



Organizational Communication for Excellent Education: A Model at Modern Islamic Elementary School Raudhatul Ma'arif, Bungo

Yudo Handoko*

Universitas Jambi, Indonesia | yud0@unja.ac.id

Correspondence Author*

Received: 10-11-2023

Reviewed: 15-11-2023

Accepted: 21-11-2023

Abstract

This study aims to explore and discover the model of organizational communication effectiveness on learning in MI Modern Raudhatul Ma'arif, Muara Bungo, Jambi. Effective communication among teachers, school staff, and students plays a crucial role in formulating clear learning objectives and facilitating a better understanding of academic expectations. Communication enhances teaching quality by supporting open exchanges of knowledge and experiences. The involvement of parents is considered crucial, and strong organizational communication can strengthen collaboration between the school and families. Limited organizational communication can lead to misunderstandings, job dissatisfaction, and obstacles to achieving optimal educational outcomes. A qualitative method with the Grounded Theory approach was employed, involving various stakeholders such as teachers, students, parents, and administrative staff. This research is essential in understanding how organizational communication influences learning, teaching quality, and parental involvement in the continuously evolving education landscape. The study findings indicate that MI Modern Raudhatul Ma'arif has successfully established harmony between formal and informal communication, making organizational communication a cornerstone in achieving school objectives. The holistic and effective organizational communication model in MI Modern Raudhatul Ma'arif can serve as an example for other schools, providing a foundation for an inclusive, transparent, and positive educational atmosphere.

Keywords: Organizational Communication, Stakeholder Participation, Holistic Communication Model

Introduction

In the continuously evolving and increasingly complex educational ecosystem, organizational communication within educational institutions, especially schools, serves as a catalyst in creating an efficient and effective learning environment. The importance of clear and efficient communication channels among teachers, students, and staff forms the foundation to facilitate knowledge transfer and the development of solid skills (Nirbita & Widyaningrum, 2022). Organizational communication is not merely a process but an instrument that drives the exchange of ideas and crucial information for the effectiveness of education (Tahalele, 2022). Long before these views, Lewis stated that a layered communication system (both formal and informal) is crucial in establishing a strong foundation for information exchange and building interpersonal relationships among all stakeholders in the school environment (Lewis, 2019).

In practice, effective communication within a school organization can lead to improved teacher job satisfaction, richer learning experiences for students, and greater involvement of parents and the community in the education process (Maluhi & Alomran, 2019; Waeyenberg, Peccei, Decramer, 2022). Challenges arise as many schools strive to implement effective communication strategies that respond to the needs of all stakeholders. Beauchamp et al. conducted research across four countries and noted that schools often struggle in managing these communication strategies, resulting in various operational and academic hurdles. The digital era brings new potential for communication in education but also poses challenges in integrating digital communication tools into existing structures (Beauchamp et al., 2022).

Research by Haleem et al. indicates that utilizing digital platforms can facilitate faster and broader communication, aiding in creating more responsive and dynamic learning experiences. Meanwhile, studies by Tan et al. support the idea that two-way communication between teachers and students is key to enhancing understanding and student engagement in the learning process. Sedova et al. found that active student participation in classroom communication directly correlates with better learning outcomes (Haleem et al., 2022; Tan et al., 2019; Sedova et al., 2019).

Structured and open organizational communication tends to yield higher student achievement. Effective communication among teachers, school staff, and students helps set clear learning goals and facilitates a better understanding of academic expectations. Moreover, effective organizational communication also plays a crucial role in enhancing teaching quality. When school staff can share knowledge and experiences openly and collaboratively, it enables them to adopt best practices and develop more effective teaching strategies.

Parental involvement is also a crucial element in school effectiveness. Strong organizational communication with parents can enhance cooperation between the school and families. By providing timely and open information about student progress, schools can build more positive relationships with parents and encourage their participation in their children's education.

Effective organizational communication in schools plays a crucial role in creating an environment that supports effective learning and optimal student achievement. Limitations in school organizational communication often result in misunderstandings, job dissatisfaction,

Organizational Communication for Excellent Education: A Model at Modern Islamic Elementary School Raudhatul Ma'arif, Bungo

and, most importantly, hinder optimal educational outcomes. In the digital era, these challenges are exacerbated by the need to integrate rapidly evolving digital communication tools into existing school communication systems. Therefore, identifying and addressing communication barriers within school organizations is not only pressing but also vital for ensuring educational success.

