinates are expected to have an open attitude so that subordinates in receiving this communication run it well, there is no suspicion.

Communication with a sense of openness, empathy, support, positivity and equality will be able to produce the expected results in achieving organizational goals. There is an adoption of the message it conveys. This is in accordance with the opinion of Luthans that "interpersonal communication is a psychological process that forms the basis of behavior change and the main emphasis is on the transfer of information from one person to another".

This quote says that communication is a process of interaction or mutual understanding between people. Interaction between individuals and groups will change behavior. In religious and cultural social life, it will lead to a variety of communication. Especially communication in verbal form, it is possible that individuals can quickly understand the meaning and on the other hand it is difficult to understand the meaning. Tribal pluralism will bring differences in communication. As a leader, he strives in communicating to understand the character of his subordinates, so that requires tolerance.

The essence of interpersonal communication is the interaction between individuals (interpersonal) even though in its realization it is carried out together or representing their respective groups. In principle, communication continues as an individual interaction or in the form of interpersonal communication as a social function in decision making. Hasbullah et al (2018) stated that In another sense communication is the process of sending messages from one party to another through certain contexts such as intrapersonal communication, interpersonal or interpersonal communication, group communication or organizational communication and mass communication. When communication takes place in the context of group communication or organizational communication, it will have its own communication network or pattern.

Furthermore, according to Leslie W. Rui and Llyoyd L. Byars, "the interpersonal communication process includes sending and receiving verbal and nonverbal messages between two people". The process of interpersonal communication includes the sending and receiving of messages, both verbal and nonverbal, between two people. In line with this definition, according to Bateman and Snell, "communication is the transmission of information and the meaning from one party to another through the use of shared symbols".

Interpersonal communication is the interaction between one person and another in a time where both of them adapt to each other as unique individuals. Furthermore, it is said that interpersonal communication is communication that is unique and different from other communication because firstly there are several participants involved, secondly, the interactions that occur are very close, thirdly the interactions can be by seeing, hearing, touching, smiling through several channels, and fourthly feedback. can happen immediately. This opinion is also essentially the interaction between two people. In addition, it is said that communication has meanings such as gestures which are commonly known as body language, for example by shaking your head, smiling, raising your hand, and so on.

Interpersonal communication is a type of two-way communication. As stated by West and Turner, "interpersonal communication refers to face-to-face communication between people". While another opinion according to B. Curtis, James J. Floyd, and Jerry L. Winsor said that "interpersonal communication is the communication that occurs between two people or more that occurs naturally and is able to generate productive relationships". Interpersonal communication is communication that occurs between two or more people that takes place naturally and is able to produce productive relationships. The statement indicates that if two people are involved in communication, for example in the

form of a conversation, then communication will occur or last as long as there is a common meaning of what is being said.

Every communication activity involves two dimensions, namely the task dimension and the relationship dimension. The task dimension refers to objects, phenomena, people, or events that occur outside of us, while the relationship dimension refers to messages that are not spoken but involve a special relationship between the sender of the message and the recipient of the message.

In interpersonal communication, everyone has their own way and style as stated by James L. Gibson, "interpersonal communication style refers to how an individual prefers to relate to others". Interpersonal communication style shows how an individual prefers to relate to others. Communication can occur effectively if the communicator and the communicant have the same meaning and or purpose.

On this basis, communicators are required to have a special ability to understand the condition of the communicant, both technically influencing and using various devices, so that the communicant gives a positive response. This is in accordance with the opinion of Neo Wrih says that the ability is related to the conversation or skill to perform its activities properly.

This quote illustrates that communication is the process of delivering messages by communicators to communicants through media that cause certain effects. The communication process is essentially a process of conveying thoughts or feelings by someone (the communicator) to another person (the communicant).

In interpersonal communication according to Richard M. Steers & J. Stewart Black there are three types, namely:

- a. Oral communication, namely the exchange of information through speech. This type is one of the most common and frequently used types of communication.
- b. Written communication, namely communication through written letters, reports and notes. This type of communication requires good documentation so that the message can be maintained.

Nonverbal communication, namely "communication that is carried out without using speech or writing. This communication can be identified through symbols such as body language, eye movement postures and other expressions". Interpersonal communication as described above applies in almost all organizational environments, both formal and informal. Formal communication and informal communication, both have a high urgency both the effectiveness of interpersonal communication that occurs in the boarding school environment. In order for effective communication there are elements, namely: 1) there is a person who conveys the communication or communicator; 2) the existence of tools or media to convey messages; 3) there is a recipient or communicant; 4) reciprocity; and 5) environment during message delivery.

