Organizational communication management in effective Islamic school

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Abstract

Management and communication are two vital things an educational institution needs to pay attention to to achieve organisational goals. Communication helps managerial functions to run effectively. Important communication is in every stage of the management function, from planning, organizing, actuating, and controlling. In addition, communication guarantees that there is no interruption of information in every management, including educational institutions such as schools. This paper seeks to explore and obtain information about organizational communication management. The type of research used in this paper is literature research (literary study) in which theory is taken from library data and then studied and examined in obtaining contents to obtain objective results. A literature study found that a school has several organisational communication management strategies that are optimal and effective in achieving organisational goals, including those of Islamic schools. *First,* in order to be an effective school, all systems in an organisation must carry out their respective functions properly. *Second,* whatever the pattern of organisational communication in schools, the most important thing in an organisation is the direction of communication that is able to accommodate the flow of information. *Third,* to become an effective school, school management must be able to overcome communication barriers with various strategies. *Fourth,* religious values play an important role in the context of Islamic schools through prophetic communication. This will form a noble culture of Islamic educational organizations that support organizational communication management so that a school transforms into an excellent and effective school.

Manajemen dan komunikasi adalah dua hal vital yang perlu diperhatikan sebuah lembaga pendidikan dalam mencapai tujuan organisasi. Komunikasi membantu fungsi-fungsi manajerial agar berjalan dengan efektif. Komunikasi penting berada dalam setiap tahapan fungsi manajemen, mulai dari *planning* (perencanaan), *organizing* (pengorganisasian), *actuating* (implementasi/ pelaksanaan), dan *controlling* (pengawasan). Selain itu, komunikasi menjamin tidak adanya keterputusan informasi dalam setiap manajemen, termasuk lembaga pendidikan seperti sekolah. Tulisan ini berupaya menggali dan mendapatkan informasi mengenai manajemen komunikasi organisasi di sekolah, termasuk di sekolah Islam. Jenis penelitian yang digunakan dalam tulisan ini adalah *literature research* (studi literatur) dimana teori diambil dari data-data kepustakaan lalu dikaji dan ditelaah dalam memperoleh konsepsi untuk mendapatkan hasil yang objektif. Penelitian ini menemukan bahwa ada sejumlah strategi manajemen komunikasi organisasi di sebuah sekolah agar optimal dan efektif dalam mencapai

tujuan organisasi. *Pertama*, agar menjadi sekolah yang efektif seluruh sistem dalam sebuah organisasi harus menjalankan masing-masing fungsinya dengan baik. *Kedua,* apapun pola komunikasi organisasi yang diterapkan di sekolah, hal terpenting dari sebuah organisasi adalah bagaimana arah komunikasi dalam pola tersebut mampu mewadahi seluruh kelancaran informasi. *Ketiga*, untuk menjadi sebuah sekolah yang efektif, manajerial sekolah harus mampu mengatasi hambatan komunikasi dengan berbagai macam strategi. *Keempat*, ada peran penting dari nilai-nilai agama dalam konteks sekolah Islam dalam bentuk komunikasi profetik akan membentuk budaya mulia organisasi pendidikan Islam yang mendukung manajemen komunikasi organisasi sehingga sebuah sekolah bertransformasi menjadi sekolah yang unggul dan efektif.

Keywords: Organisational Communication Management, Educational Communication, Effective School

INTRODUCTION

So far, research on organizational communication management in higher education institutions has only focused on describing organizational communication patterns in institutions. These studies aim to find patterns of institutional communication, including educational institutions (Kartika, 2017). However, the effectiveness of organizational communication management has not become more of a concern for academics. In fact, organizational communication management is very important. Meanwhile, other research on organizational communication only describes how the process of organizational communication and its obstacles (Wisman, 2017). For this reason, through a literature study, this research was conducted to find effective organizational communication management for schools.

Communication helps implement managerial planning effectively, managerial organizing is carried out effectively, and managerial actuating and managerial oversight are implemented effectively (Porwani, 2014). The world of education will not work without communication(Gafari, 2016). Communication (communicating) is one of the important functions in education management and is one of the management functions (Fiedler, 2005). Communication within educational institutions is not only important, but also the lifeblood of an educational organization (Mawadda et. al., 2022). A number of organizational strategies must be implemented to be able to overcome communication barriers so that the organization runs effectively (Kartika, 2017). Ineffective communication will hamper the organization (Inah, 2013).