Based on these findings, further research in specific schools can provide deeper insights into the most effective organizational communication practices to achieve educational goals. Thus, this research aims to explore and analyze school organizational communication practices, focusing on organizational structure, communication tools used, and stakeholders' perceptions of learning effectiveness. Within the context of an ever-changing and increasingly complex educational ecosystem, this research seeks to address several key research questions: 1) How does the school communication system affect organizational effectiveness? 2) What is the effectiveness of school organizational communication on learning? 3) What model of effective organizational communication contributes to learning effectiveness?

This research aims to provide an explanation of the contribution of effective organizational communication and its impact on learning in schools. This research is significant because organizational communication in schools has a significant impact on learning, teaching quality, staff job satisfaction, as well as parental and community involvement in education. With the educational environment continually changing and becoming more complex, understanding effective organizational communication practices in schools becomes crucial. This research can offer deeper insights into how organizational communication in schools can be enhanced to support better learning. It can also assist schools in overcoming barriers related to organizational communication, particularly in the rapidly evolving digital era. Furthermore, this research is expected to provide practical guidance for schools in improving the effectiveness of their organizational communication and in creating an efficient and effective learning environment. The results of this research can be a valuable contribution to the understanding and practice of organizational communication in the education sector.

Literature Review

Organizational Communication in Schools

Communication is a mutually beneficial information exchange process. In the context of education, the key role of positive feedback from teachers is evident in motivating students to achieve better academic outcomes. This approach integrates interpersonal aspects into the discussion of organizational communication within educational settings, emphasizing emotional relationships and motivation as underlying factors in the learning process (Sakti & Badshah, 2021). This definition asserts that communication is not only about information transfer but also involves building positive relationships that support educational goals.

Bonvillain introduces symbolic elements into their definition of organizational communication in schools. They emphasize the role of symbols, such as school emblems or specific language, in shaping meaning within the communication culture of schools. The

symbolic approach presented by Bonvillain introduces dimensions of meaning and identity into organizational communication in schools. This viewpoint encourages us to perceive communication not merely as an information exchange but as a process of meaning creation and identity formation (Bonvillain, 2019). This definition indicates that communication in schools not only constructs understanding but also molds shared cultures and values.

Through these diverse perspectives, it can be concluded that organizational communication in schools is a complex system involving various elements. Information flow, interpersonal relationships, and symbolic elements all form the basis of communication in schools. Collectively, these definitions depict organizational communication in schools not as a static entity but as a dynamic complexity that plays a crucial role in achieving educational objectives.

According to Epstein & Sheldon, formal communication tools in schools encompass school newsletters, official emails, school websites, official bulletins, and scheduled parent-teacher meetings. These tools are often used to convey official information, school announcements, and specific agendas to the entire school community (Epstein & Sheldon, 2019). Lubis and Hanum add that school regulations, disciplinary rules, and academic guidelines also fall under the category of formal communication tools. These tools are employed to communicate school regulations and discipline guidelines to students and parents in a clear and formal manner (Lubis & Hanum, 2020). Conus & Fahrni describe informal communication tools as day-to-day interactions within the school environment, such as conversations in corridors, interactions between teachers and students in classrooms, and informal communication among parents while picking up their children. These tools naturally arise in everyday life and are often not formally regulated (Conus & Fahrni, 2019). Gordon et al. emphasize the importance of informal communication in staff rooms, where teachers gather to share information, experiences, and best practices. Informal communication among school staff also includes casual meetings, like having lunch together, enabling idea exchange without formal pressures (Gordon et al., 2021).

Formal communication tools in schools play a crucial role in providing official communication channels to convey critical school information such as announcements, regulations, and guidelines. On the other hand, informal communication tools create a more relaxed and personal interaction among stakeholders, allowing for freer exchange of ideas and experiences. Both types of communication tools significantly impact relationships within schools. Considering and integrating both formal and informal communication tools can enable schools to create an environment that supports effective learning, stakeholder engagement, and positive cooperation among all school community members. A holistic approach that incorporates both may be the most effective in an educational context.

