DECISION MAKING BY PRINCIPAL BASED ON CROSS-CHANNEL COMMUNICATION MODELS AT SDIT SAMARINDA

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Abstrak: This study aims to determine the implementation of decision-making based on cross-channel communication model, to know the implementation of decision-making based on cross-channel communication model, and to know the changes that occur when applied model of cross-channel communication in decision-making process at Integrated Islamic Elementary School Cordova Samarinda. The method used in this research is case study research with qualitative approach. The results of this study indicate that the principal has a very good ability in communication, both with the superiors, sub-ordinates and surrounding communities and parents of students. In addition, the decision made by the principal is very good by looking at the conditions that occur in the field and remain guided by the vision, mission, and goals to be achieved by the school. Meanwhile, the implementation of cross-channel communication based decision-making is applied very well and undergoes significant changes in accordance with the goal orientation to be achieved by the school

Kata Kunci: Decision-making, cross-channel communication

INTRODUCTION

The swift flow of globalization and the development of science and technology has had a profound influence on various fields of life, especially in the field of education. One of the supports in the field of education is the aspect of communication. The success and quality of an educational institution can be seen from communication that is built between the human resources in it. With the existence of communication, the life of an organization is directed so that it can avoid conflicts that occur among the elements contained in the organization. According to Robbins in Ambar Suksesi (2006: 2), the existence of organizational communication can maintain employee motivation by giving an explanation to employees about what should be done and knowing their responsibilities and duties.

Meanwhile, organizational communication generally discusses organizational structure and functions, human relations, communication and organizational processes and organizational culture. Communication is needed in the completion of the tasks and functions of an institution or organization. Therefore, a boss in an educational institution is demanded not only to give work orders or assignments to his subordinates, but also to listen and accept ideas and complaints from his subordinates and also offer solutions to solve problems faced by the organization. Based on this, an organization is required to hold meetings so that each individual in the organization can unite the ideas in it to achieve the goals of the organization. Thus, a boss can easily consider things before making a decision in order to maintain the quality of the educational institution he leads.

To face challenges in accordance with the demands of changing lives, both domestically and abroad so that education changes are planned in a planned, directed and sustainable manner. Therefore, an educational institution requires professional arrangement so that it is needed by capable individuals, namely the principal. On the other hand, good principals are people who have more traits than they lead. The advantages are one of them is the way of thinking in addressing each problem so that he is able to make decisions. Along with the development of the world of education, the decision-making process is considered very important to maintain the quality of educational institutions. Through an effective decision-making process, it is expected that the principal is able to find solutions to any problems faced by the educational institutions he leads.

In order to face the challenges of globalization and technological development, the Cordova Samarinda Integrated Islamic Elementary School (SDIT) as one of the educational institutions in Samarinda which is under the auspices of the Integrated Islamic School Network (JSIT), principals are expected to have capable skills in communicating with those who directly involved in activities in the school environment so as to establish effective communication as proposed by Mulyana (2008: 149) that effective communication is a form of collaboration or a combination of positive aspects of high context communication and low context communication. So that the existence of effective communication patterns in the SDIT Cordova Samarinda environment is expected to be able to support the decision-making process of the policies that will be implemented and find solutions to any problems faced both internally and externally.

Cross-channel communication is one form of organizational communication, where information is conveyed beyond functional boundaries or work units and between people with one another are not bound as superiors and subordinates (Brahmasari, 2008: 241). Cross-channel communication includes lateral relationships that are important for effective organizational communication. This is related to positional communication which includes the flow of information between people who occupy positions in the organization, both from the same position and the opposite position. Thus, this situation results in one or more personal communication networks.

According to Aribowo and Hartono (in Chairunnisa, 2016: 258) there are five communication bases including respect, namely respect and respect for the other person; empathy, namely the ability to put yourself in situations or conditions faced by others; audible is the message delivered can be received well by the communicant; clarity that is the message delivered must be clear; and humble that is having a humble attitude.

