ORGANIZATIONAL COMMUNICATION IN REALIZING EFFECTIVE MADRASAH IN JAMBI PROVINCE

Yudo Handoko[1]
Martinis Yamin[2]
Minnah El-Widdah[3]
[1]Doctoral Candidate. Lecturer STAI Ma'arif Jambi - Indonesia
[2]Professors, Sultan Thaha Saifuddin State Islamic University Jambi - Indonesia
[3]Doctor, Sultan Thaha Saifuddin State Islamic University Jambi - Indonesia

Article history:		Abstract:
Received	11th August 2022	The problem of the quality of education personnel in Madrasah Aliyah Negeri Jambi Province is still found and has implications for effective madrasas that do not meet the standards. The purpose of this study is to analyze organizational communication in realizing an effective madrasa in Madrasah Aliyah Negeri in Jambi Province. This study uses a qualitative descriptive analytical approach. Data was collected by using observation, interview and documentation techniques. Determination of research subjects using purposive sampling technique. Data analysis techniques with data reduction, data presentation and drawing conclusions and verification. Trustworthiness with techniques of extension of participation, thoroughness of observation, triangulation of data and consultation of promoters.
Accepted:	11th September 2022	
Published:	17th October 2022	
		The result of this research is that the organizational communication of MAN in Jambi Province has not run optimally because it has not found the ideal format. The MAN program in Jambi Province which is related to education personnel is very dependent on the character of the leadership, not on the management standards set by the government. As a result, the quality of education personnel in working in each madrasa is different and cannot reach the same standard, even though the policies in the government are the same or uniform. The conclusion of the study is that organizational communication in realizing effective madrasas in Jambi Province has not run optimally because the culture and communication climate are not healthy and can foster enthusiasm for measurable changes.

Keywords: Organizational Communication, Effective Madrasas

INTRODUCTION

In Indonesia, madrasas are intended as religious schools with general standard classes and curricula. Government madrasas are filled with 30% religious lessons and 70% general lessons. Mahmud, according to the Al-Bisri Dictionary, the word madrasa in Arabic means a place of learning. In the Shorter Encyclopedia of Islam, the term madrasa is defined as the name of an educational institution that teaches Islamic knowledge. According to Malik Fajar, in the cultural sphere, madrasas have specific connotations. In this institution, religious knowledge is taught so that in its use, the word madrasa is better known as religious madrasa (Mahmud: 2011).

Madrasas as one of the formal educational institutions must also respond to the demands and needs of the community to be able to provide education effectively. To implement education effectively, human resources such as educators are educational capital and assets if they can be empowered optimally. On the other hand, it becomes a burden for education if its empowerment is not accompanied by adequate quality of teaching staff. Experience shows that educational institutions that have quality services are supported by quality education personnel who work with experts in their fields.

An effective madrasa system is realized by the emergence of a distinctive way of social interaction or organizational communication. The analysis of the embodiment of the madrasa system as a social organization is characterized by: a) having a permanent resident, a) having a political structure or general policy regarding madrasa life, c) having a core network of social relations, d) developing feelings or the spirit of madrasa togetherness, and e) has one type of culture or sub-culture of its own (Hamzah B. Uno: 2012)

Problems that often appear in effective madrasa management are aspects of management, leadership communication, human resources, finance, and institutional aspects. Therefore, there are several efforts that can be

made in improving the quality of Islamic education. Management wise, there are still many Islamic educational institutions that have not adopted modern management in education management. However, madrasas have begun to appear that are starting to use modern words and the use of foreign words in the names of institutions and programs of their activities. In fact, the point lies in the managerial process, not in the name and program (Mardan Umar & Feiby Ismail: 2017).

Madrasah principals must be able to communicate the circumstances in which receiving funds are insufficient to deliver quality education, and in the case of private madrasah, for the most part are significantly underfunded compared to public schools. Many madrasas were founded by the community and tended to serve the poor. Decentralization has resulted in local-based management being implemented in public schools, but madrasah under the Ministry of Religion of the Republic of Indonesia are still centralized; thus, local governments do not regularly fund madrasas (Ministry of Education and Culture: 2013).