Effectiveness of Communication in Learning Environments

Organizational communication within schools is a crucial element in achieving various desired objectives, including clear understanding, active participation, and positive interpersonal relationships among stakeholders within the school environment (Kioupi & Voulvoulis, 2019). A clear understanding of school messages forms an important foundation

Organizational Communication for Excellent Education: A Model at Modern Islamic Elementary School Raudhatul Ma'arif, Bungo

in effective organizational communication. Ratna contends that clear understanding establishes the basis to avoid misunderstandings that might arise in the communication process (Ratna, 2019). When all parties within the school have a uniform understanding of goals, plans, and expectations, the potential for conflict or confusion can be minimized.

Active participation is another highly essential element in organizational communication within schools. Kartika et al. emphasize that active participation fosters strong collaboration among teachers, students, parents, and school staff. This includes giving voice to all stakeholders in decision-making processes and the implementation of school policies. Active participation not only entails receiving information but also contributing, providing feedback, and engaging in the development of school strategies (Kartika et al., 2022).

Positive interpersonal relationships are also an undeniable factor in organizational communication within schools. Widodo highlights how good relationships among school community members, such as teachers, students, parents, and school staff, create an environment conducive to learning and harmonious cooperation. Positive relationships enable more open exchange of ideas, productive cooperation, and reception of information with a positive attitude (Widodo, 2019).

In education, information and messages conveyed by schools to students, parents, teachers, and school staff must be understood accurately. With clear understanding, school messages can be received, interpreted, and implemented correctly. This minimizes the risk of misunderstandings that may arise in the communication process. Active participation from various stakeholders is also a crucial component in this concept. When all school community members, including teachers, students, parents, and school staff, actively engage in organizational communication processes, it creates strong collaboration. Active participation means that each stakeholder has a voice and contributes to school decision-making. This fosters a sense of ownership and shared responsibility towards the educational environment.

Good relationships among school community members create strong bonds and support harmonious cooperation. With positive relationships, communication between teachers, students, parents, and school staff becomes more open. This allows for freer exchange of ideas and experiences, which, in turn, enriches the learning environment. When school community members feel they have good relationships, they are more likely to collaborate in addressing issues and achieving given educational goals.

Research Method

This research will be conducted at MI Modern Raudhatul Ma'arif Muara Bungo, Jambi, and will adopt a qualitative method employing the Grounded Theory approach. The Grounded Theory approach is chosen to obtain a profound understanding of the complexity of organizational communication within the school environment and its influence on learning (Charmaz, 2014). This approach enables the development of new theories rooted in field findings, liberating researchers from adherence to pre-existing theories. Aligned with the

qualitative approach, this research will emphasize a deep understanding through context and the meaning attributed by participants (Creswell & Poth, 2018).

Grounded Theory has proven effective in exploring qualitative data and generating robust theories based on field findings (Charmaz, 2014). In the context of organizational communication at MI Modern Raudhatul Ma'arif Muara Bungo, Jambi, this approach allows for the identification of patterns in interactions and communication within the school environment, providing a deeper understanding of the dynamics of organizational communication and its impact on the learning process.

The strength of Grounded Theory in qualitative research lies in its ability to explore data without relying on initial theories, enabling theories to emerge from field findings (Creswell & Poth, 2018). This facilitates the exploration of phenomena in a natural and dynamic context, in line with the characteristics of changing school contexts. Additionally, this approach allows for the development of theories relevant to the dynamics of change at MI Modern Raudhatul Ma'arif Muara Bungo, Jambi (Charmaz, 2014).

Research participants will be carefully selected, encompassing diverse stakeholders in the school, such as teachers, students, parents, and administrative staff. This approach is consistent with the principles of qualitative research that emphasize a deep understanding through diverse stakeholder perspectives (Creswell & Poth, 2018).

