

## COMMUNICATION STRATEGIES FOR SUPERVISORS IN IMPROVING THE PROFESSIONAL ABILITY OF TEACHERS AT MADRASAH IBTIDAIYAH NEGERI 15 LANGKAT

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### ABSTRACT

this study was to determine: 1) the communication strategy of supervisors in improving the professionalism of teachers at Madrasah Ibtidaiyah Negeri 15 Langkat; 2) The media used by supervisors in carrying out communication at Madrasah Ibtidaiyah Negeri 15 Langkat; and 3) Supporting and inhibiting factors for Supervisory Communication Strategies in increasing the professionalism of teachers at Madrasah Ibtidaiyah Negeri 15 Langkat. This thesis research uses a qualitative approach with descriptive methods. The collection techniques used interview, observation and documentary studies, while to strengthen the validity of the data findings and the authenticity of the research, the researcher referred to the use of data validity standards consisting of credibility, transferability, dependability and confirmability. The results of this study are: 1) supervisory communication strategies in increasing the professionalism of teachers at MIN 15 Langkat in the form of interpersonal techniques with open, informative, persuasive, educational and instructive; 2) The media is used by supervisors in carrying out communication at Madrasah Ibtidaiyah Negeri 15 Langkat in addition to holding face-to-face communication also using information communication technology (ICT) using the WhatsApp application by creating a group for 15 Langkat Madrasah, this media is considered quite effective in carrying out madrasah development activities as a whole, including specifically the principal and teachers; and 3) Supporting factors for the effectiveness of supervisory communication strategies in increasing the professionalism of teachers due to the emergence of a good sense of togetherness and kinship so far. This sense of togetherness and kinship makes a strong bond in the communication process in madrasahs and there are no significant obstacles in communicating with supervisors.

Keywords: *Communication Strategy* , *Peer* , *Professionalism*

### INTRODUCTION

The success of education can be influenced by many components. The components that affect the success of education are: (1) the teacher component, (2) the student component, (3) the management component and (4) the financing component. Teachers have an important, strategic and responsible role in national education. Teachers have duties as educators, teachers and trainers. Educating means passing on and developing the values of life. Meanwhile, teaching means continuing and developing science, knowledge and technology. Train means to continue and develop skills in students (Usman, 2002: 7). To achieve these educational goals, teachers who are a factor in improving the quality of education are expected to show good performance which will have implications for improving education in general, improving the quality of graduates in particular. In the learning process, the teacher is the main role holder, because technically the teacher can translate the improvement process in the education system into an activity in their class (Idrus and Jamal, 1992: 26). Megarry and Dean (1999: 12-14)

argue that: Teachers are required to develop and take advantage of their professional abilities, so as to improve performance in carrying out their duties and functions, because future education is according to quality educational professional skills.

To achieve educational success, including improving the quality of education, teachers must have good abilities or competencies. As stated in the Teacher and Lecturer Law 2005 and Explanation of Government Regulation No. 19 Year 2005 on National Education Standards, that teachers have a four competencies towards the professionalism of teachers and education quality improvement Indonesia. Professional competence which is the basic ability of teachers according to Cooper (1984: 15) is divided into four components, namely: (a) having knowledge about learning and human behavior, (b) having knowledge and mastering the field of study that they develop, (c) having an attitude that is be precise about oneself, madrasah, peers, and the field of study they develop, and (d) have skills in teaching techniques. Competence is an absolute requirement towards professionalism, because competence is a description of the qualitative nature of a person's behavior.

One of the elements considered to play the most important role in improving teacher competence is supervisory activities. In accordance with the Decree of the Minister of State for Administrative Reform Number: 118/1996 and the Decree of the Minister of Religion (KMA) No. 381/1999 states that school supervisors / religious education supervisors are civil servants who are given full duties, responsibilities and authority by the authorized official to supervise the implementation of religious education / education in public schools and madrasas by carrying out assessment and guidance in terms of technical education and administration in pre-school education units, primary and secondary schools. Usman (2009: 607) states that education supervision is professional nursing assistance carried out through a dialogue to study educational or development problems to find solutions or various development alternatives in an effort to increase the professional abilities and commitment of teachers, madrasah principals, and other madrasah staff to enhance learning achievement. students and madrasah performance.