From a number of journals above, it is known that the position of communication in an institution, including educational institutions is very vital. Communication guarantees no interruption of information in a management. Communication plays a role so that every element in the organization is always connected and does not run alone in an uncertain direction. An institution has a unifier, namely the vision, mission and goals of the organization that make each element with its role go in the same direction, achieving common goals.

The communication process becomes an important thing to bind all elements in the organization in order to achieve organizational goals. Likewise in an educational institution or organization such as a school. To achieve institutional goals, schools must also pay attention to effective school management, including the communication aspect.

Communication in the field of education includes all kinds of communication involving various elements in the world of education. The context of educational communication also varies. In the learning process, the teacher acts as a communicant, while students act as communicants. Learning material is referred to as a message that is conveyed through a medium, in this case media and learning tools. The process of communication in learning must be effective to achieve educational goals (Inah, 2013).

School as an educational organization will never achieve its goals if there is no management and communication. The correlation of communication and organization lies in a review that focuses on the humans involved in achieving organizational goals (Rismayanti, 2018). In addition to the learning process, effective communication should also be included in the organizational process in school management. This is because the school is an educational institution that needs to prioritize communication effectiveness as well as management effectiveness in order to achieve organizational goals that are aligned with the vision and mission

of the institution.

So far, obstacles in an organization still often occur both in terms of communication and management of educational institutions. Problems that may arise from a communication perspective are referred to as communication barriers in educational organizations, including schools. On the other hand, the emergence of problems in educational organizations is caused by ineffective organizational management.

The effectiveness of communication within organizations, including educational institutions is very important. This matterdue to the many problems that exist in the absence of effective organizational communication management. Conflicts that occur in organizations can be caused by role mismatch and ambiguity in the communication process. It is not uncommon to find that the cause of conflict is poor communication (Heridiansyah, 2014)

Research by Siregar et.al (2021) states that communication is needed by organizations, especially when institutions are in conflict. This means, organizational communication management is needed in the context of prevention (conflict prevention), during conflict and after the conflict itself. Effective organizational communication management is needed by every organization, including educational institutions. It is on this basis that this paper seeks to analyze existing concepts and research related to organizational communication management in educational institutions. From the existing literature, the author wants to identify organizational communication management strategies in schools, effective communication channels in organizational communication and solutions to obstacles in organizational communication.

METHODS

The type of research used in this paper is *literature research* (literature study) where the theory is taken from library data and then studied and examined in obtaining conceptions to obtain objective results. Harahap (2014) said that the data and materials needed in completing library research come from literature, both books, encyclopedias, dictionaries, journals, documents, magazines and so on. Literature study is a theoretical study, references and other scientific literature related to culture, values, and norms that develop in the social situation studied (Sugiyono, 2012). This literature study is often referred to as literature study, which is a technique of reviewing books, literature, journals, notes, and various reports related to the problem to be solved (Nazir, 1988). Literature study can be done by studying various reference books and research results (journals) and the like to obtain a theoretical basis for the problem under study (Sarwono, 2006).

The data sources used for this research are books and journals related to the chosen topic, namely organizational communication management in educational institutions. The sources of this research consist of 5 books and 10 journals with the theme of organizational communication management in educational institutions. The references taken as literature studies are adjusted to the research objectives. For book references, they are adjusted to the research theme, namely books related to Communication Management in Educational Organizations. Meanwhile, journals are searched using the search site on Google Schoolar with at least 3 keywords, namely communication, management, and educational organizations.

