

## The Effectiveness of Organizational Communication in Improving the Performance of Public and Private School Committees

Novianty Elizabeth<sup>1</sup>, Poppy Dewi Puspitawaty<sup>2</sup>, Pandji Santosa<sup>3</sup>, Abdorrahman Gintings<sup>4</sup>

<sup>1</sup>Department of Communication, Universitas Jayabaya, Indonesia

<sup>2</sup>Direktorat SMP Kemdikbudristek, Indonesia

<sup>3,4</sup>Universitas Langlangbuana, Indonesia

[novi\\_spp@yahoo.com](mailto:novi_spp@yahoo.com), [poppydewipuspitawati@gmail.com](mailto:poppydewipuspitawati@gmail.com), [pandjisantosa@gmail.com](mailto:pandjisantosa@gmail.com), [agintings@yahoo.com](mailto:agintings@yahoo.com)

### Abstract

*This research is about the existence of school committees which are one of the strengths and driving factors for improving the quality of basic education. Because of the importance of the School Committee's role, the organization's administrators must be able to realize effective organizational communication. The purpose of this study is (1) to find out how much characteristics, understanding, and support for the School Committee management on the effectiveness of communication and (2) to assess whether there is a difference between the performance of the State School Committee and the performance of the Private School Committee in South Tangerang City. This research is located in South Tangerang City. This research uses a survey method with a quantitative approach. The data was obtained through a questionnaire distributed to 425 respondents from 148 Private and Public Elementary Schools and Junior High Schools in South Tangerang City. Data collection uses survey methods with a quantitative approach. The results showed that (1) The communication effectiveness of the School Committee management was considered quite good. The implementation of communication, the preparation of school committee programs and clarity of goals to be achieved are considered quite effective and efficient, while the availability of infrastructure and supervision systems is still considered low. (2) There is a noticeable difference between the performance of School Committee administrators in public schools and the performance of School Committee administrators in private schools where in general the performance of private committee administrators is considered*

### Keywords

effectiveness; organizational communication; school committee; performance.



## I. Introduction

Communication of the organization as an important and basic point in the organization achieves the objectives and can influence the relationship of the interaction of its members Cacciantolo (2015). Communication serves to determine what and how the organization divides the work or who is superior and who is subordinate, and the amount of power and authority, as well as determine how to deal with several people, how to utilize human resources, and allocate people, machines, methods and techniques in the organization (Liliweri.2004). Communication is the process of delivering messages by someone to other people to tell, change attitudes, opinions or behavior either directly orally

or indirectly through the media. In this communication requires a reciprocal relationship between the delivery of messages and recipients namely communicators and communicants. (Hasbullah, et al. 2018)

Services in the field of education require efforts to involve parents and schools in one forum that is enriched by including elements of the community. These three components are united in a forum named School Committee following the Decree of the Minister of National Education Number 044 / U / 2002 concerning the Board of Education and school Committees and the Minister of Education and Culture No. 75 of 2016.

The School Committee is an independent institution that accommodates the involvement of education stakeholders. The School Committee is an independent body formed to improve the quality, equity, and efficiency of education management in education units. The organization consists of representatives from parents of students, the education observer community, the business and industry world as well as other education care community groups. This committee has the function of advising, supervising, supporting, and being a mediator. All this is done to realize quality schools and to lead to a civilized educational society. Therefore, the School Committee has a strategic position in school development by accommodating community participation in the world of education.

With its role, the existence of the School Committee must be a force and a driving factor for the formation of effective communication between the school and parents, and school partners. This can be realized if the principal can cooperate with the School Committee in planning, implementing, developing, and assessing school programs (Mia Rahma Romadona and Sigit Setiawan. 2020).

In these school management activities, the communication competence of the School Committee organization contributes to the school's performance in achieving the goal of assisting schools in implementing their programs so that they can provide quality educational services. In addition, the effectiveness of communication of school committee organizations plays an important role as a bridge for partnership between the school and all education stakeholders.

The purpose of this study is (1) to determine the characteristics and level of understanding of its role and how much support the School Committee management supports the effectiveness of communication and (2) to examine whether there is a difference between the performance of the Sekolah Negeri Committee and the performance of the Private School Committee in South Tangerang City.