By involving interviews, observations, and document analysis, this research aims to provide rich and diverse data to understand the complexity of organizational communication at MI Modern Raudhatul Ma'arif Muara Bungo, Jambi. The data analysis process will follow the Grounded Theory approach, starting from data coding to the development of basic theories arising from field findings (Charmaz, 2014). Verification will be conducted to ensure that the generated theories align with the data findings. Thus, this research is expected to contribute to a profound understanding of the complexity of organizational communication at MI Modern Raudhatul Ma'arif Muara Bungo, Jambi, and its impact on the learning process.

Result and Discussion

Organizational Communication System at MI Modern Raudhatul Ma'arif

MI Modern Raudhatul Ma'arif Muara Bungo, Jambi, has designed an organizational communication system considering two main aspects: formal and informal communication. In the realm of formal communication, the online school portal serves as the primary foundation for official information dissemination. This portal not only facilitates access for students, teachers, and school staff to schedules, policies, and school activities but also creates a structured communication channel.

The recent innovation in the form of an e-learning application enriches the formal information system at MI Modern Raudhatul Ma'arif. This application functions not only as a learning tool but also as a means to facilitate information exchange among teachers, students, and parents. Thus, an efficient and transparent platform has been established, enabling rapid

Organizational Communication for Excellent Education: A Model at Modern Islamic Elementary School Raudhatul Ma'arif, Bungo

and accurate information flow among all stakeholders involved in the educational realm within this madrasah.

However, the success of communication at MI Modern Raudhatul Ma'arif doesn't solely rely on formal structures. Behind the curtains of organized formal communication, a diversity of friendly relationships blossoms among teachers, students, and administrative staff through informal communication. Collaboration beyond the classroom scope, active participation of teachers in various school activities, and a positive atmosphere encompassing the entire school form a strong foundation for informal communication that supports effective learning.

Regular meetings among various stakeholders such as teachers, students, parents, and administrative staff serve as the primary channels for fostering informal communication. Through these meetings, fresh ideas can flourish, decisions can be collectively made, and a shared vision can be realized in a relaxed manner not bound by formal rules.

Epstein & Sheldon (2019) detail that formal communication in schools involves tools such as school newspapers, official emails, school websites, official bulletins, and parent-teacher meetings. This aligns with practices at MI Modern Raudhatul Ma'arif, showcasing dedication to delivering official information using these mediums.

Meanwhile, in the context of informal communication, Gordon et al. (2021) highlight the importance of the teachers' lounge as a space where teachers can casually share information, experiences, and best practices. This reflects the atmosphere at MI Modern Raudhatul Ma'arif, where informal communication among school staff often occurs through casual meetings, such as shared lunches.

MI Modern Raudhatul Ma'arif Muara Bungo, Jambi, has succeeded in creating a balanced communication ecosystem between formal and informal communication. Through an innovative combination of the online school portal, e-learning application, and close-knit informal communication, the madrasah becomes not only an efficient learning place but also an educational community united and committed to achieving collective success.

The Effectiveness of Organizational Communication on Learning at MI Modern Raudhatul Ma'arif

Organizational communication at MI Modern Raudhatul Ma'arif goes beyond being a mere information conduit; it's a fundamental pillar forming the integral basis for achieving effective learning and realizing the school's vision. Far surpassing its conventional role, the concept of organizational communication at this school delves into deeper dimensions, enriched by elements such as clear understanding, active participation, and the cultivation of positive interpersonal relationships. Its primary goal is to create an effective communication environment, deepen harmonious collaboration, and embrace optimal learning for all members of the educational community.

A clear understanding of the school's messages is considered a primary pillar in maintaining cohesion and avoiding potential misunderstandings among diverse stakeholders at the school. A uniformly understood vision, mission, and goals form a robust foundation guiding the school's steps and decisions. Within this framework, Ratna (2019) emphasizes that a clear

understanding creates the basis to avoid misunderstandings that may arise in the communication process. With a uniform understanding, the entire school community can move together toward shared goals, creating conditions conducive to effective learning.

Active participation becomes a critical element in measuring the effectiveness of organizational communication at MI Modern Raudhatul Ma'arif. This participation involves not only information reception but, more significantly, engaging in contributions, feedback, and involvement in decision-making and policy implementation at the school. By giving voice to all stakeholders, such as teachers, students, parents, and school staff, strong collaboration is formed. Kartika et al. (2022) emphasize that active participation creates enriched collaboration and strengthens organizational communication. These participation moments involve the entire school community in designing strategic steps, contributing ideas, and feeling part of the learning process.