Number	Writer	Title	Categorized	Theme
1.	Wayne K. Hoy & Cecil G. Miskel	Educational Administration: Theory, Research, and Practice, Ninth Edition	Book	Organizational Structure and Organizational Communication Flow
2.	Supardi	Sekolah Efektif : Konsep dan Praktiknya	Book	Organizatonal Structure and Performance of Organization

Number	Writer	Title	Categorized	Theme
3.	Dr. Imam Machali, M.Pd , Dr. Ara Hidayat, M.Pd	The Handbook on Education Management : Teori dan Praktik Pengelolaan Sekolah/ Madrasah di Indonesia	Book	Organizatonal Structure
4.	K.B. Everard, Geoffrey Morris, Ian Wilson	Effective School Management Fourt Edition	Book	School Organizational Structure
5.	Marianne Coleman and Derek Glover	Educational Leadership and Management Developing Insight and Skill	Book	The Urgency of Communication in Organizations
6.	Amalia Kartika	Pola Komunikasi Kepemimpinan Kepala Pimpinan Madrasah	Journal	Organizational Communication Patterns in Educational Institutions
7.	Irsan Muhammad	Manajemen Komunikasi Kepala Madrasah dalam Meningkatkan Kualitas Pendidikan di Madrasah Aliyah Negeri 1 Padang Lawas	Journal	Organizational Communication Patterns in Educational Institutions
8.	Zareen Husain	Effective Communication Brings Successful Organizational Change	Journal	Organizational Communication Patterns in Educational Institutions
9.	Olha Ilyash, Osman Yildirim, Selcuk Capuk, Nevin Bozgul	The Impact of Work Autonomy and Organization Commitment Organizational	Journal	Organizational Communication Patterns in Educational Institutions
10.	Ardiansyah H. Muntholib, Risnita	The Influence of Leadership Style, Organizational Communication and Work Commitment on Organizational Effectiveness in Madrasah Aliyah Private Jambi Province	Journal	Organizational Communication Patterns in Educational Institutions
11.	Yusufu Kamara, Fatmata G. Rahida, Wusu Kargbo, Christiana Koroma	Application Of Strategic Management In Educational Organizations	Journal	Strategic Management in Educational Organization
12.	Alimova Shamsiya Abidovna	Communication Process Management As A Tool To Improve The Efficiency Of Modern Organizations	Journal	Communication Management
13.	Nurettin Altun, Lütfü OFLAZ, Gülşen ÖZKÖK, Ayşe Özgül ÖZZAİM, Ayşe OFLAZ	The Role Of Effective Communication In Education Management	Journal	Communication in Education Management

Number	Writer	Title	Categorized	Theme
14.	Phina Amaka Nweke, Ngozi Chiagozie Okonkwo, Linda Nneamaka Ukponu	Communication a Determining Factor to Effective School Management	Journal	Effective School Management and Communication
15.	Fatmawati, Luhur Wicaksono, Marinu Waruwu	Komunikasi Efektif: Kunci Meningkatkan Kinerja Organisasi Pendidikan	Journal	Effective Communication in Educational Organization

FINDING AND DISCUSSION

Based on the results of the review of references and journals that have been determined, there are a number of findings that can be drawn from this literature study. The findings and discussion are as follows:

Finding

System Optimization and Organizational Structure is the Key to School Effectiveness

The five books which are the research material for this literature study state that to be effective, an organization must implement a system. The existence of an organization implies the essence that every human being is a social being that has a collective goal. As for this goal, it cannot be achieved alone. Organizations force us not only to understand the existence of other people, but to communicate and cooperate with them.

The channel of communication needs to be effective if an organization such as the school is to maintain close ties with the teachers and encourage maximum performance if the communication in the school ios is open, an atmosphere of trust, reciprocity. Intimacy and growth are built thus, giving room for effective teaching and learning. Hoy & Miskel (2018) for example, mentions that a school is an organization that consists of a social system, namely structure, individuals, culture, and politics. The entire structure in the organization carries out various tasks and coordinates. Even though they have different views among individuals, they are united by the same thing, namely the goals of the organization.

In line with previous literature, Supardi (2015: 2) states that an effective school refers to empowering all components of the school. Each component in the school has the main tasks and functions of each in the program structure with the aim that learning outcomes are optimal and achieve the expected goals. Empowerment of every important component in schools is mandatory in educational organizations, including schools. Furthermore, Supardi (2015) explained that schools should have the ability to empower every important component in the school and have a good, transparent and accountable management system in order to achieve the school's vision, mission and goals.

