

HUMAN RELATIONS HEAD OF MADRASAH IN IMPROVING TEACHER PERFORMANCE AT MADRASAH ALIYAH NURUL HUDA BANTAR GEBANG

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Article Info

Article History:

Received 31 July 2023

Revised 23 September 2023

Accepted 29 October 2023

Available online 04

November 2023

Abstracts

This study aims to analyze the implementation of Human Relations for Madrasah Principals in Improving Teacher Performance at Madrasah Aliyah Nurul Huda, and present the obstacles encountered in implementing Human Relations for Principals in Improving Teacher Performance at Madrasah Aliyah Nurul Huda. The type of research uses a descriptive analysis research method, namely, a research method that describes an ongoing situation based on the actual and factual data and information obtained. The data collection techniques used are: literature study, field study, through observation, and interviews. The results of this study indicate that Human Relations in improving teacher performance refers to several points, namely (1) good communication. (2) a comfortable work environment, and (3) there is a reward from the principal. Thus, it can be seen that the obstacles to the implementation of Human Relations in improving teacher performance are, (1) differences in perceptions in receiving messages and (2) the inability of subordinates to initiate communication with the principal.

Keyword:

Human relations, Principal, Teacher Performance, Communication

Introduction

The head of the madrasah is one of the components of education management that is influential in improving teacher performance. According to Mulyasa, a madrasah head is responsible for the implementation of educational activities, madrasah administration, the development of educators and other educational personnel, and the utilization and maintenance of facilities and infrastructure. This becomes more important in line with the increasingly complex demands of the duties of the head of the madrasah, who wants more effective and efficient performance support (Mulyasa, 2004).

Management in the context of education is a process to coordinate various educational resources such as teachers, educational facilities and infrastructure such as libraries, laboratories, and so on to achieve educational goals and objectives. Education management is

the most important factor in providing education and teaching in madrasah whose success is measured by graduation achievement.

Basically, the head of the madrasah performs three functions as follows, namely: helping teachers understand, choose and formulate educational goals to be achieved, creating madrasah as a harmonious, healthy, dynamic, comfortable work environment so that all members can work with full productivity and obtain high job satisfaction (Kusmintarjo and Burhanuddin, 1997)

As an educator, the head of a madrasah must be able to instill, promote and improve mental, moral, physical, and artistic values to teachers or other functional personnel, administrative personnel (staff) and groups of students or students. To instill this competence, the head of the madrasah must show persuasiveness and example (Wahjosumidjo, 1999)

The role of the head of the madrasah as an educator, supervisor, motivator who must carry out coaching to employees, and teachers in the madrasah he leads because the human factor is the central factor that determines the entire movement of an organization's activities, although no matter how much technology is used, it is still the human factor that determines it.

The head of the madrasah is also required to have managerial skills. Managerial skills are a person's ability to manage organizational resources set in order to achieve predetermined goals in order to achieve predetermined goals. These managerial skills are necessary to carry out the duties as a manager in education effectively.

One of the managerial skills that must be possessed by the head of the madrasah is to have good communication skills. Because, how can it be possible to educate people without communication, and teach people without communication. Including in this regard, it is impossible to lead an educational organization without a communication role. In the world of education, communication is closely related to how the interaction in the educational environment. For example, the head of a madrasah interacts with teachers, teachers with fellow teachers, teachers with students, students with fellow students, even staff and the entire academic community and school residents all need communication.

Communication is formed due to the need factor. It is said that a person who has needs or wants, then communication will be a means of meeting his needs. In addition, for a madrasah head, communication also plays an important role in human relations, because it is one of the important elements that build a team, which can bring the team to a level of success. The ability to communicate clearly is useful for dominating in the field involved. Communication is key that can build a strong team and drive better performance. The importance of communication skills in human relations, because to help build a team, it takes a leader who is able to communicate well to each individual. By eliminating fear and instilling confidence in their abilities through one's direct communication, leaders can create a superior team. In addition, to avoid misunderstandings, that with regulated communication, misunderstandings and miscommunications can be resolved amicably.

Methods

This study used a qualitative descriptive approach. While the method used is a case study. Data collection techniques are carried out through observation, interviews, and also documentation studies which are methods in a qualitative research approach. (Ali, 2014; Creswell, 2017).