Madrasas as institutions or institutions must be managed with effective communication. If not, the madrasa will become an irregular institution or institution, so that it cannot carry out its professional duties smoothly and has an impact on the low performance of the institution and can even lead to failure in achieving the goals set by this institution (Suparlan: 2013).

An effective madrasa is a madrasa that maximizes all the functions of the madrasa with all its limitations. The concept of an effective madrasa is as expressed by Yin Cheong Cheng that effective schools are the ability of schools to maximize school functions or the extent to which schools can carry out school functions, both economic functions, social functions of humanity, political functions, cultural functions and educational functions, when given school input. in a fixed amount (Yin Cheong Cheng: 2013). Yin Cheong Cheng's opinion emphasizes that effective schools are not only schools that have complete and modern facilities, professional teachers and education personnel and adequate school funding. However, effective schools are schools that maximize school input so that the process in education can be maximized which in the end produces quality output. Effective schools focus more on process-output.

Henry Levin & Marlaine E Lockheed defines an effective school as a school that organizes and utilizes all its resources to ensure that all students (regardless of race, gender or socioeconomic status) can learn essential curriculum materials at school (Henry Levin & Marlaine E. Lockheed: 2012). The research team from Seattle Public School, Washington, provides a definition of an effective school, as a school where all students meet the following requirements; 1) master basic skills; 2) trying to achieve academic excellence (academic excellence) as much as possible in all subjects; and 3) demonstrate success through systematic evaluation (systematic testing) (Mary Ashworth:2021). According to Baedowi, an effective school is a school that demonstrates high standards of academic achievement and has a goal-oriented culture, marked by the formulation of a vision that is set and promoted jointly between members of the school-administration, and students (Ahmad Baedowi et al: 2015). Effective schools show the match between the results achieved and the expected results.

The head of the madrasa is the main pillar that determines the development of the madrasa. As Syaiful Sagala said that in every organization, the position and role of the leader is always very central. The progress of the organization depends on the extent to which the leader is able to imagine advancing his organization (Syaiful Sagala: 2018). A madrasa principal has a strategic role in influencing his subordinates in achieving madrasa goals.

In madrasa organizations, good communication is needed between the principal, teachers and education staff so that the madrasa organization remains solid. Madrasah principals must have good communication skills in conveying their work programs to teachers and education staff. Teachers and education staff must also have good communication relationships, so that there are no misunderstandings and can carry out their duties properly and not accuse each other if there are misunderstandings. With good communication, there will be no throwing of responsibilities on each other and with good communication a madrasa organization can develop and be able to complete its work program properly.

The success or failure of organizational communication in madrasas is strongly influenced by the ability of the madrasa principal in communicating every component of the madrasa (who is behind the school). The madrasa principal's ability is mainly related to the principal's communication with management and leadership, as well as the tasks assigned to him (E. Mulyasa: 2012).

The head of the madrasah also carries out the function of communicator for the implementation of the work of teachers and other employees at the school. Through this function, principals can strive to manage the performance of human resources for educators and education personnel in madrasas. The head of the madrasah is obliged to: 1) describe the vision into the mission of the quality target, 2) formulate the goals and quality targets to be achieved, 3) analyze the challenges, opportunities, strengths and weaknesses of the madrasa, 4) make a strategic work plan for quality improvement, 5) improve quality of education (Dedi Mulyasana: 2012).

The madrasa principal must also provide information and communicate about future orientation to every level of leadership jond staff (Akdon: 2011). In addition to implementing decisions related to behavior in organizations, it is carried out by adhering to cooperation and interaction between teachers at work (Herabudin 2009). Madrasah principals who are communicative can foster a democratic madrasa climate and can accommodate the aspirations of all madrasah citizens. The ideal type of madrasa is to show professional characteristics emphasizing the ability to adapt to its complexity and also describe job satisfaction for its members (Syaiful Sagala: 2009).