Positive interpersonal relationships represent another crucial element in achieving the effectiveness of organizational communication at MI Modern Raudhatul Ma'arif. Positive relationships among teachers, students, parents, and school staff create an environment supportive of learning and harmonious cooperation. Widodo (2019) highlights that positive relationships allow for more open exchange of ideas, productive cooperation, and the acceptance of information with a positive attitude. Building positive interpersonal relationships fosters trust among school community members, which, in turn, strengthens communication networks and supports effective learning. Specifically, aspects such as teacher and student satisfaction, participation in school activities, and the effectiveness of communication among community members are indicators of successful positive interpersonal relationships.

By integrating clear understanding, active participation, and positive interpersonal relationships, MI Modern Raudhatul Ma'arif creates an effective communication environment and promotes optimal learning. It doesn't just convey information but also fosters active engagement of all stakeholders in the education process. Thus, the effectiveness of organizational communication at this school becomes not merely a tool for information dissemination but also a robust pillar in achieving effective learning and realizing the school's educational vision and mission optimally. In this environment, every communication becomes a step toward collective success, representing the collaborative spirit flowing throughout MI Modern Raudhatul Ma'arif Muara Bungo, Jambi.

Effective Organizational Communication Model for Learning at MI Modern Raudhatul Ma'arif

The organizational communication model at MI Modern Raudhatul Ma'arif Muara Bungo, Jambi, can be seen as an exemplary and holistic approach that supports school operations and the attainment of goals. Involving various stakeholders such as the school principal, teachers, students, and parents, this model creates a balanced and transparent communication ecosystem. Here's a discussion of the effective organizational communication model at MI Modern Raudhatul Ma'arif:

a) Transparency and Openness

Organizational Communication for Excellent Education: A Model at Modern Islamic Elementary School Raudhatul Ma'arif, Bungo

The school principal acts as the primary agent in realizing transparency and openness. Through open forums and newsletters, information regarding school policies and decisions is regularly disseminated. This fosters clear understanding among all community members, including teachers, students, and parents. The concept of transparency explains the school's objectives, plans, and developments openly and comprehensibly.

b) Active Participation

Organizational communication at MI Modern Raudhatul Ma'arif encourages active roles for teachers, students, and parents. Teachers are encouraged to engage beyond the classroom, collaborate with the administrative staff, and participate in collective decision-making. This active participation creates a positive atmosphere and supports the school's commitment to an inclusive learning environment. Students are also invited to participate in designing learning programs, giving them ownership over the educational process.

c) Structured Information Systems

Structured formal information systems, such as online portals and e-learning applications, provide easy access for all relevant parties (teachers, students, and parents) to access up-to-date information about schedules, policies, and school activities. This creates an organized and efficient platform for information flow within the school community.

d) Wise Conflict Management

The school principal demonstrates wise leadership by implementing conflict management policies. Conflict resolution mechanisms, including mediation approaches and involvement of all relevant parties, are implemented to ensure sustainable resolutions. This creates an environment where conflicts can be addressed in a constructive manner, supporting a positive atmosphere in the school.