The research procedure uses research stages that refer to Creswell (2017), namely: Stage one, research preparation. Consists of problem identification activities and finding problem focus, conducting and reviewing literature studies, determining methodologies and compiling research instruments (interview guidelines, observation guidelines) and determining research samples; The second stage, the implementation of research. This stage consists of main activities, namely: i) data collection consists of observation, interview and documentation

study activities; ii) data processing/analysis consists of data reduction, data display, conclusion and verification activities; and the third stage, the research report.

Results and Discussion

Human Relations is the overall relationship both formal and informal that needs to be created and fostered in an organization. Thus, a harmonious team work can be created in order to achieve predetermined goals. Human Relations is a human relationship that in this case has entered the psychological stage. Human Relations to employees can be done with verbal and non-verbal communication that is informal or unplanned, such as daily communication that is usually done between superiors and subordinates and vice versa. In organizational communication, there are several communication models namely downward communication and horizontal communication. Downward communication speaks of information formally moving from someone in a higher position to another person in a lower position. This is also applied in Madrasah Aliyah Nurul Huda Bantargebang, where the communication pattern used is downward communication. The Head of Madrasah always motivates teachers and employees to be more active in working. The Head of Madrasah also gives directions and instructions to teachers and employees in doing their work. And horizontal communication talks about information moving between people and positions of equal level of authority. Horizontal communication consists of conveying information between the same work unit or colleagues such as teachers with teachers and employees with other employees. Work units include individuals who are placed at the same level of authority in the organization and have the same superior. As applied in Madrasah Aliyah Nurul Huda Bantargebang, fellow employees provide information and encourage each other to complete tasks while in the Madrasah environment. It can make the relationship between teachers and employees good.

Broadly speaking, communication can be distinguished between verbal and non-verbal communication, each of which has an active role in increasing the activity of a relationship. But non-verbal communication here serves to replace oral messages. Leaders who succeed in improving a harmonious relationship in communicating with their subordinates are largely determined by the skills and ability to carry out communication functions well. Therefore, good and effective communication will be determined by the trust and confidence of a leader in leading to control his subordinates. And communication can create more intimate interactions and an atmosphere in a better work environment.

A. Human Relations

1. *Human Relations Concept*

Human relations consists of two words: "*Human*" and "*Relation*." "*Human*" means "*Human*" while "*Relation*" means "*Relationship*". *Human Relations* is a relationship that exists between individuals with each other where individuals as communicators treat their communicants humanely and create a communication full of familiarity preceded by the exchange of information about identity and personal problems of a social nature (Effendy, 2014:40).

Understanding *Human Relations* is divided into 2, namely *human relations in the broad sense* and *human relations in the narrow sense*.

1. *Human Relations* in a broad sense

Human Relations in a broad sense is the interaction between a person and others in various situations and in all areas of life. So, human relations are carried out anywhere, at home, on the street, on the bus and so on. The success of a person in conducting human relations is due to human nature, namely, friendly, polite, respectful and respectful of others of noble value. Man of this nature is not unusual, because by nature, in addition to homo sapiens "as a thinking being" man is also

homo socius "a social being". It is impossible for him to live without others and as a social creature he must try to create harmony and harmony with his environment.

2. *Human Relations* in the narrow sense

Human Relations in the narrow sense is the interaction between a person and others. However, the interaction here is only in the work situation in the work organization (Effendy, 2014:48).

Meanwhile, according to Hasibuan, Human Relations is a harmonious human relationship, created by awareness and willingness to merge individual desires for the integration of common desires (Hasibuan, 2019:137). In this statement, it can be interpreted that Human Relations is a tool in interacting and communicating carried out by one person to another. So that good communication and mutual understanding are established. Human relations skills are very important to be mastered by someone who has a position and interest in interacting and collaborating with others. Human relations is an important management ability mastered by a leader in an organization.

Human relations will only occur if a person, in the context of an organization, influences others with persuasion, invitation, or emotional appeal to carry out an activity in achieving a goal, and both parties experience inner satisfaction. As explained by Supratiknya, Human Relations is action-oriented in the form of influencing efforts, psychological in nature, and both parties are equally satisfied (Supratiknya, 2013:30)

In line with that, Siagian argues that the concept of Human relations, namely the core of management success is leadership, while the core of leadership is human relations, good and bad management depends on good and bad leadership, while leadership depends on good and bad human relations applied in institutions, human relations What is meant here is a good relationship between employees and fellow employees and employees with superiors in the institution (Siagian, 2014:110). Persuasive communication that takes place in human relations is interpersonal communication, namely communication carried out between a communicator and a communicant or between a communicant and two communicants in the nature of face-to-face dialogue. The advantage of such communication is that we can know the communicant's response directly (Effendi, 2019:50).