The success of implementing education in the field is determined by 3 elements, namely the supervisor, head of madrasah and teachers (Supandi, 1996: 94). However, quality control in education is certainly different from companies that produce goods / services. Madrasah is a *people changing institution*, which in its work process is always faced with *uncertainty and interdependence*, meaning that the working mechanism in educational institutions is technologically uncertain because input conditions and the environment are never the same (McPherson, Crowson, & Pitner, 1986: 33).

The teaching and learning process is a process that contains a series of actions by the teacher and students on the basis of a reciprocal relationship that takes place in an

educational situation to achieve certain goals. Therefore, supervision activities are deemed necessary to improve teacher performance in the learning process (Supandi, 1996: 252). So important is the existence of a supervisor in improving teacher professionalism, so this research is carried out more deeply, especially in relation to the communication strategy implemented by the supervisors. The implementation of supervision will not be separated from communication activities. Of course the communication in question is that the communication delivered by the supervisor can be understood well by the supervised party, and vice versa, the information conveyed by the supervised party can be understood by the supervisor. Thus, the learning conditions expected by both parties (supervisor and supervised) can be realized. However, the success is largely determined by the supervisor and the party supervised in carrying out the communication. For this purpose, mastery of communication theory, models and strategies or effective communication methods must be understood by both parties.

Several previous studies, mostly stated that the variable professional competence of teachers can be influenced by the variable of supervision activities. As described by Sulaeman Hariadi regarding the professional competence of elementary school (SD) teachers in Jakarta in 2005, stated that the professional competence of teachers can be influenced by differences in the types of supervision applied by supervisors and the level of education of a teacher, including: (1) professional competence highly educated teachers who receive participatory supervision are higher than the professional competence of teachers who receive instructive supervision; (2) Teachers with low education will have a higher level of professional competence if they are supervised through instructive supervision rather than participatory supervision. Furthermore, it is said that there is an interaction between supervision and education level on teacher professional competence. This illustrates that both participatory and instructive supervision and the level of education (high and low) have an influence on the variation of teacher professional competence. Research conducted by Tri Endah Sastrini on the effect of clinical supervision by the principal on the professional competence of teaching teachers at SMA Negeri 10 Bandung in 2011. This study assumes that clinical supervision by the principal can help and foster teachers in solving teaching problems. The purpose of this study was to obtain a real picture of the effectiveness of the implementation of clinical supervision by the principal.

In response to these problems, a supervisor must be more professional in applying *kepengawasannya* strategy that will impact on improving the ability of teachers professionally in the management of learning, especially *terkait t* with the strategy of communication. Departing from the description above, it becomes necessary to implement this research by lifting the title *S Strategy K omunikasi P engawas* in

improving K Capacity of P rofesionalisme teacher in M adrasah I btidaiyah N egeri 15 L lift .

## LITERATURE REVIEW

A teacher's competence is related to the abilities a teacher has. The competencies that must be possessed by a teacher are as follows: (1) pedagogical competence, (2). personality competence, (3) social competence and (4) professional competence (Sagala, 2009: 31). Competence comes from English *competency* which means proficiency, ability and authority. A person is declared competent in a certain field if they master the skills to work in one particular field. According to Nana Syaodih ( 200 7:93) competence is performance that leads to the complete achievement of goals towards the desired condition. Teachers in the teaching and learning process must have their own competencies in order to achieve the aspirations aspired to carry out education in general and the teaching and learning process in particular. To have this competency, teachers need to foster themselves well because the function of the teacher itself is to foster and develop the abilities of students professionally in the teaching and learning process. Professional competence, which is the basic ability of teachers according to Cooper (1984: 15), is divided into four components, namely: (a) having knowledge about learning and human behavior, (b) having knowledge and mastering the field of study they develop, (c) having an attitude that is be precise about oneself, school, peers, and the field of study they develop, and (d) have skills in teaching techniques. Competence is an absolute requirement towards professionalism, because competence is a description of the qualitative nature of a person's behavior. Masidjo (1995: 10) argues that professionalism is the basic ability of teachers. The teacher is a professional worker who is given the task, authority to carry out and is responsible by the leadership who is authorized to carry out education in schools, especially in teaching and learning process activities or instructional activities of the subjects for which he is responsible. Tjutju (2002: 60) teachers as education personnel are expected to have professional competencies which are characterized as follows: (a) the ability to develop personality, (b) the ability to master the foundation of education, (c) the ability to master teaching materials, (d) the ability to develop teaching programs, (e) ability to implement teaching programs, (f) ability to assess the results and teaching and learning processes that have been implemented, (g) ability to organize guidance programs, (h) ability to carry out school administration, (i) ability to interact with peers, (j) ability to conduct simple research. Anwar (200 4 : 52) succeeded in formulating ten teacher professional competences, namely: a) mastering teaching materials, b) managing teaching and learning programs, c) managing classes, d) using media / resources, e) mastering educational foundations, f) managing teaching and learning interactions, g) assessing student achievement for education and teaching, h) recognizing the functions and programs of guidance and counseling services, i)

