

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan peran komunikasi interpersonal kepala madrasah dalam meningkatkan produktivitas guru serta dampak komunikasi interpersonal kepala madrasah terhadap produktivitas guru di MAN 1 Pidie Jaya. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Informan penelitian terdiri atas kepala madrasah dan guru. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa komunikasi interpersonal kepala madrasah berperan dalam meningkatkan produktivitas guru melalui empat peran utama, yaitu pengawasan, motivasi, pengungkapan emosional, dan penyampaian informasi. Peran pengawasan dilakukan melalui pembinaan dan pengendalian terhadap pelaksanaan tugas guru. Peran motivasi diwujudkan melalui pemberian arahan, dukungan, dan penghargaan. Peran pengungkapan emosional terlihat dari keterbukaan kepala madrasah dalam menerima aspirasi dan permasalahan guru. Sementara itu, peran informasi dilakukan melalui penyampaian kebijakan dan program madrasah secara jelas dan berkelanjutan. Komunikasi interpersonal tersebut memberikan dampak positif terhadap peningkatan semangat kerja, kedisiplinan, tanggung jawab, kerja sama, dan keterlibatan guru dalam berbagai kegiatan madrasah. Dengan demikian, komunikasi interpersonal kepala madrasah memiliki peran penting dalam meningkatkan produktivitas guru di MAN 1 Pidie Jaya.

Kata Kunci: komunikasi interpersonal, kepala madrasah, produktivitas guru

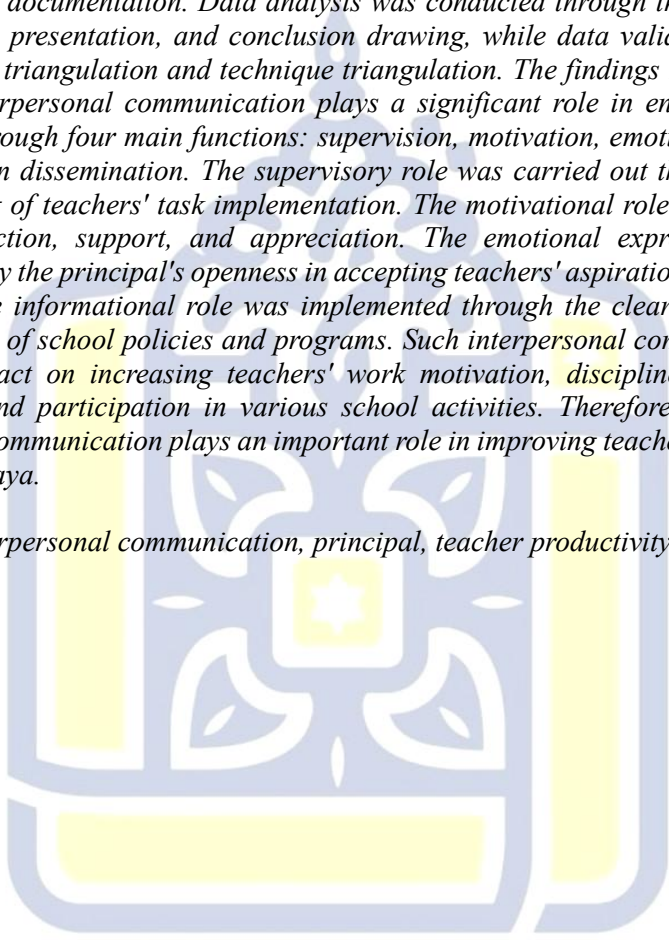


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ABSTRACT

This study aims to describe the role of the principal's interpersonal communication in improving teacher productivity and to examine the impact of the principal's interpersonal communication on teacher productivity at MAN 1 Pidie Jaya. This study employed a qualitative approach with a descriptive research design. The research informants consisted of the principal and teachers. Data were collected through observation, interviews, and documentation. Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing, while data validity was ensured through source triangulation and technique triangulation. The findings revealed that the principal's interpersonal communication plays a significant role in enhancing teacher productivity through four main functions: supervision, motivation, emotional expression, and information dissemination. The supervisory role was carried out through guidance and monitoring of teachers' task implementation. The motivational role was reflected in providing direction, support, and appreciation. The emotional expression role was demonstrated by the principal's openness in accepting teachers' aspirations and concerns. Meanwhile, the informational role was implemented through the clear and continuous communication of school policies and programs. Such interpersonal communication had a positive impact on increasing teachers' work motivation, discipline, responsibility, cooperation, and participation in various school activities. Therefore, the principal's interpersonal communication plays an important role in improving teacher productivity at MAN 1 Pidie Jaya.

Keywords: *interpersonal communication, principal, teacher productivity.*



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