e) Strong School Identity

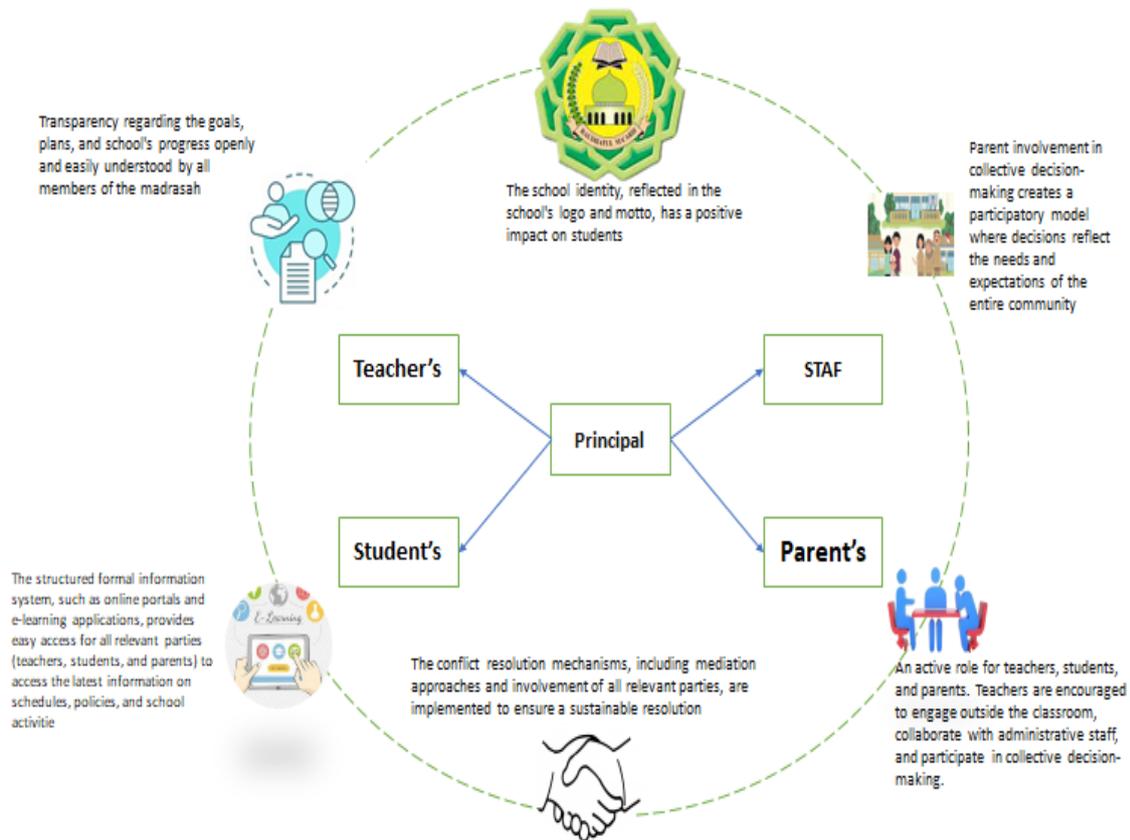
A strong school identity, reflected in the school logo and motto, has a positive impact on students. They feel a part of their learning environment, providing motivational impetus and responsibility toward their education.

f) Involvement in Collective Decision-Making:

Parental involvement in collective decision-making creates a participatory model where decisions reflect the needs and expectations of the entire community. This builds trust and ownership, directly involving parents in the educational development of their children.

The effectiveness of organizational communication at MI Modern Raudhatul Ma'arif directly supports a positive and inclusive atmosphere in the school, creating a strong foundation for effective and purposeful learning. By combining these elements, MI Modern Raudhatul Ma'arif establishes an effective organizational communication model, illustrating active collaboration among all stakeholders to achieve shared goals. This model not only provides efficient communication channels but also builds a foundation for an inclusive, transparent,

and positive educational atmosphere. To aid understanding of the effective organizational communication model at MI Modern Raudhatul Ma'arif, it's presented in a figure.



The organizational communication model at MI Modern Raudhatul Ma'arif doesn't just function as an information conduit but forms an integral basis in fostering a positive and inclusive educational environment. Active engagement of all stakeholders, such as the school principal, teachers, students, and parents, is the key in creating a strong foundation for effective and purposeful learning.

The school principal at MI Modern Raudhatul Ma'arif plays a central role in ensuring transparency and openness. Through open forums, regular meetings, and official notifications, information regarding school policies, developments, and decisions is consistently communicated. This fosters a unified understanding among the entire community, including teachers, students, and parents, regarding the school's goals and educational vision. The concept of transparency serves as a robust foundation to avoid potential misunderstandings and ensures alignment in achieving common objectives.

Active participation from all stakeholders, from teachers to students and parents, creates a positive atmosphere and supports the school's commitment to an inclusive learning environment. Teachers at MI Modern Raudhatul Ma'arif are encouraged not only to be facilitators of learning in the classroom but also to engage in extracurricular activities, school projects, and collective decision-making. Student involvement in designing learning programs gives them a sense of ownership over the educational process, shaping a strong school identity.