Communication begins with sending messages in the form of ideas, thoughts, or ideas in the form of information which is then channeled using media or connecting devices to communicate orally or in writing, horizontally or vertically, formally or informally is then received by the communicant. The recipient of the message then tries to interpret the news received and try to understand the message or reply to decisive action feedback.

Furthermore, according to James L. Gibson, et., al., "interpersonal communication that flows between individuals in face-to-face and group situations." Interpersonal communication is done face-to-face. Organizing the teaching and learning process Ustadz/ah communicated with the group, namely students. Likewise, the leadership of the Islamic boarding school also communicates with Ustadz/ah, and other educational staff.

What is expected from communication, namely messages or information in the form of rules so that they are carried out properly to achieve the educational goals of Islamic boarding schools. This shows that in carrying out the task, the recipient of the communication can understand the meaning of what is conveyed. The process of communication as drawn below:

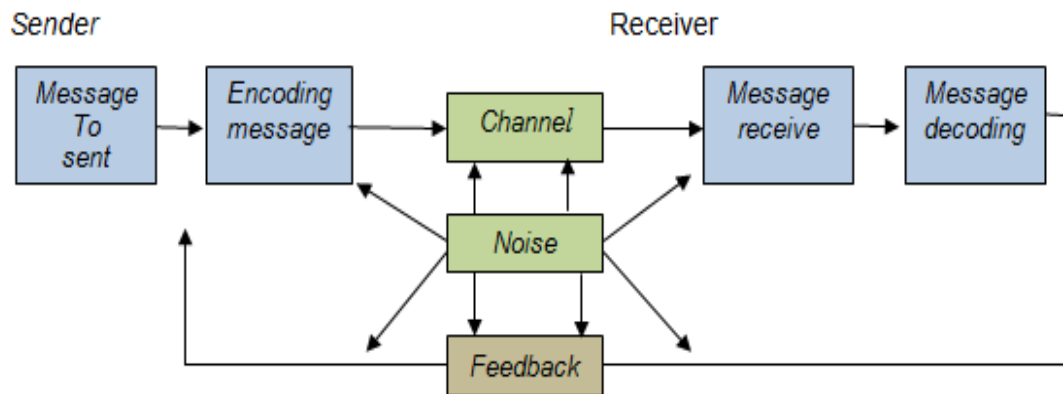


Figure 2. *The communication Process*

Source: Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior*, Twelfth Edition (Upper Saddle River, New Jersey: Pearson Education Inc., 2007), P. 326

Based on the description above, it can be synthesized that interpersonal communication is a reciprocal relationship between two or more people in delivering and receiving messages, both verbal and nonverbal, with indicators; open in conveying information, accuracy in delivering messages, developing cooperation in communication, and providing feedback.

III. Research Methods

This research was conducted using a survey method with a path analysis approach. The way to collect the data needed in this research is done through questionnaires and tests that have been prepared in advance. This study will examine the relationship between research variables, and measure the influence of one variable with another variable. In this study, there are four variables to be studied, namely competence, integrity, interpersonal communication, and leadership effectiveness.

The samples used in this study were the leaders of Islamic boarding schools (Kiai and Ustadz/Ustadzah) as many as 104 Islamic boarding schools. The sampling technique used in this research is random sampling. In random sampling, each element of the population has the same probability of being selected. Furthermore, every possible sample of this particular size has the same probability of being selected. This means that each element is chosen independently of every other element. The sample is obtained by a random procedure from the sampling frame.

IV. Results and Discussion

4.1 Leadership Effectiveness (Y)

From the data obtained in the field which is then statistically processed into a frequency distribution list, the number of classes is calculated according to the rule Sturges, obtained eight classes with a maximum score of 145 and a minimum score of

115, so the score range is 30. The results of the calculation of the data obtained an average of 127.53; the standard deviation of 5.63; variance of 31.7273; the median is 127.5; and the mode is 126. The grouping of leadership effectiveness data can be seen in the frequency distribution table as follows.