Based on the description above, it can be seen that, human relations is a connecting bridge that connects superiors and subordinates, subordinates with superiors and subordinates with subordinates. Human relations is used to create good communication and climate at work so as to improve employee performance.

2. **Principles in Human Relations**

A leadership does not only pay attention to the elements of management in achieving a goal in the organization. However, in a leadership should also be able to apply the principles of human relations to be able to achieve a goal in the organization. How a leader is able to read and understand the nature and character of the community, organization or institution itself. So that a leader is able to work together and create a team work and harmonious work atmosphere. A leader is also expected to be able to meet the needs of each community, organization or institution he leads. So they will work sincerely and happily because they get more attention from the leadership.

As already said above that in understanding the characteristics and goals of different human beings, a leader is expected to be able to best apply the principles of human relations as explained human relations is a communication tool both vertical and horizontal that is able to read every desire of members of the organization in order to reduce misunderstandings between members and with leader. Then the purpose of meeting the needs of members or employees is as motivation.

According to Siagian in Denia Prameswari said, human relations is a whole series

of formal and informal relationships that need to be created and fostered in an organization in such a way as to create an *intimate* and harmonious team work and atmosphere in order to achieve predetermined goals (Putri & Kadewandana, 2018:26-27).

According to Siagian in Mohamad Irfan's explanation, to achieve the goals that have been determined by the organization, a leader must be able to apply the principles of human relations as follows:

1. There must be synchronization between organizational goals and individual goals. This means that in essence humans have very limited abilities, both due to physical, biological and mental limitations. Because of those limitations, he is unable to satisfy all his needs efficiently and economically without cooperating with others. Working with others means joining different organizations.
2. Pleasant working atmosphere. Work atmosphere can mean very broad, meaning that a familiar work atmosphere is needed by every employee in an organization to eliminate rigidity and boredom at work.
3. Reasonable informality in employment relations. A good organization is an organization that is led in democratic ways. Democratic administration and management is often referred to as *open administration and management*, *permissive administration and management*, *participative administration and management*. The democratic nature of organizational openness is manifested primarily by informal labor relations. That is, the better the administration and management of an organization, the more informal the working relationship without forgetting the formal aspect of the working relationship. But if informality is allowed to overwhelm the working relationship, respect for leadership can diminish. Conversely, if formality is too prominent, then strength in the employment relationship will arise which results in tightness in work.
4. Human subordinates are not machines. Unlike money, machines, methods, materials, and other means of production, people want to be treated with respect. His personality is recognized, his desires are noticed, his material and non-material needs are satisfied and his abilities are developed regularly. For this understanding, appreciation, and feelings play a decisive role.
5. Develop the abilities of subordinates to the maximum level. Everyone in the organization must be given the widest possible opportunity to develop their mental capacity through education, training both on-the-job training and off- the-job training and by other ways of development. To best apply this principle, it is the duty of the leader to know the talents and expertise of his subordinates. Leaders must also know the limits of their subordinates so that in the effort to develop that ability more appropriate direction can be made.
6. Interesting and challenging work. A person who really wants to work will not like routine work. For him, such work will soon be boring. On the contrary, challenging work will increase the enthusiasm of his work, expand his imagination and increase his creativity and initiative
7. Recognition and appreciation for the good execution of duties. The leader must quickly recognize and appreciate the good implementation of duties of a subordinate, because it has been discussed on the previous page that humans are creatures who have feelings, so no matter how small the award given by the leader can be a motivation in itself. The form of recognition and appreciation can take the form of extraordinary promotions, extraordinary periodic salary increases, prizes in the form of money, letters of appreciation, and a combination of several of these things.
8. Sufficient equipment. In administrative and management activities, there are often delays in the implementation of duties caused by the unavailability of equipment

needed for the implementation of duties, it is clearly very inefficient, therefore adequate equipment or facilities are needed in every administrative or management activity so that every employee feels comfortable at work and is able to use time as well as possible.

9. The right man on the right place. Everyone should be placed according to his skills and abilities. For this reason, it is very important for a leader to know what the talents, abilities, and expertise of his subordinates are. It must also be known the limits of its capabilities. In organizations it is known as what is called "occupational incompetence". This means that there are maximum limits for a person to achieve in his career.
10. Remuneration is commensurate with what is given. Everyone in the organization must be rewarded with the services provided and at the same time can guarantee a decent level of living for him and his family. This is done so that everyone in the organization can concentrate on working when every need can be met (Irfan, 2014:76-84).