recognizing and organizing school administration, j) understanding the principles and interpreting the results of educational research for teaching purposes . The ten basic abilities cannot be accepted as being equal. Therefore, a person's ability in relation to efforts to improve the quality of the process and learning outcomes is grouped into four ability groups, namely (1) planning the teaching and learning process, (2) implementing and leading the teaching and learning process, (3) assessing the ability of the teaching and learning process and (4) ) interpret and utilize the results of the assessment of teaching and learning progress.

The formulation or understanding of supervision can be explained from various angles, both according to the origin ( *etymology* ), the form of the speech, and the content contained in the words ( *semantic* ). The definition of supervision etymologically according to Ametembun in Suryana (2009: 6) states that in terms of the form of the words, supervision consists of two words super + vision: super = above, more, vision = see, look, supervise. The meaning contained in this definition, that a supervisor has a position or position more than the person being supervised, his job is to see, observe or supervise the people being supervised. Supervision or supervision carried out by the principal is expected to be able to find the best solution or solution to the problems encountered by the teacher in carrying out their respective duties. Pidarta ( 2009 : 25) states that the purpose of supervision is to increase the professional ability of teachers in improving learning processes and outcomes by providing assistance by improving teacher attitudes in carrying out their duties. Sah Arti (2000: 23) says that the purpose of holding supervision in schools is to: (a) develop a curriculum that is being implemented in schools, (b) improve teaching and learning processes in schools, and (c) develop the quality of teachers in schools. So according to him, the activity of supervision is something that can improve the specific objectives of teaching teachers and student learning, teaching and learning materials and activities, methods as a way to organize teaching and learning activities, assessment of the teaching and learning process, guiding students in learning and solving problems together. faced by students in learning, improving teacher attitudes in completing their assignments. Supervision is basically directed at two aspects, namely: academic supervision and managerial supervision. Academic supervision focuses on supervisor observations of academic activities, in the form of learning both inside and outside the classroom. Managerial supervision focuses on observations on aspects of management and administration of the school that serves as a support ( *supporting* ) the implementation of learning. Oliva (1984: 19-20) explains that there are four kinds of roles of an education *supervisor* or *supervisor* , namely: *coordinator*, *consultant*, *group leader* and *evaluator* . Supervisors must be able to coordinate *programs*, *goups*, *materials*, and *reports* relating to schools and teachers. Supervisors must also be able to act as consultants in school management, curriculum development,

learning technology, and staff development. He must serve the principal and teachers, both individually and in groups.

Communication activities that have been carried out by humans since humans existed. However, the science of communication being studied today is actually the result of a long development process. Muis (2001: 36) argues that: the term communication comes from Latin, namely *Comunicare*, which means speaking, conveying messages, information, thoughts, feelings, ideas, and opinions made by someone to others by expecting answers, common perceptions of what is discussed as well as feedback or feedback. Effendi (2003: 28) argues that: the language of communication of statements is called a *message*. The person who delivers the message is called a *communicator*, while the person who receives the statement is called the *communicant* (*communicate*). William C. Himstreet and Wayne Murlin Bay in Purwanto (2003: 3) emphasized that communication is a process of exchanging information between individuals through an ordinary system (common) with symbols, signals as well as behavior and actions. Martin and Anderson in Ardianto (2007: 19) argue that communication cannot be understood except as a dynamic process in which listeners and speakers, readers and writers act reciprocally, the speaker acts to provide a stimulus sensor for listeners directly and indirectly, the listener acts to provide a stimulus by receiving it, storing it means summoning the image in the mind, then testing the image against the information conveyed and feeling and sooner or later acting on that image. As with the definition of communication, the classification of types or forms of communication among experts also distinguishes from one another. This classification is based on the point of view of each expert according to their experience and field of study. It is not so easy to turn on an incorrect classification, because each party has a reasonable number. For example, a group of American communication scholars who wrote the book *Human Communication* in 1980 divided communication into five forms, namely; Interpersonal communication (*Interpersonal Communication*), small group communication (*Small Group Communication*), communications organization (*Organizational Communication*), Mass Communications (*Mass Communication*) and Public Communication (*Public Communication*). Cangara (2004: 30) argues that: European flow of communication only divides communication into two types. Namely interpersonal communication and mass communication. In Indonesia there are circles who share communication or two kinds, namely mass communication and social communication. In general, based on the views of communication experts, the form of communication can be divided into four forms, namely communication with oneself, interpersonal communication, group communication and mass communication. Mulyana (2001: 72) argues that: communication with oneself is a communication process that occurs within oneself, or in other words, the process of communicating with ourselves whether we realize it or not. According to Widjaja (2000: 41), the interpersonal