Based on the double tour at Madrasah Aliyah Negeri Jambi Province, some initial findings were obtained: first, organizational communication has not used various channels, so there are still difficulties in communicating. Second,

bureaucratic leadership style, causing superior-subordinate communication to be very rigid and ineffective. This results in unequal understanding of the school program to be achieved. Third, student achievement has not been communicated together with parents and the community, so that graduates often do not meet the expectations of society.

Based on the researcher's initial observations, there are at least three Madrasah Tsanawiyah in Jambi Province that have implemented the concept of an effective madrasa. These three madrasas are more focused on achieving quality in the education system. This effective madrasa displays a different figure from other educational institutions, both in terms of structuring the school's physical environment, curriculum substance, education management system and application of learning methods. These three madrasas have received national A accreditation. Then these three madrasas each became a pilot school, this is evidenced by the recruitment of students (input), the learning process, extracurricular activity programs, and graduates (output). This means that these three madrasas have tried to maximize the inputs and functions of the school to produce quality outputs.

Based on the results of initial observations, it turns out that the three madrasas that are used as research objects show that new student admissions are always flooded with applicants every year. From this, it can be seen that the three madrasas really have advantages compared to other madrasas whose students are only mediocre. The promotions carried out by the three schools showed very satisfying results, the community was enthusiastic about sending their children to school.

The authors' observations at the three madrasah in Jambi show that teachers have a high commitment to their performance. The madrasa head does not need to give strict orders to move teachers to want to carry out their duties. There is a special strategy for the head of madrasa in communicating with teachers so that teachers have a high sense of madrasa and voluntarily carry out their duties and responsibilities as teachers. If teachers usually feel afraid and reluctant in conveying ideas to leaders, then in the three madrasas the teacher feels so comfortable to express all their opinions without reducing respect and the content/material of communication between the teacher and the madrasah principal.

From this background, the researcher tries to reveal how organizational communication should be in realizing effective schools. As is known, that communication is the most important tool in the ongoing activities of the madrasa organization in influencing, understanding and carrying out the main goals of the madrasa. With good communication between individual members of the madrasa organization, there will be no throwing of responsibilities and with good communication a madrasa organization can develop and be able to complete its work program well. This research is also expected to contribute in developing madrasah organizational communication in realizing effective madrasas, so as to reduce the number of madrasas in Indonesia which are far from the concept of effective madrasas, especially in Jambi Province.

Based on the background of the problem above, one main question can be asked, namely: why is organizational communication in realizing effective madrasas in Jambi Province not yet optimal? From the main questions above, several problem formulations can be formulated, namely how is the organizational communication process in realizing effective madrasas in Jambi Province?, what are the factors found in the organizational communication process in realizing effective madrasas in Jambi Province? effective in Jambi Province?

METHODOLOGY

Qualitative research method is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects, (as opposed to experimentation) where the researcher is the key instrument, the sampling of data sources is carried out purposively and snowball, the collection technique is by training (combined).), the data analysis is inductive/qualitative, and the research results emphasize more on meaning (Sugiyono: 2013).

The approach in this study is a research approach with descriptive qualitative methods. It is hoped that all descriptions of activities, reality, social and perceptions of research targets can be lifted and explained without being polluted by formal measurements. The social situation in this study is MAN in Jambi Province including the place or location of this research MAN in Jambi Province, the research subject is the head of MAN in Jambi Province, deputy head of madrasah, teachers, administrative staff and students. The activity studied is organizational communication in realizing effective madrasas in Jambi Province. In this study there are primary data and secondary data. The primary data that is meant in this study is organizational communication in realizing effective madrasas in Jambi Province, while the secondary data that the authors mean in this study is data obtained from recommended data that has to do with research. The data included in the secondary data are historical geography, organizational structure, conditions of teachers, administration and students, state of MAN facilities and infrastructure in Jambi Province. The source of data in this study is where the research data is taken or obtained, namely the head, deputy head, teachers, administrative staff, students and documentation of MAN in Jambi Province.