Organizational Communication for Excellent Education: A Model at Modern Islamic Elementary School Raudhatul Ma'arif, Bungo

Structured formal information systems, such as online portals and e-learning applications, act as efficient bridges for information flow among teachers, students, and parents. Easy access to schedules, policies, and school activities creates an organized platform that supports efficient communication. Wise conflict management is a crucial pillar, where the school principal implements mediation approaches and involves all relevant parties in resolving conflicts, creating a constructive and supportive atmosphere in the school.

A strong school identity is reflected in symbols such as the school logo and motto. This has a positive impact on students, providing them with motivational drive and responsibility towards their education. Parental involvement in collective decision-making creates a participatory model where decisions reflect the needs and expectations of the entire community. This not only builds trust but also directly involves parents in the educational development of their children.

By integrating these elements, MI Modern Raudhatul Ma'arif creates an effective and holistic organizational communication model. Active collaboration among all stakeholders becomes a hallmark, creating a strong foundation for an inclusive, transparent, and positive educational atmosphere. The illustration of this model can be seen as a concrete representation of how effective organizational communication plays a role in shaping a school's identity and achieving common educational goals.

Conclusion

MI Modern Raudhatul Ma'arif Muara Bungo, Jambi has successfully achieved a harmony between formal and informal communication through the effective use of the online school portal, e-learning applications, and regular stakeholder meetings. Utilizing formal structures like school newspapers, official emails, and parent-teacher meetings, the institution efficiently conveys official information. Conversely, informal communication thrives through close relationships among teachers, students, and administrative staff, reflected in collaboration beyond classrooms, active participation in school activities, and an encompassing positive atmosphere throughout the institution. This harmony creates an efficient, transparent communication platform that stimulates collaboration across the entire school community.

In pursuit of effective learning and realizing the school's vision, MI Modern Raudhatul Ma'arif Muara Bungo, Jambi regards organizational communication as a fundamental pillar that integrates clear understanding, active participation, and positive interpersonal relationships. A uniform understanding of school messages forms a strong foundation to avoid misunderstandings and guides the entire community toward common goals. Active participation from all stakeholders creates strong collaboration and enriches organizational communication. Positive interpersonal relationships among teachers, students, parents, and school staff build an environment that supports effective learning.

The organizational communication model at MI Modern Raudhatul Ma'arif Muara Bungo, Jambi can be seen as an effective and holistic example in supporting school operations and goal achievement. By involving various stakeholders, such as the school principal,

teachers, students, and parents, this model successfully creates a balanced and transparent communication ecosystem. Focus on transparency and openness, active participation, structured information systems, wise conflict management, a strong school identity, and involvement in collective decision-making, all constitute key elements in illustrating the effectiveness of organizational communication at MI Modern Raudhatul Ma'arif. This model not only provides efficient communication channels but also establishes a foundation for an inclusive, transparent, and positive educational atmosphere, significantly contributing to the optimal achievement of the school's educational goals.

Declaration of conflicting interest

The author sincerely states that there are no conflicts of interest associated with this written work