Table 1. Frequency Distribution of Leadership Effectiveness Score (Y)

No	Interval Class			Limit		Frequency		
				Lower	Up	Absolute	Relative	Cumulative
1	115	-	118	114,5	118,5	5	4,81%	4,81%
2	119	-	122	118,5	122,5	17	16,35%	21,15%
3	123	-	126	122,5	126,5	22	21,15%	42,31%
4	127	-	130	126,5	130,5	31	29,81%	72,12%
5	131	-	134	130,5	134,5	17	16,35%	88,46%
6	135	-	138	134,5	138,5	9	8,65%	97,12%
7	139	-	142	138,5	142,5	2	1,92%	99,04%
8	143	-	146	142,5	146,5	1	0,96%	100%
						104	100%	

Based on the table above, the histogram will then be made. There are two axes that are needed in making histograms, namely the vertical axis as the absolute frequency axis, and the horizontal axis as the leadership effectiveness score axis. In this case, on the horizontal axis, the class boundaries of the interval are written from 114.5 to 146.5. These values are obtained by subtracting the number 0.5 from the smallest data and adding the number 0.5 for each class limit at the highest limit. The histogram graph of the distribution of the leadership effectiveness data is shown in the following figure.

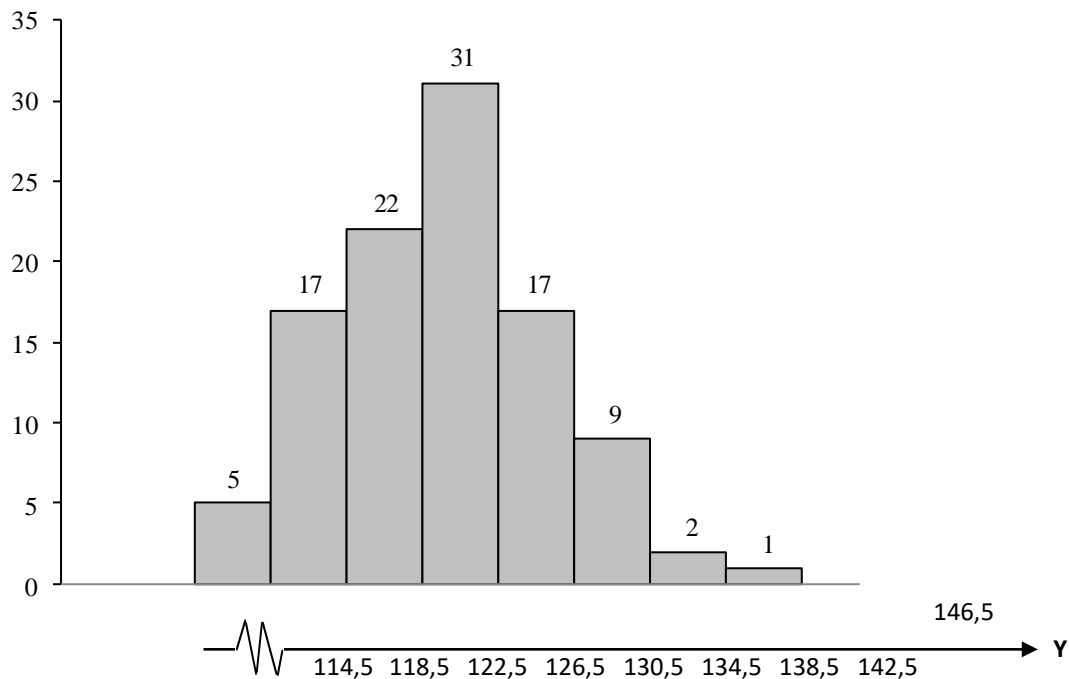


Figure 3. Histogram of leadership Effectiveness Data (Y)

4.2 Competency (X_1)

Competence data has an empirical score range of 16 to 30, so the score range is 14. The results of the calculation of the data obtained an average of 23.65; the standard deviation of 3.39; variance of 11.4712; the median is 24.0; and the mode is 24. The grouping of competency data can be seen in the frequency distribution table as follows.