communication referred to here is the process of communication that takes place between two or more people face-to-face. According to its nature, interpersonal communication can be divided into two types, namely *Dyadic Communication*. Diadik communication is a communication process that takes place between two people in face-to-face situations which is carried out through three forms of conversation, interviews and dialogue. Small group communication is a communication process that takes place between three or more people face-to-face where members interact with one another. Redding and Sanborn in Muhammad (2007: 65) say that group communication is the sending and receiving of information in complex organizations. Included in this area is internal communication, human relations, relationship union manager, communication *downward* or communication from superiors to subordinates, communication *upward* or communication from subordinates to superiors, horizontal communication or communication of the same level / ting - katnya in organizations, communication and speaking skills, listening, writing and communication program evaluation. Public Communication, commonly called speech communication, collective communication, rhetoric communication, public speaking and communication audiences (*Audience Communication*). Whatever the name, public communication shows a communication process in which messages are conveyed by the speaker in face-to-face situations in front of a larger audience.

## RESEARCH METHODOLOGY

This research was carried out using descriptive qualitative research, it was based on the intention of describing the behavior of the informants, namely supervisors, madrasah principals, madrasah deputy principals and teachers according to the existing social situation. In this context, the researcher tries to understand the supervisory communication strategy in increasing the professionalism ability of teachers in Madrasah Ibtidaiyah Negeri 15 Langkat. The subject of this research is directed at finding data from the principal of madrasah, deputy head of madrasah and teachers. The search for data starts from the supervisor as the *key informant* using *snowball sampling*. In this study, data analysis was generally divided into three levels; analysis at the initial level, analysis at the time of field data collection, and analysis after completing data collection. The essence of data analysis in qualitative research is to reduce data, because in qualitative research the data collected must be in-depth and sufficient according to the focus and objectives of the study.

## RESULT AND DISCUSSION

The first findings of this study menu n jukkan that communication strategies supervisors in improving the professionalism of teachers in MIN 15 langkat in the form of interpersonal with the open technique, informative, persuasive, educative and

instructive. The findings of this study indicate that supervisors use interpersonal communication to support their duties, including improving teacher professionalism. Face-to-face communication is also called interpersonal *communication*, which takes place dialogically between one communicator and one or two communicants. Interpersonal communication is defined as sending messages between two or more individuals. The effectiveness of interpersonal communication as stated by Engkoswara (2008 : 202) is in the interpersonal relationship that exists on three factors, namely mutual trust, supportive attitudes, and openness. This interpersonal communication is actually the same as the understanding of communication that is generally known. Formally it can be interpreted as the process of delivering news carried out by someone and receiving the news by another person or a small group of people, with an immediate result and feedback. (Thoha, 2006 : 191). Interpersonal communication as stated by Wiryanto (2004: 32) is communication that takes place in a face-to-face situation between two or more, either organizationally or in a crowd of people. This interpersonal communication is used by supervisors as a form of communication which is expected to support tasks and efforts to improve teacher professionalism because this communication, as stated by Bovee and Thill, quoted and translated by Purwanto (2006: 22-23) has several objectives to be achieved in Interpersonal communication, including delivering information, sharing experiences, fostering sympathy, collaborating, sharing disappointments and fostering motivation. The purpose of interpersonal communication itself is an *action oriented*, that is, action oriented towards certain goals. Therefore the quality of communication needs to be improved to foster interpersonal relationships. The interpersonal communication strategy developed by supervisors in relation to increasing the professionalism of teachers using open techniques is intended so that each teacher is not closed in receiving information and wants to convey information and wishes to convey information from him about things he knows and does not know related to the implementation of their professional duties. Another aspect of this technique is that there is a desire among the teacher to respond honestly to all stimuli in the form of information, commands or other things related to improving the teacher's ability. In this openness, the supervisor hopes that it is appropriate for each teacher to react openly to what is said by each. There is nothing worse than *indifference*, and nothing is more enjoyable than the respect for differences of opinion. Even if you have different opinions, say it even though it feels bitter for those who listen to it. Thus interpersonal communication can be said to be effective if openness in communication is realized. It is very ineffective when two people communicate, one expresses his opinion, while the other person from the beginning to the end is silent and has no reaction. Another communication strategy used by supervisors is informative techniques. Informative communication (*informative communication*) is a message to a person or a number of people about new things they