In collecting data in the field, the authors use several methods of observation, interviews and documentation, while the data analysis used in this study is a flowing data analysis model which in principle, this data analysis activity is carried out throughout research activities (during data collection), and the most The core includes simplifying data (data reduction), presenting data (data display) and drawing conclusions (making a conclusion) (Matthew B. Miles and A. Michael Huberman: 2011). As for the level of data trust (trustworthiness) in the study carried out a data examination technique, among others; extend participation, persistence of observation, triangulation and peer discussion.

RESEARCH RESULT
1. Strong Leadership of Madrasah Principals

The head of the madrasa has duties and responsibilities to the leader as a formal official, to fellow colleagues or the environment and to subordinates. As a madrasa head manager, he has the task of shaping the character of teachers and empowering all teacher resources and the environment that aims to educate the nation's life, including his responsibility in the distribution of teaching staff / MAN teachers in Jambi Province.

The head of the madrasa has not succeeded in carrying out his role as a person who is given the responsibility to properly foster the character of the teacher, because it is still found that the teacher on duty is not yet full of responsibility, discipline and hard work. The success of the madrasa is the success of the head of the madrasa, because the head of the madrasa is the central force that is the driving force of the life of the madrasa. The role and function of the madrasa can be viewed from various points of view and certain sides. as well as educators and last but not least also as staff.

2. Communication To Achieve Achievement Madrasas

Madrasah Aliyah Negri in Jambi Province is trying to develop and improve the achievements of madrasas in the fields of science and technology and IMTAQ. To realize the madrasa head has determined the goals of his leadership for the madrasa, the madrasa principal conveys 3 leadership visions: a) to become a MAN in Jambi Province advanced and developing according to the guidance in all fields, b) making the participants educators/teachers disciplined and full of responsibility eventually become professional teachers, c) make students who excel in obtaining test scores, have faith in piety, master science and technology and noble character. Seeing his leadership vision, it seems that the head of the madrasa has thought thoroughly. His leadership has touched the academic aspect for madrasas, teachers and students.

The principal's belief that MAN in Jambi Province can achieve excellence in various fields is achieved by instilling confidence in teachers that madrasas can produce superior output by prioritizing a good learning process, even though the facilities are inadequate. The emphasis on improving the character of sincere teachers is not merely looking at mere material rewards. Work interactions are built according to the responsibilities of each field to achieve harmony. However, togetherness is still fostered by the head of the madrasa.

A leader must immediately make a transformation from a bad culture to a good culture. Moreover, if the sick culture is in the leader himself, then it is obligatory for the leader to clean himself first. If he is clean, the new leader will be able to abort the sick culture that exists in his subordinates. After that, a joint transformation was carried out to destroy the sick culture while cultivating a healthy culture. In tackling the 'sick' culture, in general, leaders can do the following: 1) Try to always appear to provide a good example in front of their subordinates, 2) Try to always explore and find their own weaknesses to be overcome immediately; 3) Diligently instruct subordinate colleagues to as soon as possible provide input and suggestions about the leader's status objectively in order to immediately make positive, constructive changes; 4) Always try to be extra careful not to repeat the sick culture; 5) Conduct a rigorous and continuous evaluation of their own behavior; 6) Take approaches to immediately eliminate the sick culture among subordinates; 7) Make every effort to eliminate the sick culture among subordinates; 8) Immediately replace the sick culture into a healthy culture; and 9) Strictly control both the eradication of the sick culture and the growth of the healthy culture (Mujamil Qomar: 2013).

The principal of the madrasa has tried to be a role model for teachers and students in the madrasa. The madrasa principal will try to set the best example that can be set in managing teacher discipline, such as by making a teacher discipline control list. This activity is a form of implementation of work discipline supervision. The principal of the madrasa, he has the main task as an education manager, the task is to manage a good work situation. In carrying out this task, the head of the madrasa has a dual function, namely carrying out madrasa administration so that a good work situation is created. In addition, the head of the madrasah also carries out the function of supervising the implementation of teacher performance in the madrasa.