In communication, it does not always run smoothly because there are many obstacles experienced as stated by experts such as Robbins and Judge, Mcshane and Von Glinow, Kreitner and Kinicki, and Schermerhorn (in Wibowo, 2015: 179-181) which includes filtering by manipulating information conveyed to the recipient of the message, giving rise to a misunderstanding; selective perception that the recipient of the message selects the message received; information overload, ie information received exceeds one's capacity to process it; emotion where the same spin is interpreted with a different understanding; language which is using the same language but each person has a different understanding of the word; silence is a condition where the lack of information is conveyed to recipients; communication apprehension is a condition in which there is tension in the communication process and it is very difficult to communicate face to face; gender difference is the difference in understanding in communication between men and women; politically correct communication, namely freedom of expression and expressing opinion is limited; personal barriers, where one of the parties involved in communication chooses to avoid for various reasons; physical semantic namely the existence of physical obstacles in the form of sound,

place and other communication media; and semantic barriers are obstacles in the form of using ambiguous words.

Therefore, to minimize the occurrence of barriers in communication, the principal as a leader must understand the approaches used in communication. The approaches in communication that were put forward by Griffin (2003: 241-275) in his book "A First Look at Communicaton Theory" which includes a system approach, cultural approach; and criticism approach.

Meanwhile, Moorhead and Griffin (2013: 203) suggest that decision making is to choose one of several alternatives. Whereas Terry (2014: 34) in his book entitled "Principles - Principles of Management" which suggests that decision making is choosing alternatives from two or several alternatives that exist to determine the direction of the goals to be achieved. While according to Lunenburg and Ornstein (2000: 155) suggest that decision making is the process of choosing several alternatives that are considered important in understanding education administration. Therefore, the principal as a leader is expected to be able to choose one of several alternatives as a decision or solution to the problems faced in order to achieve the goals of the institution he leads. But before making a decision, the principal must first understand the basics of decision making, the principles of decision making and processes that are carried out before making a decision.

As for the basis in decision making that must be understood by the principal as a leader as stated by Ibnu Syamsi (in Chairunnisa, 2016: 139-140) includes clear goals in decision making, decisions taken must lead to the goals to be achieved, using a diagnostic approach, involving subordinates, decisions taken can be carried out, decisions taken must be flexible, and always evaluate. Meanwhile the principle of decision making that must be understood by the principal as stated by Rosyid (2009: 2) includes the principles of efficiency, flexibility, the principle of alternative availability, and the principle of constraints. Whereas in the decision-making process, the principal must go through the stages as Mintzberg put it (in Luthans, 2006: 406-407) which includes the problem identification stage first, the problem development stage, the selection phase of the solution to the problems faced up to the final stage is decision making.

Meanwhile, Moorhead and Griffin (2013: 2017) suggest several approaches used in the decision making process including rational approaches, behavioral approaches, practical approaches, and personal approaches. In addition, the principal as a leader is expected to have the ability to understand decision-making techniques as stated by Terry (2014: 36-37), among others, using intuition, learning from experience, seeing facts that occur in the field, using authority and rational thinking. In making decisions, there are several factors that influence the stakeholders, namely the principal in making decisions as stated by Prajudi Atmosudirdjo (in Pohan and Sembiring, 2005: 12) which include authority, loyalty, leadership, responsibility and discipline.

Based on the description above, this study focuses on the application of decision making by principals based on a cross-channel communication model at Cordova Integrated Islamic Primary School (SDIT). The purpose of this study is to find out the implementation of decisions taken by principals based on cross-channel communication, to determine the implementation of decision-making based on cross-channel communication models, to determine the changes that occur when cross-channel communication models are implemented in headmaster in Cordova Integrated Islamic Primary School.

METHODOLOGY
This study uses a qualitative approach with a case study methodology, which is a study carried out to study intensively about the decision making process by the principal with a cross-channel communication model based on SDIT Cordova. Data collection in this study

using observation and interviews. The data analysis technique in this study uses analytical techniques with steps such as data reduction (data reduction), data presentation (data display), and conclusions and verification (conclution drawing / verification)..

FINDINGS AND DISCUSSION
Findings

In the context of decision making and determining the right policy for an institution both in the short and long term, the principal as the leader in the school is required to be able to establish communication with relevant parties who can support and support the activities that take place in the school. The same thing was done by the principal of SDIT Cordova who built communication with the foundation, staff of staff and teachers, parents of students, and related community leaders who were concerned with the development of the world of education. Through the communication process, the principal can identify the problems that occur at the SDIT Cordova environment and then the problem is developed until several alternatives emerge which will be taken into consideration in decision making as the best solution to the problem.