References

- Beauchamp, G., Hulme, M., Clarke, L., Hamilton, L., & Harvey, J. A. 2021. "People miss people': A Study of School Leadership and Management In The Four Nations Of The United Kingdom In The Early Stage Of The Covid-19 Pandemic." *Educational Management Administration & Leadership*, 49(3), 375-392. <https://doi.org/10.1177/1741143220987841>
- Bonvillain, N. 2019. *Language, Culture, And Communication: The Meaning of Messages*. New York: Rowman & Littlefield.
- Charmaz, K. 2014. *Constructing Grounded Theory*. California: SAGE Publications.
- Conus, X., & Fahrni, L. 2019. "Routine Communication Between Teachers And Parents From Minority Groups: An Endless Mis Understanding?" *Educational Review*, 71(2), 234-256. <https://doi.org/10.1080/00131911.2017.1387098>
- Creswell & Creswell. 2017. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. California: SAGE Publications.
- Creswell & Poth. 2018. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. California: SAGE Publications.
- Epstein, J. L., & Sheldon, S. B. 2019. "The Importance of Evaluating Programs of School, Family and Community Partnerships." *Aula abierta*, 48(1), 31-42. <https://doi.org/10.17811/rifie.48.1.2019.31-42>
- Gordon, S. P., Jacobs, J., Croteau, S. M., & Solis, R. 2021. "Informal teacher leaders: Who They Are, What They Do, And How They Impact Teaching and Learning." *Journal of school leadership*, 31(6), 526-547. <https://doi.org/10.1177/1052684620924468>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. 2022. "Understanding The Role of Digital Technologies In Education: A Review." *Sustainable Operations and Computers*, 3, 275-285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Kartika Yulianti, Eddie Denessen, Mienke Droop & Gert-Jan Veerman. 2022. "School Efforts To Promote Parental Involvement: The Contributions of School Leaders And Teachers." *Educational Studies*, 48:1, 98-113. <https://doi.org/10.1080/03055698.2020.1740978>

Organizational Communication for Excellent Education: A Model at Modern Islamic Elementary School Raudhatul Ma'arif, Bungo

- Kioupi, V., & Voulvoulis, N. 2019. "Education For Sustainable Development: A Systemic Framework For Connecting The SDGs To Educational Outcomes." *Sustainability*, 11(21), 6104. <https://doi.org/10.3390/su11216104>
- Lewis, L. 2019. *Organizational change: Creating Change Through Strategic Communication*. John Wiley & Sons.
- Lubis, F. R., & Hanum, F. 2020. "Organizational culture." In *2nd Yogyakarta International Conference on Educational Management/Administration and Pedagogy (YICEMAP 2019)* (pp. 88-91). Atlantis Press. <https://doi.org/10.2991/assehr.k.201221.020>
- Malluhi, H. H., & Alomran, N. M. 2019. "Family Volunteers as Alternative Future Resources: School Leaders' Beliefs And Practices." *International Journal of Emerging Technologies in Learning*, 14(10), 88. <https://doi.org/10.3991/ijet.v14i10.10189>
- Nirbita, B. N., & Widyaningrum, B. 2022. *Komunikasi Pendidikan*. Bayfa Cendekia Indonesia.
- Ratna, H. 2019. "The Importance of Effective Communication in Healthcare Practice." *Harvard Public Health Review*, 23, 1–6. <https://www.jstor.org/stable/48546767>
- Sakti Ranjan Mishra & Badshah Ghosh. 2021. *An Introduction to Sports Management and Curriculum Design in Physical Education*. New Delhi: Friends Publication
- Sedova, K., Sedlacek, M., Svaricek, R., Majcik, M., Navratilova, J., Drexlerova, A., ... & Salamounova, Z. 2019. "Do Those Who Talk More Learn More? The Relationship Between Student Classroom Talk and Student Achievement." *Learning and instruction*, 63, 101217. <https://doi.org/10.1016/j.learninstruc.2019.101217>
- Tahalele, O. 2022. "Efektivitas Komunikasi Organisasi Pada Organisasi Fakultas Ilmu Sosial dan Ilmu Politik Universitas Pattimura." *Jurnal Multidisiplin Madani*, 2(5), 2357-2374. <https://doi.org/10.55927/mudima.v2i5.379>
- Tan, F. D., Whipp, P. R., Gagné, M., & Van Quaquebeke, N. 2019. "Students' Perception of Teachers' Two-Way Feedback Interactions That Impact Learning." *Social Psychology of Education*, 22, 169-187. <https://doi.org/10.1007/s11218-018-9473-7>
- Van Waeyenberg, T., Peccei, R., & Decramer, A. 2022. "Performance Management and Teacher Performance: The Role of Affective Organizational Commitment and Exhaustion." *The International Journal of Human Resource Management*, 33(4), 623-646. <https://doi.org/10.1080/09585192.2020.1754881>
- Widodo, H. 2019. "The Role of School Culture in Holistic Education Development in Muhammadiyah Elementary School Sleman Yogyakarta." *Dinamika Ilmu*, 19(2), 265-285. <https://doi.org/10.21093/di.v19i2.1742>