## **II. Review of Literature**

The success of the community of an organization including the School Committee is measured by the concept of organizational effectiveness and communication effectiveness. In the context of organizational effectiveness, Emerson in Handyaningrat (1996) said that fecundity is a measurement of the achievement of predetermined goals or objectives. So, an organization is said to be effective if its goals achieve goals both explicitly and imply. As stated by Gibson (1995) the notion of effectiveness is An assessment made concerning the individual, group, and organizational achievements. This means that an organization is considered very effective if its achievements are getting closer to what is expected or standardized.

Based on the opinion of Steers (1985), an organization is a complex unit that seeks to rationally allocate its resources for the sake of achieving goals. In researching the effectiveness of an organization human resources and human behavior appear as the center

of attention, and efforts to improve effectiveness should always begin with researching behavior in the workplace. First, in goal optimization, the success achieved by an organization depends on its ability to acquire and utilize its scarce and valuable resources as smartly as possible in the pursuit of its operating and activity goals. In this case, the organization must overcome the obstacles that hinder the achievement of goals and look for the best alternatives to achieve the goals of the organization optimally. Secondly, in the perspective of the system, the organization consists of various elements that support and complement each other. These elements greatly influence the process of achieving the goals of an organization. Third, in human behavior, the behavior of individuals and groups determines the smooth achievement of the goals of an organization.

Although ideally, the School Committee can improve the effectiveness of school management, this role can only be played optimally if it is supported by the creation of effective organizational communication, both in the internal and external environment. About this, Jafari, et al (2013) reminds us: "*Schools to carry their mission properly and enjoy the support of the community is required to communicate effectively with all aspects of society.*"

To measure the high level of effectiveness of the organization, it is necessary to pay attention to the criteria of effectiveness as stated by Sondang (2000). In this case, Sondang revealed several things that are criteria in measuring effectiveness, namely: clarity of goals to be achieved, clarity of strategies for achieving goals, a steady process of analysis and policy formulation, careful planning, preparation of appropriate programs, availability of work facilities and infrastructure, effective and efficient implementation, educational supervision and control systems. The k criteria a-criterion of effectiveness as stated by Sondang reveals several things that are the criteria in measuring effectiveness, namely: clarity of goals to be achieved, clarity of strategy for achieving goals, a steady process of analysis and policy formulation, careful planning, preparation of appropriate programs, availability of work facilities and infrastructure, effective and efficient implementation, supervision system and educational control.

In the context of organizational communication, as a guide and interpretation of messages between units that are part of an organization. That is, the organization consists of units of communication in hierarchical relations between one another and functioning in an environment (Pace and Faules 2006). Furthermore, Pace and Faules (2006) said about the organizational communication system consists of several elements, namely: communication can occur whenever at least one person occupying a position in the organization interprets a clue, organizational communication concerns the review of many transactions that occur simultaneously.

The interpretation of messages between individuals has different types of relationships that connect them. This happens because his thoughts and behaviors are governed by policies or regulations with different styles of organizing, managing, and leading, motivated by different possibilities. In addition, each group has different stages of development in perceiving the communication climate, the level of satisfaction, and the adequacy of the information. Differences also occur in the type of form and method of communication as well as the level of need for the use of materials and energy to communicate.

According to Jalaludin (2008), effective communication is characterized by the presence of understandings that can cause pleasure, influence attitudes, improve good social relationships and ultimately give rise to an action. This means that effective communication has an impact on changes in behavior.

Johnson, Sutton, and Harris (2001) based on their research showed ways for effective communication to be achieved, namely by supporting *role-playing* activities, discussions, small group activities, and relevant teaching materials. Although their research focuses on effective communication research for the teaching and learning process, the understandable thing here is that an effective organizational communication process requires relevant activities, ways, and means.