Schools, which are organizations, should consist of elements that support each other. Strategies that strengthen attachment and solidarity between teams within an educational organization are important to implement. This solidarity can be formed in various ways, one of which is solidarity formed due to the division of labor in an organization (Machali, 2016). For example, Machali formulates increased organizational performance with TEAM, namely together everyone achieves more. The essence of this TEAM is a strong bond between one component and another.

Effective leadership by a clear vision also influences the success management of school. Then educational leaders must be developed and implement strategic initiatives that align with their institution's mission and objectives, ultimately contributing to the advancement of the educational sector (Kamara et al., 2024).

Likewise in the fourth reference that is explained that an effective organization will not work alone. An effective school always motivates each of its members to move forward (Everard et al., 2004: 163). This means that

schools and their management are the key to the effectiveness of an educational institution. Coleman (2010), explained that organizational effectiveness depends on aspects of management and leadership in education. Coordination between elements in each management function is the key to the effectiveness of educational organizations.

Organizations are seen as a collection of people, there is cooperation, and goals that have been set, all of which are interrelated systems (Syafruddin, et.al., 2017: 23). An educational institution can be called an organization if it organizes an association of two or more people to work together to achieve a goal. The organization referred to in educational organizations is the order of education administration (Syafruddin, et.al., 2016:20).

There are two kinds of educational organizations within the scope of educational management. First, the organization of education implementation. The organization of the implementation of education is the structure (composition) of the implementation of education organized into levels and types (general, vocational, elementary, middle and high). Second, the organization of organizing and managing education is an organization (institution) that carries out activities to manage or organize education. For example, kindergarten, school, college, etc.).

Organizational Communication Processes and Patterns in Schools

Furthermore, the factor that is important to note is the adhesive for each component in the system. School organizations will not be effective if there is never any communication between people who are members of the school. Communication is very important because it is an activity where the leadership (school board) devotes time to inform something in a certain way to a person or group of people. With communication, the managerial function which starts from planning, implementation and monitoring functions can be achieved (Sutapa, 2006).

The rapid development of communication technology does not reduce the importance of communication between people who are members of the school. Communication between people does not always depend on technology, but depends on the power within people and in their environment. Thus, communication in schools is a process of interaction between people themselves in the school environment.

VG Koldalkar (2007) divides the communication structure within the organization into several types. The organizational communication structure is as follows:

1. Downward communication: a communication structure like this is a form of communication from a higher hierarchical level to a lower level in the form of instructions, implementation instructions, directions for work procedures, suggestions, decisions of superiors. The downward communication structure can also be called top-down communication. For example, the principal's instructions to the teacher regarding the implementation of learning,

2. Upward communication (Upward communication) communication structure like this is communication from a lower level of hierarchy to a higher level. Generally this kind of communication is related to reports and responses to explanations of information needed by the leadership. Upward communication is also known as bottom-up communication. For example, periodic reports from the head of administration to the school principal.

3. Horizontal Communication Horizontal communication is a form of communication that is established between individuals who are at the same level to facilitate coordination with forms of communication that are not too formal and in a more natural climate. For example, communication between teachers and other teachers.

4. Diagonal Communication is communication that occurs when members of the organization cannot communicate effectively through existing channels for time and effort efficiency. This communication can occur from superiors indirectly to subordinates or communication that exists between different people or groups hierarchically in different work units, which can take place in two directions. For example, communication between the teacher and the head of TU.

Hoy & Miskel (2018: 397) explained that all of the above communication channels always exist in every educational organization. Research shows that communication patterns in organizations are very complex. In a school, there is not only one network unit or communication channel, but a series of networks that are intertwined, overlapping, and interrelated. However, the network and flow of communication that occurs due to the division of tasks (job description) and the position structure are larger and the communication is more effective. Generally, communication groups and communication flows are formed along task-focused lines. In addition to the message content which is dominated by substance (jobdesk) in the communication flow, the direction of communication makes the system interrelated and complementary.

Organizational communication generally talks about organizational structure and function, relationships between individuals, individuals in groups and groups with each other (Rismayanti, 2018). Organizational communication is limited as a flow of messages in a network whose relationships are interdependent including vertical communication flows which include top-down and bottom-up communication (top-down and bottom-up), as well as horizontal communication flows (in all directions). Organizational communication can be intended as distribution, message flow both sending and receiving organizational messages both formal and non-formal.