Employee performance improved significantly when they were given specific goals to perform than when they left without unclear goals. Clear goals or 'doing the best' inhibit creativity and effort so that they become unmotivated while the setting of challenging and specific goals is very important to improve performance (Cynthia Eshun & Frank K. Duah: 2011). Good teacher educators are essential to ensure that participants are well trained. They must know and model child-centered methods, can instill good ICT practices in pedagogical methods, be well adapted to the curriculum and be effective in supporting training (International Labor Organization: 2012).

Teacher discipline if it is developed and applied properly, consistently and consistently will have a positive impact on the life and quality of teachers. Discipline can encourage them to work concretely and practice life in madrasas about positive things: doing things that are straight and right, staying away from negative things. By imposing discipline, teachers can work in a good environment, so that self-balance arises in relationships with others. So, discipline regulates a person's behavior in relation to his environment.

Madrasa communication, if developed and implemented properly, consistently and consistently, will have a positive impact on the character of teachers in MAN 2 Jambi City. Intensive communication can encourage them to develop concretely and practice life in madrasas about positive things: doing things that are straight and right, avoiding negative things. By imposing intensive communication, it can foster a good environment, so that self-balance

arises in relationships with other people. So, intensive communication can organize a person's behavior in his relationship in the midst of his environment.

Communication as a professional technique in written and oral form. In writing, it means that the head of the madrasa is indicated by his ability to communicate through writing, whether in the form of a report, working paper, instructions, various pictures, descriptions and so on. According to Stepen P. Robbins (Moh. Pabundu Tika:2008). stated are 10 characteristics which, when mixed and matched, will become the teacher's character. The ten characteristics of the organizational culture are as follows: a) Management Support. Management support is the extent to which managers can provide clear communication or direction, assistance and support to subordinates. Management's attention to subordinates (employees) is very helpful for the smooth performance of a company and 2) Communication Patterns. The extent to which communication can be limited by a formal hierarchy of authority. Sometimes the hierarchy of authority can hinder communication patterns between superiors and subordinates or between employees themselves.

3. Communication to Create a Conducive Learning Environment

An effective madrasa environment is an environment where the education and learning process takes place in a systematic, programmed and planned manner starting from the elementary level to higher education levels, so that the results will be maximized, both for educators and for people who are the subject of education itself, namely children. educate. Madrasah is the center of all educational activities. The influence of the madrasa environment, either directly or indirectly, greatly affects the health of students.

An effective madrasa environment that develops if it is always supervised and evaluated in accordance with the goals that have been set. Supervision is a process of observing all organizational activities in order to better ensure that all work being carried out is in accordance with a predetermined plan. Madrasah leaders have the task of assisting employees in developing the health potential of the madrasa environment in accordance with expectations.

This environmental education program provides an effective atmosphere in the madrasa so that every time when students are in the madrasa environment, students are always in contact with this program. So environmental education has been integrated into the madrasa program. Students are always in touch with environmental education when in class, in extracurricular activities and during breaks.

The development of quality madrasah needs to be achieved. Madrasah development needs to be carried out carefully and usefully by considering aspects of the physical and social needs of its users. One of the social needs needed from the building is the spatial layout that can reach many aspects of its users, so that learning activities run smoothly and comfortably in the madrasa environment.

4. Communication with the Education Society

An effort that is no less important is to provide input and understanding in every meeting of the importance of meetings and cooperation and togetherness that must be realized between madrasas, parents and the community. Therefore, in the meetings, all parents are given the opportunity and freedom to criticize, give suggestions and then find a solution in the meeting. Efforts to create an impression and awareness that guardians of students have the same duties as teachers, a sense of belonging to the madrasa to realize the educational goals of their children. The head of the madrasa also said that the teachers who were responsible for the task were the main supporters. The head of the madrasah also added to the great attention of the committee and the government. Although the attention and participation of parents for madrasas is very less.