know. This technique has a cognitive impact, because the communicant only knows. As in the delivery of news in print and electronic media. In this informative technique is generally accepted, the media creates synchronization, and the communication is heterogeneous. Usually the informative technique used by the media is associative in nature, namely by superimposing the presentation of messages on objects or events that are currently attracting the attention of the audience. Informative communication is a communication technique that is used so that teachers understand and know. This technique is used by supervisors considering that this technique is effectively used in all forms of personal communication, forms of media communication, or forms of mass communication such as the group of teachers at Madrasah Ibtidaiyah Negeri 15 Langkat. To be effective, supervisors should pay attention to three important things in this communication technique, namely that the information should attract the attention of the teacher, so that the teacher is willing to accept the message content, is willing to save the message. As it is known that efforts to increase the professional ability of teachers require supervisors to convey information about policies, other provisions in the field of education in general and to increase teacher capacity clearly and clearly, this is why this technique is considered effective for this. Persuasive techniques are also used by supervisors, this communication technique places the teacher to be willing to accept something of a belief or belief, and to want to do an act or activity and so on. Persuasive, namely a psychological humane communication technique which is subtle, flexible in the form of invitations, persuasions or seductions. Educational techniques are also developed by supervisors in an effort to improve teacher professional skills. Educational communication is a reciprocal relationship that occurs between teachers and supervisors by instilling knowledge and values or norms that must be considered and possessed by teachers. The purpose of educational communication in relation to increasing professionalism is to be able to produce teachers who are equipped with knowledge, skills, values and positive attitudes towards the profession and their responsibilities. Meanwhile, forcing techniques in communication theory are known as instructive. Instructive is a command that is threatening. But the threat contains something that can make the teacher carry out the orders of the supervisor. The instructional exercise of the overseer is also commanding and the advice valuable.

The second finding of this research is that the communication media used by supervisors in carrying out communication at Madrasah Ibtidaiyah Negeri 15 Langkat, apart from holding face-to-face, also use information communication technology (TIK) in the form of mobile phones using the WhatsApp application by creating groups for Madrasah Negeri 15 Langkat, this media considered quite effective in implementing madrasah development activities as a whole, including specifically for madrasah principals and teachers. As humans develop, science and technology develop in all fields.

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It all requires education to adjust its pace if it is to remain relevant so as not to be left behind. This makes education even more expensive, a fact that many people are often less aware of. The development of mankind encourages more and more people to move forward and do not want to be left behind. They all need better education. As a result, both the quality and quantity of education cannot be ignored. Education must be carried out in a quality and equitable manner for all people. So, education that is already expensive, because it has to achieve quality, becomes even more expensive because it also has to serve quantity. The role of ICT is considered very important in the world of education. The education of a nation is a measure of the ability of a nation. Therefore, the use of ICT is expected to improve the quality of education. One way to use ICT to share information. Teachers as professionals must know and understand the importance of ICT at this time. It is hoped that by using this ICT, teachers can improve the quality of education in Indonesia. The use of information technology, such as the use of the internet, which already has various applications such as social media, is a medium where users can search for information, communicate with each other and make friends online. As is well known, the variety of social media that is so many today is Facebook, Twitter, line, BBM, WhatsApp, Instagram, path, ask.fm, linkedin, snapchat and several other social media. The use of social media such as WhatsApp can easily create a forum where individuals can communicate with each other and exchange ideas with each other. In this case, it will be very easy for teachers to communicate and comment on various topics and cases that are presented and discussed by supervisors and other teachers. Supervisors and teachers can build assumptions, emotions and beliefs through their comments and perspectives and thoughts, this allows them to reactively comment and conclude within the scope of the group that was deliberately built in advance. Many social media can be used as a medium for preaching, but according to a survey from comScore in March 2017 the WhatsApp application has around 35.8 million users in Indonesia compared to Line 27.6 million and Facebook 22.2 million, quoted by ([www.id.techinasia.com](http://www.id.techinasia.com), accessed October 22, 2017). WhatsApp itself is a cross-platform messaging application that allows users to exchange messages without paying for SMS (ShortMessage Service), as long as they are connected to internet data. WhatsApp has the advantage of sending unlimited text messages, voice calls, video calls, sending pictures or photos, sending video or audio without any size limits (<https://m.tempo.com>, accessed March 15, 2020). WhatsApp also provides a "New Group" feature which makes it easy for users to create groups by adding the desired members. Research data conducted by We Are Sosial, a media company from England in collaboration with Hootsuite, shows that the average Indonesian spends his time accessing social media 3 hours 23 minutes a day. From the report entitled "*Essential Insights Into Internet, Social Media, Mobile, and E-Commerce Use Around The World*" published on January 30, 2018, out of a total population of Indonesia of 265.4 million,