### III. Research Method

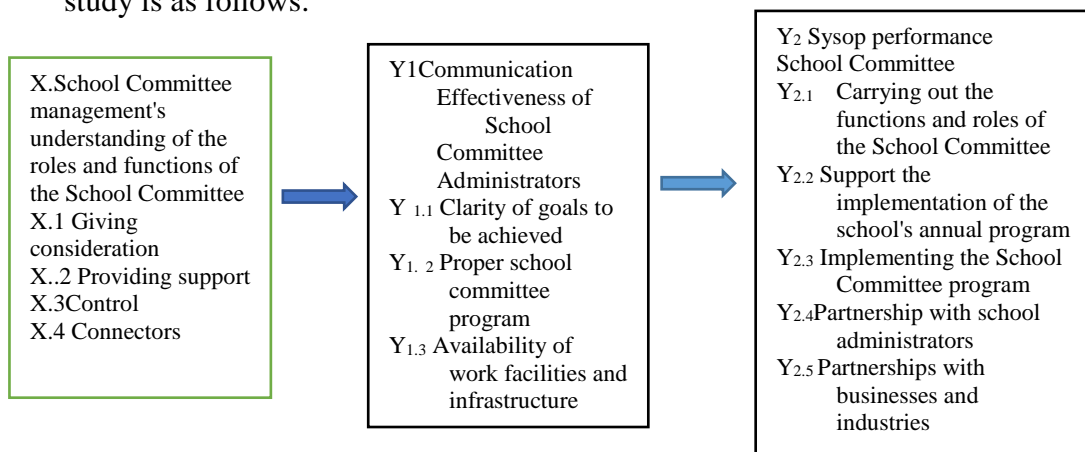
This research uses survey methods and comparative methods with quantitative approaches. Bungin (2005) said that quantitative research with a descriptive format aims to explain, and summarize various conditions, and various situations of various variables that arise in a society that affect the object of research.

According to Singarimbun and Effendi (2012), the survey method is a research method that takes a sample from one population and uses a questionnaire as a data collection tool. The notion of a comparative method is a statement that indicates a value in a changer or more in different samples. (Sugiyono 2010). The data used are primary data and information unearthed firsthand by the researcher, relating to the changer for the specific purpose of the study. (Sekaran 2006).

As stated by Muljono (2012), the sample taken must represent the population. The population in this study is the School Committee Management consisting of the chairman, secretary, and treasurer of elementary and junior high schools with private and public status in Tangerang City. The determination of which public and private elementary and junior high schools were the school committee administrators was sampled in this study was carried out using a tiered sample technique. First, 148 schools were selected consisting of 74 public schools and 74 private schools at random. Furthermore, primary data were obtained and collected by conducting a direct survey of 425 respondents who were administrators of elementary and junior high school committees in schools and 148 private and public schools and private schools in South Tangerang City. The data was collected through questionnaires compiled based on questions related to research changes.

For descriptive analysis, Microsoft Excel software was used, while for different tests, IBM SPSS software version 19.00 was used. In this study, statistical analysis was used for normally distributed data using an independent t-test, while for abnormally distributed data using the *Wilcoxon* test.

Based on the relationship between one variable and another, the framework of this study is as follows:

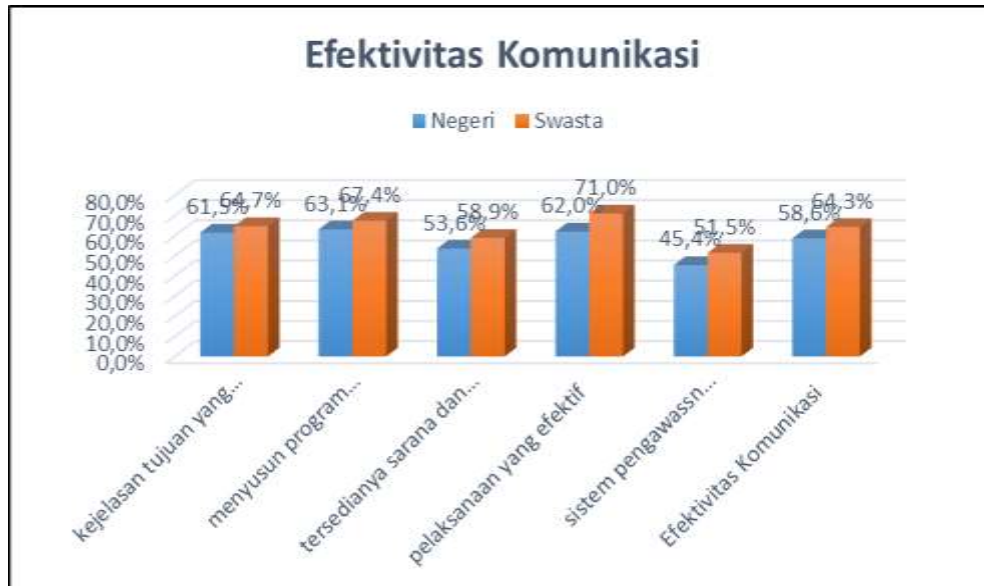


**Figure 1.** Research framework

## IV. Result and Discussion

### 4.1 Overview of Communication Effectiveness of State School Committees

To find out the description of the Effectiveness of School Committee Communications in public and private schools in South Tangerang City which is measured through 5 dimensions including clarity of goals to be achieved, compiling school committee programs, the availability of work facilities and infrastructure, effective implementation, and an educational supervision system. From 425 respondents obtained answers, where the results are presented in the graph in Figure 2.



**Figure 2.** Effectiveness of School Committee communication in public and private schools in South Tangerang City

### 4.2 Communication Effectiveness Analysis of State School Committees

The Data Normality Test, among others, can be carried out by comparing the probability of the Kolmogorov-Smirnov value with an  $\alpha$  of 0.05 (5%). If the probability of the value of the coefficient  $\alpha > 0.05$  then it can be distributed normally, on the contrary, if the value of the coefficient  $\alpha < 0.05$  then cannot be distributed normally. The following are presented the results of the normality test of the school committee's communication effectiveness data in public and private schools, using the IBM SPSS version 19.00 program, the results of the Kolmogorov-smirnof (K-S) test were obtained in one sample as follows:

**Table 1.** Normality test results  
**One-Sample Kolmogorov-Smirnov Test**

		Country	Private
N		215	210
Normal Parameters <sup>b</sup>	Mean	84.4279	92.5571
	Std. Deviation	28.75945	29.32819
Most Extreme Differences	Absolute	.093	.058
	Positive	.076	.058



	Negative	-.093	-.058
Kolmogorov-Smirnov Z		1.369	.843
Asymp. Sig. (2-tailed)		.047	.476

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation results, it can be concluded that the data on the effectiveness of communication in public schools obtained a significance value of 0.047, and the data on the effectiveness of communication in private schools obtained a significance value of 0.476. This means that the significant value in public schools is less than 0.05, so it can be concluded that the data on the effectiveness of communication in public schools is not normally distributed, while in private schools the sig value is  $0.476 > 0.05$  so that the data are normally distributed. Thus, the proper statistical test is to use a nonparametric test *for two samples independent* because there is one of the data that is not normally distributed.

The comparative analysis carried out was with the analysis of *Mann Whitney*.  $\alpha = 0.05$ . Test criteria: Reject  $H_0$  if *asympt sig* < 0.05. Accept  $H_0$  if *asympt sig* > 0.05. obtained the following results:

**Table 2.** Whitney mann difference test

	Communication Effectiveness
Mann-Whitney U	19472.500
Wilcoxon W	42692.500
With	-2.451
Asymp. Sig. (2-tailed)	.014
Taraf signifikansi $\alpha = 0.05$	

Based on the results of testing the above hypothesis using non-parametric analysis, the result was obtained that the value of *asympt.sig (2-tailed)* is 0.014 less than  $\alpha = 0.05$  (5%). Thus, it can be concluded that there is a noticeable difference between the Effectiveness of Communication in public schools and private schools in elementary and junior high schools in South Tangerang City.

#### **4.3 Relationship of School Committee Management Performance (Y2) with School Administrators' Understanding (X)**

Based on the results of data processing presented in Table 3, it can be seen that the relationship of the characteristics of the school committee with the communication process has a correlation coefficient of 0.058 indicating a positive relationship with a very low level of tightness because it is in the interval range of 0.00-0.199, and does not provide a real relationship with the communication process. The relationship between the understanding of school committee administrators and the communication process has a correlation coefficient of 0.604 indicating a strong and meaningful positive relationship in a real way. The relationship of support for school committees with the communication process having a correlation coefficient of 0.618 indicates a strong and meaningful positive relationship in a real way.