Based on the explanation above, it can be concluded that the principles in human relations have an interesting assumption that when having good assumptions about employees, namely treating them well, being enriched with challenging work and meeting their needs for self-esteem and self-actualization, it can produce a climate in which worker satisfaction and productivity of an employee's performance will develop. Then organizational goals are expected to be achieved from the existence of harmonious work relationships, increased morale and work motivation so that work discipline and employee performance can also increase.

3. Human Relations Techniques

Human relations can be done to remove communication barriers, eliminate misunderstandings, and develop constructive aspects of human nature. In a high degree of intensity, human relationships are made to help people who are in trouble or suffering from frustration. Frustration arises in a person due to a problem that cannot be solved by him.

In everyday life anyone will face problems, some are easy to solve, some are difficult to solve. However, any problem will be tried to disappear. People will not let themselves be entangled in trouble. And one person's problem is not the same as another's problem. Illness, not passing exams, job applications not being accepted, broken cars, wives/husbands deviating, unable to complete tasks, applications not being accepted, etc. can all cause someone frustration.

This is where the important role of human relations is. Where he must take the sufferer from a problem situation to problem-solving behavior. In human relations activities there are techniques that can be used to help those who suffer from frustration, namely the so-called counseling, which acts as a counselor can be the leader of the company, the head of public relations, or the head of section, section, and others (Effendy, 2017:141-142).

The purpose of counseling is to help employees who are facing problems or who suffer from frustration, to solve problems on their own or to create an atmosphere that encourages courage to solve problems (Amrullah, 2013:200). Onong Uchjana Effendy explained that in human relations activities there are two types of counseling, depending on the approach taken. The two types of counseling are directive counseling, which is direct directed counseling, and non-directive counseling, which is indirect counselling (Effendy, 2014:83-84. As explained below:

- a. Directed counseling (directive counseling) This counseling is often called the counselor-centered approach, which is counseling whose approach is centered on the counselor. In this way of counseling, the main activity lies with the counselor. First the counselor tries to have a close relationship, so that the counselor puts trust in him, then he asks questions in order to gather information. The data he obtains, he analyzes to at the stage of making a diagnosis; seek to understand the problems that weigh on the constellation.
- b. Non-directive counseling This type of counseling is also called the counselee centered approach. This type can be used by people who do not have in-depth knowledge of psychology. Compared to traditional counselor-centered counseling, counselee centered approach counseling is more effective in helping frustrated employees. In this type of counseling, the main activity lies on the part of the counselor, while the counselor's activity is only trying to make the counselor feel easy to lead himself. The counselor is helped to feel free to express his heart, to talk about his attitude, to express his repressed antagonism, his doubts, his sad feelings. In putting it all forward, he was not forced.

Therefore, a leader needs to pay extra attention to help their work, giving instructions wisely, not with arrogance and condescension of others. And can also exchange opinions (deliberations) between leaders and subordinates at all levels of management and leadership, as well as for various affairs. Using the concept of deliberation and cooperation is one method or technique that can be done to foster social interaction. And can be a problem solving for employees by providing the best solution by counseling. Assembling knowledge, namely the ability to construct information from various reliable sources.

B. Teacher Performance

1. Performance Concept

In general, the definition of performance is the result of work in quality and quantity that can be achieved by an employee in carrying out his main duties and functions as an employee in accordance with the responsibilities imposed or given to him. Performance comes from the notion of performance. There are also those who provide an understanding of performance as a result of work or work performance. However, performance actually has a broad meaning, not only the results of work, but including how the process takes place. As explained by Wibowo that performance is about doing work and the results achieved from that work (Wibowo, 2013).

Performance is about what is done and how to do it. The performance of an employee is an individual thing, because each employee has a different level of ability in doing his duties. Management can measure its performance based on the performance of each employee. Performance is an action, not an event. The performance action itself consists of many components and is not a result that can be seen at a moment's notice. As explained by Hussein Fattah that performance is work behavior, that is, what employees do (Fattah, 2017:10).

Performance is very important and must be considered by all management, both at the level of small and large organizations. The results of work achieved by organizations or employees are a form of accountability to the organization and the public. As explained by Rismawati and Mattalata that performance is a condition that must be known and confirmed to certain parties to determine the level of achievement of the results of an institution associated with the vision carried by a company or institution and know the positive and negative impacts of an operational policy (Rismawati & Mattalata, 2018:2).