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active social media users reached 130 million with penetration. 49 percent. As many as 120 million Indonesians use mobile devices, such as smartphones or tablets to access social media, with a penetration of 45 percent. Within a week, online activities on social media via smartphones reached 37 percent. The most downloaded applications, based on data from social media companies under Mark Zuckerberg, in the top three positions in the first place are WhatsApp, Facebook, Instagram, and followed by social media made in South Korea, namely Line (Yusuf 2018). Although interpersonal communication is more recommended and minimizes the risk of misunderstanding, the use of media in interpersonal communication (indirect communication), such as using SMS or social networks, is deemed efficient in view of certain situations and conditions. Suranto 2011 in Narti (2017) emphasizes that the transformation of communication styles using this media is considered to be very influential on human communication needs. Previous research results also showed the use of social media as a communication medium, namely: whatsapp as a communication medium with a qualitative approach, Narti (2017); Nurhadi (2017); Trisnani (2017), Setyani (2013); the use of whatsapp media is used for socializing and interacting with each other, sharing information, self-existence, doing business and forging cooperation to carry out maximum social relationships without being limited by distance, space and time. Falah (2014) research results show the use of Facebook as a media for preaching information, a media for discussion and a media for gathering. Omar at all (2015) uses a quantitative approach, the results of the study found that 83% of respondents have used social media for more than three years and the majority of 61% of respondents browse social media Facebook as the first choice. The results of the regression examination found that the acceptance of preaching messages on social media among students was mostly influenced by the interactive characteristic factors found on social media as the main contributor. The views and results of the research above emphasize that it is natural that the media used by supervisors to carry out coaching for madrasah principals, teachers and employees at Madrasah Ibtidaiyah Negeri 15 Langkat also take advantage of this social media as a medium of communication. The advantages of WhatsApp being used as a mass communication medium are more due to several things including: 1) Free, this is of course good news that WhatsApp does not apply tariffs for its users. Previously whatsapp had claimed a license fee for its users. However, now WhatsApp has officially eliminated fees for its users 2) Synchronizing contacts automatically When using the WhatsApp application there is no need to bother, because WhatsApp automatically synchronizes contact numbers that have been previously stored on smartphones, and 3) Only with an internet connection, you can easily communication.

The findings of these three studies indicate that the factors supporting the effectiveness of supervisory communication strategies in increasing teacher

professionalism are supported by the emergence of a good sense of togetherness and kinship in madrasah. This sense of togetherness and kinship means that the communication process at the madrasah and supervisors does not experience significant obstacles .

## CONCLUSION

Based on the previous description, this research can be concluded as follows:

1. Strategy supervisor communication in improving the professionalism of teachers in MIN 15 langkat in the form of interpersonal with the open technique, informative, persuasive, educative and instructive .
2. The media is used by supervisors in carrying out communication at Madrasah Ibtidaiyah Negeri 15 Langkat in addition to holding face-to-face communication also using information communication technology (ICT) by using the WhatsApp application by creating a group for 15 Langkat Madrasah, this media is considered quite effective in carrying out overall madrasah development activities. including specifically to madrasah principals and teachers.
3. The supporting factor for the effective communication strategy of supervisors in increasing the professionalism of teachers is due to the emergence of a good sense of togetherness and kinship so far. This sense of togetherness and kinship makes a strong bond in the communication process in madrasah and there are no significant obstacles in communicating with supervisors.

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