Organizational communication (organizational communication) is communication that occurs within an organization both formal and informal and takes place in a larger network than group communication. Within the organization, of course there are fields. These fields carry out group communication (Nofrion, 2016: 22). Organizational communication is based on the relationship between one's views and one's organization. Based on its approach, organizational communication is understood as the transmission of messages through channels to recipients within an organization, both internal and external (Kapur, 2018):

"In the social constructionist approach, organizational communication can be defined as the way language is used to create different kinds of social structures, such as relationships, teams, and networks. Organizational communication has been referred to as the life blood of every organization. It is considered fundamental for the working of the organizations."

A number of world experts and figures such as Redding and Sanborn, Stewart L. Tubbs, Silvia Moss, Wayne Pace, Josep Devito and others have their own perceptions of organizational communication. From the opinions of these figures it can be concluded that organizational communication is communication carried out in an organization, institution, company and others, whether it is carried out by subordinates to subordinates, or superiors to superiors, subordinates and superiors, or between members of the company.

The characteristics of organizational communication, namely the existence of a clear structure and the existence of boundaries that are understood by each member in the organization (Budi, 2021: 2). Budi added that external communication is a communication process related to activities outside the organization such as communication that occurs between organizations, organizations with stakeholders outside the organization, organizations with communities, organizations with the government, and so on (2021: 26).

Interaction and communication within the organization will shape the model and pattern of communication. Four out of ten journals analyzed in this study indicate that if an organization is too dominant in using the top-down model in organizational communication management, the organization's implementation will be less effective. This is because the top-down communication model only allows the flow of information to flow from a high to a low structural position. The results of this type of communication model will also cause a number of obstacles including limited information, frequency of passive management responses, distrust from superiors, no feedback, misunderstanding messages, and lack of contact with superiors (Johanna, 2013).

Within an organization, there are models that will be used, namely top-down communication, bottom-up communication, formal communication, and informal communication. In formal communication, there are three kinds of message flows that follow the lines of communication, namely vertical downward communication, upward vertical communication and horizontal communication.

The form of a vertical communication network consists of a vertical from above and from below. In vertical communication, messages travel along a vertical channel in two directions: from above and from below.

Communication downward (top down) in an organization means that information flows from positions of higher authority to those with lower authority. Meanwhile, communication from the bottom up (bottom up) is a message that flows from subordinates to superiors or in other words communication that occurs from a lower level to a higher level. The purpose of this communication is to provide feedback, make suggestions, and ask questions. Forms of communication networks, communication patterns or structures can vary in each organization,

Effective School Management From a Communication Perspective

Management is not just carrying out activities. But the activity of management is to do it better, namely by organizing or managing it. Once organized, a managerial is expected to lead to a continuous improvement process (Jabar, et.al., 2016). Education management is in charge of preparing, organizing, implementing, and evaluating the educational process so that the learning process runs effectively. It is important to underline each of these management functions, what if it is done without communication? Obviously, all management functions will not run optimally.

However, communication in educational management is also something that should not be underestimated, because the management and leadership of educational organizations will affect the goals of the educational organization itself. More than 50 percent of the principal's time is spent communicating (Usman, 2019).

Communication management was born to bridge existing communication theory with communication practitioners. Communication theorists have difficulty applying the knowledge and theory they have and create. While communication practitioners often have limitations in reference to communication science or in this case the theory they have. Communication management is here to be a solution to these problems. Communication management is a combination of management and communication concepts. Communication management is a reciprocal process of exchanging signals to provide information, persuade or give orders, based on the same meaning and conditioned by the context of the communicator's relationship with his social context (Cutlip, 2007).

Communication is very important position, especially in terms of management of an organization. Communication is the process of channeling information, ideas, explanations, feelings, and questions from person to person or from group to group. It is a process of interaction between people or groups aimed at influencing the attitudes and behavior of these people or groups within an organization (Oteng Sutisna, 1989:226).

Communication is fundamental to the functioning of any company or organization. By communication, information is collected, analyzed and systematized inside and outside the organization (Abidovna, 2024). Communication is the main leadership quality and the basis of management work in modern organizations. Effective communication and good communication skills are important factors for success in business relationships in organization, also in a school. The article reveals the essence of the communication process substantiates the key role of internal communications and suggests directions for the development of communication methods in the organization.