The decisions taken by the principal of SDIT Cordova in the 2017-2018 learning year are as follows:
1. Breakfast for Cordova Samarinda Islamic Elementary School teachers and staff.

The principal of SDIT Cordova builds communication with teachers and staff staff in order to listen to suggestions and inputs to improve performance. As for one of the suggestions and inputs proposed is the provision of breakfast for teachers and staff. These suggestions and inputs refer to the condition of teachers and staff, most of whom live far from school so that there is no time to have breakfast at home with their families because they are required to be able to attend school at 7:15 a.m. On this basis, the decision was made to provide breakfast to teachers and staff at SDIT Cordova.
2. Qailullah program.

This decision-making process begins with observations made by the principal and is supported by the communication between the headmaster and the teachers and parents of students who are members of the school committee. As for the main problem is during recess, on average students use physical activity that is too excessive so that when the hours of teaching and learning take place, most students experience loss of concentration and enthusiasm for learning begins to decline. This condition does not only occur in the classroom, but also occurs at home considering SDIT Cordova applies a full day system and makes students feel very tired so that the task of studying at home becomes neglected. On the basis of these problems, the principal decided to increase the number of hours of rest and make a policy to reduce physical activity with the activities of qoilullah, namely taking a nap or resting physically before the midday prayer. With these decisions and policies, it is expected to be able to pump back the spirit of student learning both at school and at home.
3. Islamic boarding school.

The quran boarding school program is a long-standing idea that SDIT Cordova hopes to implement but can only be realized in the 2017/2018 learning year. The quran boarding school program is very blessing with one of the founding missions of SDIT Cordova which is to make students have excellence in the field of religion, master and practice the Qur'an and Sunnah, as well as berahidah correctly. In addition, SDIT Cordova has a minimum standard of graduation achieved by students which is able to memorize the Qur'an at least in the 30th of the month. On that basis, the principal with the tahfidz qur'an coordinator forms a qur'an boarding school by giving additional hours to SDIT Cordova students and students who want to add memorization of the Qur'an. The Al-Qur'an boarding school is held twice a week, namely on Monday and Wednesday at 6:00 a.m. to 7:15 a.m.

4.Educational Club.

The formation of educational clubs stems from communication established between school principals and vice principals in the field of student affairs and curriculum fields that discuss the readiness of students to compete and compete in both academic and non-academic fields.

5.Joint sports activities.

Joint sports activities in the previous school year are carried out on Friday mornings. Whereas in the 2017/2018 school year, Joint sports activities were held on Wednesday morning. The reason for this decision is that Friday is more focused on the development of the students of SDIT Cordova and a lot of time is wasted so that learning activities do not run optimally.

6.Scout activities.

Scout activities in the previous learning year are carried out every Friday after the sports hour ends. In the 2017-2018 learning year, scout activities are moved on the last Thursday hours of learning activities. As for those behind this decision, among others, because the time on Friday is less than optimal while the last hours of learning on Thursday can be made as a means of refreshing for students.

7.Tarbiyatul tilmidzun.

Tarbiyatul tilmidzun activities or often referred to as ruhiyah coaching activities in the previous learning year are carried out on the Friday of the last learning hour. While in the year of 2017/2018 learning, tarbiyatul tilmidzun activities were held on Friday morning. This change is in the background behind the results of observations and previous years' experiences that have been less effective.

8.Gebyar cordova.

The gebyar cordova activity is a series of activities aimed at building friendship between the school and parents of students and the community around the school environment. This activity also aims as a means of promotion to the community in order to foster public confidence in the education sector to entrust their children to SDIT Cordova Samarinda.

9.Parenting class together with the distribution of odd semester report cards for the 2017-2018 learning year.

The parenting class activities carried out simultaneously with the distribution of report cards are the first program carried out by SDIT Cordova Samarinda from the time it was first established. This activity received a positive response from parents of students because through this activity parents could discuss with each other in finding solutions related to the problems of their children in school, both those directly related to learning activities in the classroom as well as the personal internal of each student.

10.Sanctions for violations and delays.