**Table 3.** The results of the Pearson test have a relationship between the performance of school committee administrators and the factors that influence it

	Changers	Pearson Correlation Coefficient	Information
School Committee Performance (Y2)	Characteristics of School Committees (X1)	0.020	Very Low
School Committee Performance (Y2)	Understanding of school Committee Administrators (X2)	0.586**	Strong Enough
School Committee Performance (Y2)	Support of the School Committee (X3)	0.691**	Strong
School Committee Performance (Y2)	Effectiveness of School Committee Management Communication (Y1)	0.905**	Very Powerful

\*\*very real relation on  $\alpha=0,010,100-0.199$  = very low  $0,200-0.399$  = low  $0.400-0.599$  = strong enough/ medium  $0.600-0.799$  = strong  $0.800-1000$  = very strong (Suyono. 2016)

The relationship of school committee characteristics with communication effectiveness has a correlation coefficient of 0.063 indicating a positive relationship with a very low level of tightness because it is in the interval range of 0.00-0.199, and does not show a real relationship with the communication process. The relationship between management understanding and communication effectiveness of 0.590 indicates a positive relationship that is quite strong and meaningful in real terms. The support for school committees with communication effectiveness has a correlation coefficient of 0.641 indicating a strong and meaningful positive relationship. The relationship between the communication process and the effectiveness of communication shows a very strong positive relationship with a correlation coefficient of 0.847 which indicates the existence of a meaningful relationship.

The relationship of school committee characteristics with the performance of school committee administrators has a correlation coefficient of 0.020 indicating a positive relationship with a very low level of tightness because it is in the interval range of 0.00-0.199 and indicates the absence of a meaningful relationship between the two. The relationship between the understanding of the board and the performance of the school committee management was 0.586 which shows a positive relationship with a fairly strong level of closeness and provides a real relationship. The relationship of support for school committees with the performance of school committee administrators has a correlation coefficient of 0.691 indicating a positive relationship with a strong and significant level of closeness. Meanwhile, the relationship between the communication process and performance has a correlation coefficient of 0.779 indicating a real meaningful relationship with a strong degree of closeness. The relationship between communication effectiveness and performance has a correlation coefficient of 0.905 indicating a very strong and meaningful relationship in a real way.

**Table 4.** Percentration of Performance Responses of Public and Private Schools Committees

Dimension	State Schools Committee Scores	Private Schools Committee Scores	Ideal score	School performance percentage Country	Percentage of private school performance (%)
Carrying out the functions and roles of the School Committee	5810	6417	10320	56.30	62.18
Support the implementation of the school's annual program	4744	5075	7740	61.29	65.57
Partnering with school administrators	3398	3577	6020	54.45	59.42
Partnering with the business world and industry	2710	2401	6880	39.39	34.90
	16662	17470	30960	53.82	56.43

The results of the dimensional score percentage calculation show that support for the implementation of the school's annual program is considered quite good as well as the dimension that gets the highest score In public schools at 61.29 percent and private schools at 65.57 percent or a score of 4,744 in public schools and a score of 5. 075 on private schools out of an ideal score of 7,740. This means that the ability of the School Committee is sufficient in supporting the implementation of the annual program in the education unit. The dimension of Doing partnerships with the business world and Industry is considered very low because it has a percentage of 39.9 percent for public schools and 34.90 percent for private schools.

**Table 5.** Independent t-test differences between Public and Private Schools Committee Performance

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Itself.	T	df	Sig. (2-tailed)	Mean Difference	Mean
Perform Equal variances assumed	4.409	.036	-2.315	423	.021	-5.69280	77.4977
Equal variances not assumed			-2.317	421.092	.021	-5.69280	83.190



The results of this study confirm the results of previous studies. Suratman (2012) in his research conducted in Grobogan Regency showed a noticeable difference between the performance of the Public Junior High School Committee and private junior high schools in carrying out their functions. In addition, the performance of private junior high schools is higher than that of public junior high schools. Another study was conducted by Hendarmoko and Syamsudin (2009) on the performance of public and private junior high school committees in South Jakarta. The focus of the research is on the four functions of the School Committee as a consideration, supervisor, supporter, and mediator. The results show that the performance of private school committees is higher than in public schools.