This form of cooperation management is very important to do in the context of providing education that is right on target and can meet the improvement of adequate education quality. In building a synergistic collaboration between schools and the community, a leader is needed who is able to practice his managerial duties well. The elements that make up the school community consist of individuals and groups, groups within the education unit, parents and families and the community around the education unit. These elements must be established in a systemic partnership relationship, as illustrated in the partnership principles such as mutual need, mutual trust, mutual benefit (benefit), and based on partnership and a spirit for the common interest.

The community has been trying to advance MAN in Jambi Province. The struggle of the community's efforts and the school's management will become a historical record when the school reaches the level of progress as described above. Really, not an easy job. It is much easier to build the school facilities than the subsequent management. The form of MAN in Jambi Province as seen now is the community's choice so that within the framework of the community program, whatever form the community chooses, the company assesses that it is the best for the community because the community through designated groups will manage the facilities in the future.

In the development of MAN in Jambi Province, the answer by the community is not an obstacle, but a challenge. Challenges that must be addressed wisely and wisely. One of the challenges is that schools remain the community's main choice in education. MAN in Jambi Province is one of the educational institutions in the Kateman area. This school was founded on the wishes of the community which was proposed to the community as the largest funder of development. Continuation of the program assistance that is currently being implemented, the company evaluates based on the dynamics of the program.

The existence of educational institutions such as MAN in Jambi Province is very necessary for every community. The purpose of education is to create strong Indonesian generations. Through MAN in Jambi Province, every Muslim learns various disciplines of general religious sciences. Of course, it is highly expected if there is a

positive perception of some people towards the development of MAN in Jambi Province. As is understood, this educational institution can form quality Muslim individuals. It is ironic that education and learning providers in religious schools are not able to meet the actual target of achieving educational goals.

The progress of MAN in Jambi Province is very much supported by the community. The community has jointly thought of a number of efforts to advance education and learning at MAN in Jambi Province. The community has always existed as a working partner between school institutions and the community who jointly formulate all needs for school development from time to time.

The school does not yet have a long-term program that contains policies for community participation, for future school progress and medium-term programs, namely efforts to increase community participation, taking into account student recruitment according to community expectations, teacher professionalism according to community wishes, provision of community-assisted learning facilities, achievement of optimal student learning achievement with community support. This is a future need, to prepare for a good future according to people's expectations.

Community participation needs to be optimally formed so that the community can make an optimal contribution to schools. Participation is a psychological symptom that can influence to do something. Participation is one of the determinants of someone wanting to do something and participation makes someone have high ideals. This includes discussing community participation in sending their children to certain institutions.

The reality on the ground proves that the school's relationship with the community is experiencing significant obstacles including (1) unclear communication objectives; (2) transparent and professional communication channels; (3) less supportive communication skills; (4) less supportive follow-up and less structured and sustainable supervision (Dadang Suhardan: 2010).

The models of participant involvement are in accordance with the main tasks and functions as follows:
a. Involvement of local community elements in school construction and development.
b. Involvement of professional elements in school construction and development.
c. Involvement of elements of the business world in the construction and development of schools (Sudarwan Danim: 2010).

Various kinds of involvement or participation that occur or take place like this are expected to be able to establish cooperation with the private sector such as industry so that they are willing to work together with schools effectively and efficiently.

The operational forms of school-community relations can vary and according to Gunawan, as quoted by Kompri (Kompri: 2014), are:
a. In the field of academic facilities, high/low graduate achievement ((quantity and quality), research, scientific work (local, national, international), the number and level of scholarship of the teachers.
b. In the field of educational infrastructure, school buildings/buildings include schools including study rooms, study rooms, practicum rooms, office spaces, and so on
c. In the social field, school participation with the surrounding community includes community service, celebration of national/religious holidays, environmental protection, gardening, cleanliness and so on.
d. Field trip activities can also be used as a Husemas facility.
e. Sports and artistic activities can also be a means of Husemas.
f. Provide school facilities for the benefit of the surrounding community as long as it does not interfere with the smooth running of PBM.
g. Involve the school's academic community in the activities of the surrounding community.
h. Involve community leaders/leaders/experts in school curricular and extracurricular activities.
i. And there are many more Husemas operational activities that can be created according to the situation, conditions, and abilities of the related parties.