The research of Altun et al (2024) said that the effect of using effective communication skills in education management by the teachers and managers in order to sustain this communication process more effectively and more qualified. An organization, including an educational organization, will be effective if it has the ability to manage communication that occurs within the organization.

Organizational communication generally discusses the structure and function of the organization, the relationship between individuals, and individuals with groups, and groups with groups. Organizational communication is defined as the flow of messages in a network whose nature and relationships are interdependent including vertical and horizontal communication flows. So what is meant by organizational communication is the sending and receiving of organizational messages both formal and informal within an organization.

In the communication process there are three absolute elements that must be met, namely the communicator, communicant, and media channels. These three elements are part of a unified whole. If one of these elements is missing, communication will not occur. Thus, the elements of communication have a very close relationship and are mutually dependent on one another. In addition to these three things, it is important

to overcome obstacles (noise) so that communication within the organization continues to run effectively. There are at least three obstacles to organizational communication, namely (Wisman, 2017: 652).

1. Communication Process Barriers. This obstacle comes from the sender of the message, for example the message to be conveyed is not clear to him. This is influenced by a number of factors such as emotional situations that affect one's motivation in the organization. For example, barriers in encoding or symbols, media barriers, barriers from message recipients, and barriers in giving feedback (feedback).

2. Physical Barriers. These barriers can be physical barriers that interfere with the effectiveness of communication. Examples of physical barriers are health problems or interference with communication devices.

3. Semantic Barriers. Barriers that occur because of the multiple interpretations / interpretations of a word that differ from one person to another.

4. Psychological Barriers. Barriers that hinder the effectiveness of communication due to psychological disorders such as trauma and social disorders.

The management of an educational institution can implement a number of ways to overcome communication barriers within the organization. Adair's (1986) said that clarity in the communication process determines the success and effectiveness of communication in organizations. For that, there are a number of things that must be emphasized (Coleman et.al, 2010:49):

1. Have a clear understanding of what you want to say, i.e. the purpose of the message.

2. Provide reasons explaining changes to practices or processes

3. Add an explanation if there is still unclear

4. Linking goals to goals and understanding interactions

Discussion

There is a strong common thread in all the studies that are used as 10 references. All of these studies suggest that the effectiveness of educational organizations is greatly influenced by the communication process that occurs in the educational organization itself. In fact, the achievement of goals can also depend on how smooth the flow of communication is in the school, between management, teachers and employees and students. Statements and results of all journals that are literature in this study state that communication in organizations must be managed as well as possible. A number of journals agree that effective communication will produce an effective organization. Many achievements and accomplishments are obtained through the ongoing communication process.

Most references also state that there is good governance in the communication aspect in every superior or effective school. This means that the communication aspect in educational organizations or organizational communication needs to be managed as well as possible. The concept includes communication management in organizations.

Organizations require systemic relationships within an organization including schools as indicated by the existence of a structure (Syafaruddin et.al., 2018: 52). The organizational structure is the main characteristic of a formal organization. It is this organizational structure that distinguishes formal and informal organizations. The existence of an organizational structure is intended to provide assignment of obligations and responsibilities to each element in the school in order to achieve organizational goals.

Systematic relationships that exist in an organization will be established if every element in the organization knows and works together for a common goal. Etzioni (1986) stated that an organization is said to be successful (effective) if it can achieve the goals set. Therefore, every educational institution should pay attention to the vision and mission of the institution as a representation of the goals of the educational organization itself.

Each educational institution has its own network and communication patterns. Hoy & Miskel (2013: 417) assume that formal and informal communication networks exist in every educational organization. The results of the research show that organizational communication patterns in schools are very complex. In schools,

there is no single unified network, but rather a series of overlapping and interrelated networks (Jablin, 1980). Hoy & Miskel and Jablin's research emphasizes that in an educational institution communication patterns and networks do not determine the effectiveness of the institution. The thing that determines the effectiveness of the institution is the effectiveness of the organization's communication itself.