Table 2. Distribution of Competency Score Frequency (X_1)

No	Interval Class			Limit		Frequency		
				Lower	Up	Absolute	Relative	Cumulative
1	16	-	17	15,5	17,5	5	4,81%	4,81%
2	18	-	19	17,5	19,5	10	9,62%	14,42%
3	20	-	21	19,5	21,5	12	11,54%	25,96%
4	22	-	23	21,5	23,5	20	19,23%	45,19%
5	24	-	25	23,5	25,5	23	22,12%	67,31%
6	26	-	27	25,5	27,5	20	19,23%	86,54%
7	28	-	29	27,5	29,5	13	12,50%	99,04%
8	30	-	31	29,5	31,5	1	0,96%	100%
						104	100%	

Based on the table above, the histogram will then be made. There are two axes needed in making histograms, namely the vertical axis as the absolute frequency axis, and the horizontal axis as the competency score axis. In this case, on the horizontal axis, the class boundaries of the interval are written from 15.5 to 31.5. These values are obtained by subtracting the number 0.5 from the smallest data and adding the number 0.5 for each class limit at the highest limit. The histogram graph of the distribution of the competency data is shown in the following figure.

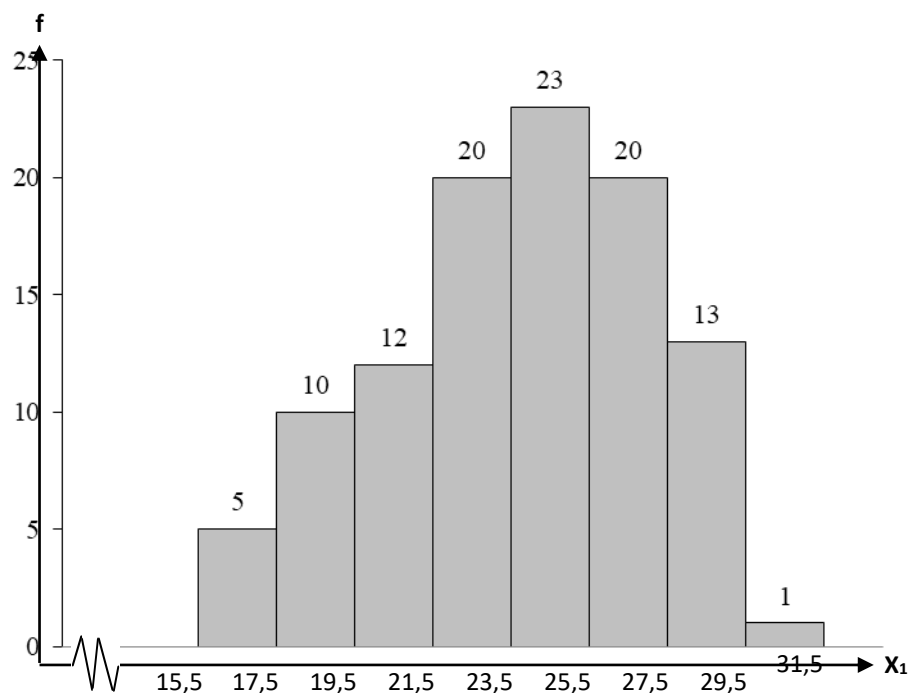


Figure 4. Competency Data Histogram (X_1)

4.3 Integrity (X₂)

Data integrity has a range of empirical scores between 118 and 148, so the score range is 30. The results of the calculation of the data obtained an average of 133.77; standard deviation of 3.39; variance of 55.1501; the median is 134.0; and the mode is 135. The grouping of integrity data can be seen in the frequency distribution table as follows:

Table 3. Integrity Score Frequency Distribution (X₂)

No	Interval Class	Limit		Frequency				
		Lower	Up	Absolute	Relative	Cumulative		
1	118 - 121	117,5	121,5	7	6,73%	6,73%		
2	122 - 125	121,5	125,5	9	8,65%	15,38%		
3	126 - 129	125,5	129,5	14	13,46%	28,85%		
4	130 - 133	129,5	133,5	19	18,27%	47,12%		
5	134 - 137	133,5	137,5	21	20,19%	67,31%		
6	138 - 141	137,5	141,5	17	16,35%	83,65%		
7	142 - 145	141,5	145,5	11	10,58%	94,23%		
8	146 - 149	145,5	149,5	6	5,77%	100%		
				104	100%			

Based on the table above, the histogram will then be made. There are two axes needed in making histograms, namely the vertical axis as the absolute frequency axis, and the horizontal axis as the integrity score axis. In this case, on the horizontal axis, the class boundaries of the interval are written from 117.5 to 149.5. These values are obtained by subtracting the number 0.5 from the smallest data and adding the number 0.5 for each class limit at the highest limit. The histogram graph of the distribution of the integrity data is as shown in the following figure:

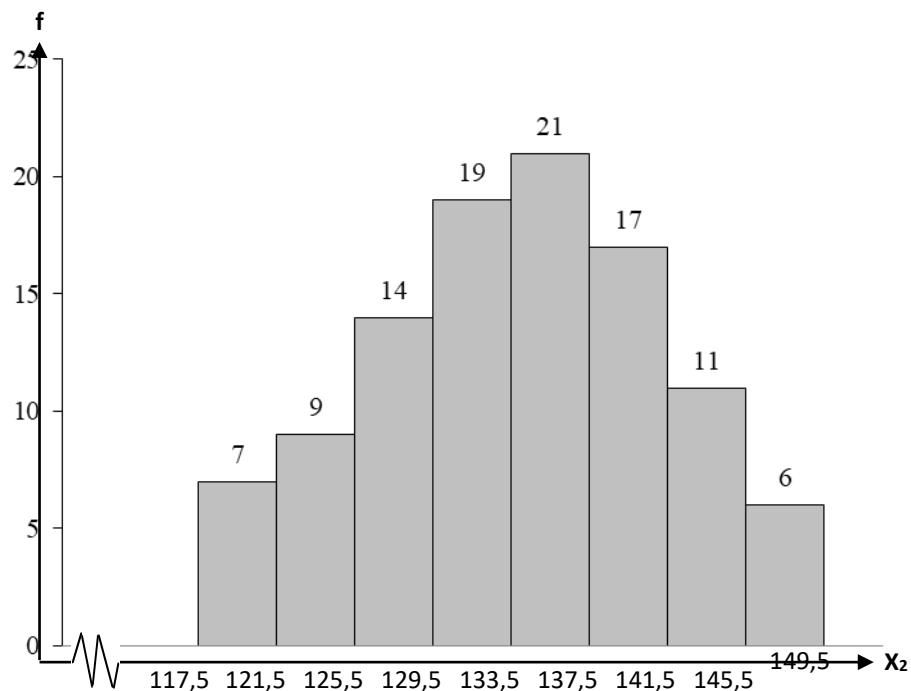


Figure 5. Histogram Data Integrity (X₂)

4.4 Interpersonal Communication (X_3)

Interpersonal communication data has an empirical score range between 101 and 122, so the score range is 21. The results of the calculation of the data obtained an average of 111.63; standard deviation of 4.72; variance of 22.2561; the median is 111.5; and the mode is 112. The grouping of interpersonal communication data can be seen in the frequency distribution table as follows.

Table 4. Frequency Distribution of Interpersonal Communication Score (X_3)

No	Interval Class	Limit		Frequency				
		Lower	Up	Absolute	Relative	Cumulatif		
1	101 - 103	100,5	103,5	3	2,88%	2,88%		
2	104 - 106	103,5	106,5	12	11,54%	14,42%		
3	107 - 109	106,5	109,5	20	19,23%	33,65%		
4	110 - 112	109,5	112,5	27	25,96%	59,62%		
5	113 - 115	112,5	115,5	22	21,15%	80,77%		
6	116 - 118	115,5	118,5	10	9,62%	90,38%		
7	119 - 121	118,5	121,5	7	6,73%	97,12%		
8	122 - 124	121,5	124,5	3	2,88%	100%		
				104	100%			

Based on the table above, the histogram will then be made. There are two axes that are needed in making histograms, namely the vertical axis is the absolute frequency axis and the horizontal axis is the interpersonal communication score axis. In this case, on the horizontal axis, the class boundaries of the interval are written from 100.5 to 124.5. These values are obtained by subtracting the number 0.5 from the smallest data and adding the number 0.5 for each class limit at the highest limit. The histogram graph of the distribution of the interpersonal communication data is shown in the following figure.