2. Teacher Performance

The performance of a teacher can be seen from his responsibility in carrying out the trust, the profession he carries, and the morals he has. This will be reflected in its performance in developing the potential of students and advancing the school. A teacher has the main task of educating, teaching, directing, guiding, assessing, training and evaluating students so that they can be said to be professional educators. In addition, the obligation of a professional teacher is to plan learning, carry out a quality learning process, and assess and evaluate learning outcomes. Then it was further reaffirmed by Priansa that the main task of a teacher is to plan learning, carry out learning, assess learning outcomes, guide and train students (Priansa, 2018:78). Recalling the definition of performance in the discussion in the previous paragraph which states that "performance is a work achievement that has been achieved by a person in carrying out and completing his duties and responsibilities".

Therefore, this indicates that teacher performance can be said to be an achievement carried out by the teacher when carrying out and completing tasks that are of course his responsibility along with additional tasks attached to the implementation of the teacher's main activities which include learning planning activities, implementation of the learning process, to the implementation of learning evaluation. This is in line with the presentation from Priansa who explained that teacher performance is the level of teacher success in completing their work (Priansa, 2018:394).

Another opinion from Supardi states that teacher performance is the ability of a teacher to carry out learning tasks at school and be responsible for the students under his guidance by improving the achievement or learning outcomes of his students (Supardi, D, 2016:54). Therefore, teacher performance can be interpreted as a condition that shows the ability of a teacher in carrying out his duties at school and describes the existence of a learning activity so as to guide students in achieving optimal achievements/learning outcomes. Furthermore, Saondi in Manullang stated that teacher performance is the ability shown by teachers in carrying out their duties and work, performance is said to be good or satisfactory if the goals achieved are in accordance with predetermined standards. It is also stated that teacher performance is the result of work in quality and quantity achieved by a teacher in carrying out his duties in accordance with responsibilities which include compiling learning activity programs, implementing learning, implementing evaluations, and evaluating analysis (Manullang:2017). Next, Glasman in Supardi explained that teacher performance is not only shown by work results, but also shown by behavior at work. Teacher performance can be clearly seen in learning which is shown from the acquisition of learning outcomes produced by their students. The quality of good teacher performance will show good student learning outcomes (Supardi, 2016:55).

Not only in the aspect of learning quality and suitability of learning levels, teacher performance can also be seen from the aspect of implementing the curriculum carried out by the teacher. According to Supardi, the quality of good and professional teacher performance in implementing the curriculum in learning activities has the characteristics:

(a) Designing lesson planning, (b) implementing learning and, (c) assessing student learning outcomes (Supardi, 2016:59). Learning planning or commonly referred to as the Learning Implementation Plan (RPP) is made by teachers which functions to: (a). determine the objectives of learning activities, (b). inform of the content, meaning, and objectives, (c). determine how to achieve a set goal, d. measure how far from the goal that has been achieved and what will be done if the goal has not been achieved.

Based on the various opinions described above, it can be concluded that teacher performance is a sense of responsibility to carry out the duties or mandates of the profession they carry and a sense of moral responsibility on their shoulders. All of that

will be seen in obedience and loyalty in carrying out his teacher duties in class and his educational duties outside the classroom. Teacher performance is an achievement or work result that has been achieved by a teacher when carrying out and carrying out his responsibilities as an executor of learning activities. Teacher performance consists of several aspects including aspects in lesson planning, implementation of the learning process, and aspects when conducting assessments or evaluations. Teachers who can implement these three aspects productively can be said that the teacher is a competent teacher and very high in his level of performance.

Conclusion

Based on the results of research entitled Human Relations in Improving Teacher Performance in Madrasah Aliyah Nurul Huda Bantargebang, researchers can draw conclusions that:

1. The application of Human Relations in improving teacher performance in Madrasah Aliyah Nurul Huda Bantargebang first refers to good communication. With good communication, the relationship between teachers and employees at Madrasah Aliyah Nurul Huda Bantargebang will run well and the performance of teachers and employees will increase. Second, a comfortable working environment can also improve the performance of teachers and employees at Madrasah Aliyah Nurul Huda Bantargebang because the atmosphere of the room and a comfortable environment can make the hearts of teachers and employees feel happy and calm. And third, there are rewards from leaders who make employee performance will increase.
2. The obstacle faced by Human Relations in improving employee performance is the misunderstanding between teachers and employees which makes the relationship between teachers and employees bad. As well as teachers and employees who are unable to communicate freely to the Head of the Madrasah because teachers and employees feel reluctant to the Head of the Madrasah.

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