Communication barriers in an educational organization are things that must be overcome for the sake of an effective communication process and achieving the goals of educational institutions. In communication science, this obstacle is called noise. Barriers at school apart from the factors described above are related to organizational culture and climate. Hoy & Miskel (2013) identified the biggest barriers experienced by schools as related to social and personal factors, compared to physical distractions. The obstacles that can be identified include organizational climate, bureaucratic structure, cultural and gender differences, authoritarian leadership models that influence the communication process. Therefore, researchers consider that in addition to a number of ways to overcome communication barriers.

To become an effective school, school management must be able to overcome communication barriers with various strategies. Education management is in charge of preparing, organizing, implementing, and evaluating the educational process so that the learning process runs effectively. It is important to underline each of these management functions, what if it is done without communication? Obviously, all management functions will not run optimally. However, communication in educational management is also something that should not be underestimated, because the management and leadership of educational organizations will affect the goals of the educational organization itself. More than 50 percent of the principal's time is spent communicating (Usman, 2019).

In educational organizations good communicationis crucial to an active, effective and productive education. Effective communication skills are needed among school, management and teachers. Understanding how to convey and interpret messages is essential for effective communication. Communication therefore becomes a unique instrument that integrates management function in any organization. This explains why communication is inevitable and indispensable in a school system for effective management. Communication is paramount in education whether it is a teacher to student, student to teacher, teacher to administrator and all of part in educational organizations (Nweke et al, 2022). Effective communication is an important component in improving the quality of educational organizations. The right communication strategy can help organizations create a creative and collaborative work environment. This will support the achievement of educational goals and significantly improve the quality of learning (Fatmawati et al, 2024).

In addition to effective communication, it turns out that the values or culture held by a school have an effect on the effectiveness of the school organization. Values can be a guideline in determining the fulfillment of the criteria for organizational communication to run so that goals are achieved and the effectiveness of the educational organization is achieved. Suwarni (2022) in his research stated that values and culture have a strong role in shaping organizational effectiveness. It is important for each school to develop the values it has to be used as a means of increasing school effectiveness. In Islamic schools, to achieve effectiveness, communication resource management can be used through concepts based on Islamic values. In this case, it is called prophetic communication with a number of characteristics, based on Islamic values.

Values is important for contributing to effective school improvement. In this case is the Islamic message in the form of prophetic communication will form a noble culture of Islamic educational organizations that support organizational communication. It called "Komunikasi Profetik" in Islamic concept. Example is Islamic Message 8 Qaulan to be one of communication strategies for effective messages in Islamic concepts. And can increase the effectiveness of communication in organizations in Islamic educational institutions. For example: There are Eight Kinds of Qoulan in the al-Qur'an, can be implemented in organizational management in Islamis School to improve transformational character and changed output of student:

1. *ma'rufan (An-Nisa:5)* : **goodness**
2. *kariman (Al-Isra:23)* : **honorable/ noble**

3. *maysuran (Al-Isra:28)* : **calming and giving the hopes**

4. *balighan (An-Nisa:63)* : **delivered**

5. *layyinan (Thaha:44)* : **Tenderness**

6. *sadidan (An-Nisa:9, Al-Ahzab:70)* : **right and honest**

7. *Tsaqilan (Al-Muzammil:5)* : **valuable words**

8. *Ahsan (Fushilat:33)* : **better**

If the message that is part of the Islamic values is implemented in communication management in educational organizations, then the effectiveness of the school will increase. This is because these messages contain ideal concepts that are applied in communication management in educational organizations.

CONCLUSSION

There are at least three organizational communication management strategies in a school so that they are optimal and effective in achieving organizational goals. First, in order to be an effective school, all systems in an organization must carry out their respective functions properly. Second, whatever the pattern of organizational communication in schools, the most important thing from an organization is the direction of communication that is able to accommodate all the flow of information. Third, to be an effective school, school management must be able to overcome communication barriers with various strategies. Fourth, religious value is an important role to transform an effective school in to superior and effective school, in this case is message form Prophetic Communication it called Eight Qaulan.

This research has a number of limitations, namely it only focuses on a number of strategies to form an organizational communication management in Islamic educational institution. For this reason, it is necessary to carry out further research relating to how organizational communication management in an educational institution in order to increase the effectiveness of educational institutions.

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