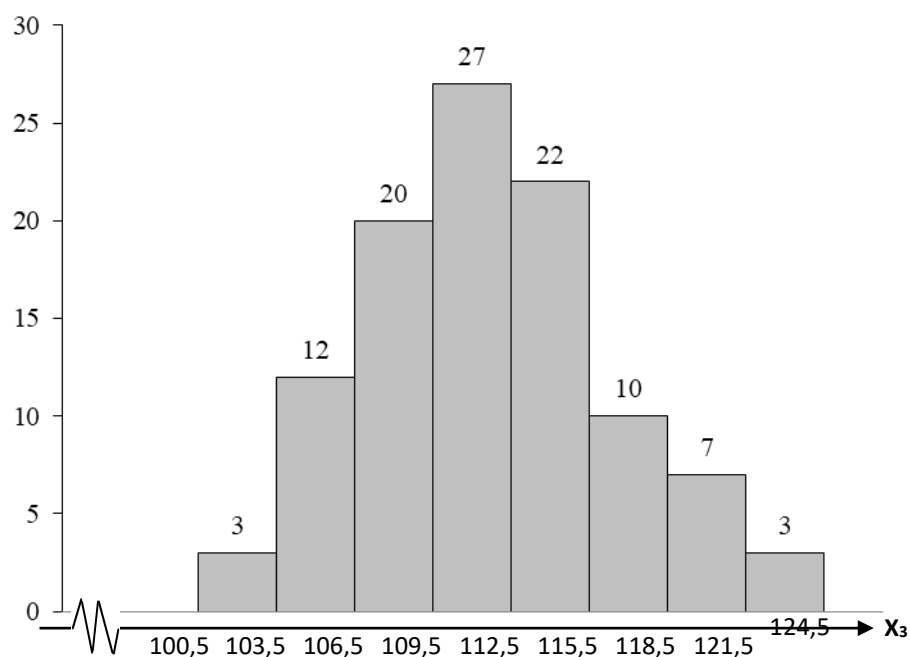


Figure 6. Histogram of Interpersonal Communication Data (X_3)

The recapitulation of the results of descriptive statistical calculations is summarized in the following table:

Table 5. Summary of Descriptive Statistics

Description	Effectiveness Leadership	Competency	Integrity	Interpersonal Communication
Average	127,53	23,65	133,77	111,63
Standard Error	0,55	0,33	0,73	0,46
Median	127,5	24,0	134,0	111,5
Mode	126	24	135	112
Standard Deviation	5,63	3,39	7,43	4,72
Variance	31,7273	11,4712	55,1501	22,2561
Range	30	14	30	21
Lowest	115	16	118	101
Highest	145	30	148	122
Total Score	13263	2460	13912	11609
Sample Size	104	104	104	104

After the researchers observed and confirmed to a number of sources that the effectiveness of Islamic boarding school leadership is influenced by 3 (three) factors that influence it, among them are:

First, competence is the ability of a leader to handle various tasks and solve various problems to achieve a goal. The competencies of a boarding school leader that are very much needed include scientific or knowledge, skills, intelligence, example, authority, charisma, sincerity, ability, and acceptance in society. However, among the many elements of these competencies that are prioritized, namely, knowledge including; education, experience, interests, and skills, including; skills and personality in Islamic boarding schools.

Second, the integrity of a leader is needed to carry out the mandate in Islamic boarding schools. The leaders and all elements in the Islamic boarding school must have high integrity. If not, then he will feel the weight of carrying out the existing tasks, he will even be thrown from the boarding school, if not physically, he will be bounced from his role and function.

Third, interpersonal communication, social interaction is a communication process that always connects human interpersonal relationships with one another. Communication that occurs in Islamic boarding schools in the process of interpersonal communication, including communication of *kyai* with *ustadz* and students of Islamic boarding schools for 24 hours on formal and non-formal activities.

More details than that obtained by researchers in answering the hypothesis and drawing conclusions in this study can be described as follows:

1. Positive Direct Effect of Competence (X₁) on Leadership Effectiveness (Y)

The results of the first hypothesis analysis resulted in the finding that competence has a direct positive effect on leadership effectiveness. Based on these findings, it can be concluded that leadership effectiveness is directly influenced positively by competence. Increased competence will result in increased leadership effectiveness. The competency model is a number of competencies required in a position or job and can distinguish between individuals who have superior performance (superior performers) and average performers (average performers). The competency model supports strategic HR

development by aligning individual competencies with organizational values and strategies. In addition, the competency model can be used as a reference in preparing training and development programs relevant and aligned with the needs of the organization.

While leadership effectiveness is an effort to direct and influence followers to voluntarily do work with enthusiasm and trust and strive to achieve organizational goals, with the following indicators; making decisions, trusting followers, making work procedures and developing togetherness. Then if a leader can empower his subordinates, then the abilities and skills of subordinates will increase and this reciprocal relationship will be able to improve the performance of the institution/Islamic boarding school.