## V. Conclusion

1. Based on the results of data analysis regarding the effectiveness of communication between School Committee administrators in supporting the management of educational development, it can be concluded that the effectiveness of communication of School Committee administrators as measured through 5 dimensions has achieved predetermined goals or objectives related to communication between administrators in public and private elementary and junior high schools in the city of South Tangerang is considered quite good. The implementation of communication, the preparation of school committee programs and clarity of goals to be achieved are considered quite effective and efficient, while the availability of infrastructure and supervision systems still need to be considered.
2. Based on the results of data analysis on the Performance of School Committee administrators in Supporting the Management of Educational Development, based on the calculation of scores and percentages of responses given by 425 respondents, it can be stated that the performance for the 4 dimensions indicated by public and private school committees, the performance dimensions, in general, have not been positive because most of the dimensions are at a level of lack and some are even very lacking. The performance of the Management of the Private School Committee is considered to have better results compared to the performance of the management of the State School Committee. This is related to the implementation of the functions and roles of the committee for the dimension of support for the implementation of the school's annual program with sufficient categories. The performance level of this private school committee is rated as better than that of the public-school committee

## References

- Bungin B. (2005). *Metodelogi Penelitian Kuantitatif Komunikasi, Ekonomi dan Kebijakan Publik*. Jakarta: Prenamedia Group.
- Cacciottolo, K. (2015). Defining organizational communication. *European Scientific Journal*, 11(20). 79-87
- Effendi S, Tukiran. (2012). *Metode Penelitian Survei*, Jakarta: Pustaka LP3ES
- Gibson, James L. (1995). *Organizations Behaviour Structure and Process*.
- Handyaningrat S. (1996). *Azas-azas Organisasi Manajemen*. Jakarta: Mas Agung
- Hasbullah, et al. (2018). Communication Pattern of Wilayatul Hisbah, Lhokseumawe City in Implementing Amar Makruf Nahi Mungkar. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. P. 194-205.
- Hendarmoko dan Samsyudin. (2009). Efektifitas Pelaksanaan Peran dan Fungsi Komite Sekolah Pada Jenjang SMP Swasta, *Jurnal Lingkar Mutu Pendidikan* Volume 1 No. 3

Desember 2009.

- Jafari, Maherah, Mohammad Ali Farnia, dan Yousef Namvar. (2013). Relationship Between Manager's Communicative Skills and Parent Teacher Association in Elementary School in Ardabil During 2012. *Life Science Journal*, 10(5S).
- Jaludin Rakhmat. (1994). Psikologi Komunikasi. Bandung: Remaja Rosdakarya
- Johnson, Daniel, Peter Sutton and Neil Haris. (2001). Extreme Programming Requires Extremely Effective Communication. Bandung: Remaja Rosdakarya
- Liliweri. (2004). Wacana Komunikasi Organisasi. Bandung: Mandar Maju
- Mia Rahma Romadona<sup>1</sup>), Sigit Setiawan, (2020) Communication of Organizations in Organizations Change's Phenomenon in Research and Development Institution. *Jurnal Pekommas*, Vol. 5 No. 1, April 2020:91 – 104
- Muljono P. (2012). Metodologi Penelitian Sosial. IPB Press: Bogor
- Pace W, Faules DS. (2006). Organizational Communication. New Jersey. Prentice Hall
- Sekaran, U. (2006), Metodologi Penelitian untuk Bisnis, Edisi 4, Buku 1, Jakarta: Salemba Empat.
- Singarimbun E. (2012). Metode Penelitian Survey, Jakarta: LP3ES.
- Sondang Siagian, P. (2000). Teori Pengembangan Organisasi. Jakarta: Penerbit Bumi Aksara.
- Steers MR. (1985). Efektivitas Organisasi. Jakarta: Erlangga.
- Sudjana. (2005). metode Statistika. Bandung: Tarsito
- Sugiyono. (2010). Metode Penelitian Administrasi. Bandung: Alfabet.
- Suratman. (2012). Pengaruh Kewirausahaan Kasek Komitmen, Tugas Dan Partisipasi Komite Sekolah Terhadap Efektifitas Pengelolaan SDN Kota Samarinda. Disertasi: Universitas Negeri Jakarta