In general, the internal factors of public relations management at MAN in this province have been carried out as well as possible but from external factors the school management does not use it properly, this can be seen from them not involving parents in the field of determining public relations programs and disciplinary development. This should be done, because the success or failure of the religious development program cannot be separated from the involvement of their parents. Therefore, the school should involve parents and work together, at least at the level of coordination.

The principal as a manager in a school should be able to manage the situation that will run according to the program of each individual, especially the teacher who will become the mainstay weapon in an educational organization. Every school certainly hopes that the quality of education in its institution will increase so that the school is participated by many students.

5. Qualified Teacher HR

Efforts to increase professionalism in schools need to be supported by the managerial ability of the principal. Schools need to develop from year to year. The fact shows that the level of school progress is largely determined by the extent of the progress of school management and administration. Management is always related to the life of social organizations where there are a group of people occupying various levels of leadership and a group of other people whose main responsibility is to carry out operational activities. This view is very basic because the success of

someone who occupies a managerial position is no longer measured by his skills in carrying out operational activities, but from his skills and ability to move other people in the organization.

Findings in the field show that teachers who have been sent for training or upgrading do not follow up by sharing the knowledge they have gained with other teachers. This condition can be understood as a logical consequence of the absence of a rule that requires teachers to follow up on the training they have attended, especially on a national scale. In addition, there is an impression that the training that is attended by teachers is only for enriching the individual abilities of the teachers of the subjects they care for.

The internal teacher development model, although it can cover other teachers who have not had the opportunity to leave, but based on observations and documentation data in the field, the internal training / upgrading has not been intense enough by the school, so not all teachers have the opportunity to develop themselves through this pathway. the. The improvement of the quality of education is absolutely carried out by the principal as an agent of change through activities to improve school leadership by means of institutional development, curriculum, manpower, facilities and infrastructure and other system changes.

The fact shows that the level of school progress is largely determined by the extent to which the level of progress of the principal's leadership in improving student learning achievement. The success of the school is shown by the performance of the principal. Another aspect where, in the whole educational process in schools, the learning process is the most basic activity. So in the learning process, the teacher's role in improving the quality of education is carried out through increasing its performance in the professional competence of teachers.

CONCLUSION

Based on the data obtained in the field, it can be concluded that organizational communication in realizing effective madrasas in Jambi Province has not run optimally because the culture and communication climate are not healthy and can foster enthusiasm for measurable changes. Then some conclusions can be drawn as follows:

1. MAN organizational communication in Jambi Province has not run optimally because it has not found the ideal format. The MAN program in Jambi Province which is related to education personnel is very dependent on the character of the leadership, not on the management standards set by the government. As a result, the quality of education personnel in working in each madrasa is different and cannot reach the same standard, even though the policies in the government are the same or uniform.
2. The organizational communication factors of MAN in Jambi Province are minimal work experience, limited self-development and self-discipline that has not yet reached the standard.
3. The organizational communication model by the Head of MAN in Jambi Province related to improving effective madrasas is not ideal because human resources and learning opportunities are still lacking, causing teachers to perform poorly.

APPRECIATION

Our deepest gratitude goes to MAN 2 Jambi City, Sultan Thaha Syaifuddin State Islamic University Jambi, Postgraduate and Islamic Education Management Study Program UIN STS Jambi who have provided support for us to carry out this extraordinary research, and thank you to friends at Postgraduate Islamic Education Management at UIN STS Jambi who helped us a lot in completing this research.

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