2. Direct Positive Effect of Integrity (X₂) on Leadership Effectiveness (Y)

The results of the second hypothesis analysis resulted in the finding that integrity has a direct positive effect on leadership effectiveness. Based on these findings, it can be concluded that leadership effectiveness is directly influenced positively by integrity. Increased integrity will result in increased leadership effectiveness. The integrity of a leader in the capacity of a leader in providing a commitment to service to the organization or company he leads, which is reflected in responsibility, innovation, and trust. A leader who has integrity will be reflected in a consistent attitude, stick to the vision, and carry out policy strategies to carry out his leadership mission.

While leadership effectiveness is an effort to direct and influence followers to voluntarily do work with enthusiasm and trust and try to achieve organizational goals, with the following indicators; making decisions, trusting followers, making work procedures, and developing togetherness. A leader must have high integrity so that his leadership strength has a positive influence on the organization he leads. He must also have the ability to encourage and motivate employees to improve their abilities and skills so that they can provide added value to the organization.

3. Direct Positive Effect of Interpersonal Communication (X₃) on Leadership Effectiveness (Y)

The results of the third hypothesis analysis resulted in the finding that interpersonal communication has a direct positive effect on leadership effectiveness. Based on these findings, it can be concluded that leadership effectiveness is directly influenced positively by interpersonal communication. Increased interpersonal communication will result in increased leadership effectiveness. Interpersonal communication is a reciprocal relationship between two or more people in delivering and receiving messages, both verbal and nonverbal, with indicators; open in conveying information, accuracy in delivering messages, developing cooperation in communication, and providing feedback.

While leadership effectiveness is an effort to direct and influence followers to voluntarily do work with enthusiasm and trust and strive to achieve organizational goals, with the following indicators; making decisions, trusting followers, making work procedures and developing togetherness. A leader must have high integrity so that his leadership strength has a positive influence on the organization he leads. He must have the ability to encourage and motivate employees so that they can improve their abilities

4. The Direct Positive Effect of Competence (X₁) on Interpersonal Communication (X₃)

The results of the fourth hypothesis analysis provide findings that competence has a direct positive effect on interpersonal communication. Based on these findings, it can be concluded that interpersonal communication is positively influenced by competence.

Increased competence will result in increased interpersonal communication.

Competence is an integrated capability that includes knowledge, skills, attitudes and behavior, and personality that must be mastered by an individual to do a job with superior performance standards with an indication that can be distinguished by the average performance.

The competency model is a number of competencies required in a position or job and can distinguish between individuals who have superior performance and average performers. The competency model supports strategic HR development by aligning individual competencies with organizational values and strategies. In addition, the competency model can be used as a reference in preparing training and development programs that are relevant and in line with the needs of the organization.

Meanwhile, Interpersonal Communication is a reciprocal relationship between two or more people in delivering and receiving messages, both verbal and nonverbal, with indicators; open in conveying information, accuracy in delivering messages, developing cooperation in communication, and providing feedback.

5. Positive Direct Effects of Integrity (X₂) on Interpersonal Communication (X₃)

The results of the fifth hypothesis analysis resulted in the finding that integrity has a direct positive effect on interpersonal communication. Based on these findings, it can be concluded that interpersonal communication is positively influenced by integrity. Increased integrity will result in increased interpersonal communication. Integrity of a leader is the capacity of a leader in providing commitment to service to the organization or company he leads, which is reflected in responsibility, innovation, and trust. A leader who has integrity will be reflected in a consistent attitude, stick to the vision, and carry out policy strategies to carry out his leadership mission.

While Interpersonal Communication is Based on the description above can be synthesized that interpersonal communication is a reciprocal relationship between two or more people in the delivery and reception of messages both verbal and nonverbal, with indicators; open in conveying information, accuracy in delivering messages, developing cooperation in communication, and providing feedback.

V. Conclusion

The kyai's interpersonal communication ability is one of the factors that determine the success of leadership in Islamic boarding schools. The success of the leadership of the kyai in the Islamic boarding school can be seen from the quality and quantity of the output of the Islamic boarding school he leads. In order for the leadership of kyai in Islamic boarding schools to be more effective, good interpersonal communication skills are needed because they will have an impact on the success of managing Islamic boarding schools.

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