Problems with delays and violations are the problems that have the greatest impact on the quality of educational institutions. Likewise with SDIT Cordova, almost every day students who arrive late and find other violations such as incomplete uniform attributes, students leave the school area prematurely and many other forms of violations. In implementing sanctions against regulations that have been agreed upon, they have experienced many obstacles including being less assertive and inconsistent in implementing sanctions.

11.Giving labels on student shoes rack.

This decision was based on the background of the many reports from both the teacher and parents of students regarding lost or confused student shoes with their classmates and younger siblings. This is caused by the lack of a sense of responsibility in students towards the goods around them, especially private property. This can be seen in the field, with many

upper class students storing shoes on a shoe rack in front of the lower class, making it irregular and difficult to avoid changing shoes. Giving name labels on shoe racks available in front of the whole class is the most effective solution to minimize shoes that are lost or confused.

Discussions

The focus of the discussion in this study is a discussion concerning the findings of the research that are associated with theories that are relevant to the basis and decision-making process as stated by Mintzberg which includes the identification, development and selection stages. The principal as a leader and policyholder is demanded to be able to see directly the problems being faced by the institution he leads so that he can identify the cause of the problem. After the identification process is complete, the next stage is the development stage by conducting intensive communication with the teacher and guardians of students to find a solution. Based on the input and suggestions conveyed by the teacher and student guardian, the next step is to make a selection before finally making the right decision.

Before making a decision, as a leader, especially the principal, must first understand the basics of decision making as stated by Ibn Syamsi, among others the target of decision making, the decisions taken lead to the goals to be achieved, the diagnostic approach, involving subordinates in decision making. , decisions can be made, conducted evaluations, and flexibility in decision making.

In the decision-making process that takes place in the Integrated Islamic Primary School Cordova can not be separated from the communication made by the principal with various parties involved in the activities that take place in Cordova Integrated Islamic Primary School as material for consideration of each decision that will be taken, among others foundations, teachers and staff staff, parents of students and related parties such as the Education Office and community leaders around the school environment. Principals as leaders have a big responsibility in decision making. Therefore, before making a decision, first know the target of decision making, namely the goals to be achieved by the Institution they lead. The objectives include applying the teachings of Islam correctly as a result of learning and habituation activities, achieving academic and non-academic achievements, mastering the basics of science and technology as a provision to continue to higher schools, become excellent schools and in demand by the community.

The second thing that needs to be considered by the principal before making a decision is that the decision taken leads to the goals to be achieved so that it can determine the right alternatives for consideration by the school principal. In order to formulate these alternatives, the principal is required to establish communication with teachers, staff, parents of students and other parties who support activities that take place at the Cordova Integrated Islamic Primary School. As for the decisions that lead to the goals to be achieved include, among other things, habituation activities such as duha prayer before teaching and learning activities take place, dzuhur and ashar prayers in congregation, orderly taking ablution water, having lunch together, qur'an pesantren program to motivate students to add to the memorization, the Qur'anic guidance program in order to improve the recitation of the Qur'an properly and correctly, procurement of club education in order to develop academic and non-academic potential of SDIT Cordova students.

The basis for the next decision that needs to be considered by the principal is conducting an analysis or diagnosis of the alternatives that have been determined before making the right decision in resolving the problems faced by the institution they lead. In the decision-making process, the principal is expected to be able to involve all teachers and staff so that the decisions taken can be tied to the teacher and staff and feel more valued from each suggestion and input conveyed.

Of the several decisions that have been taken as described in the results of the study, almost all of the decisions made were carried out well even though there were several decisions that had changed because of the circumstances and conditions that did not allow it to be implemented. The well-implemented decisions include the Qur'anic boarding school in order to add Al-Q memorization, provide breakfast for teachers and staff, parenting class along with the odd semester 2017/2018 school report card distribution activities..

Meanwhile, the decisions that underwent changes related to the implementation included the implementation of Gebyar Cordova which aimed as a means to promote SDIT Cordova to residents around the school in particular and residents in general. This change is influenced by the situation or conditions in the field, namely the time of implementation which was originally carried out before the semester exam was postponed and combined with class meeting activities. As for the consideration of the changes in the decision is that SDIT Cordova students can focus on preparing themselves to learn in order to face the semester exam.

PENUTUP

Based on the results of research, processing and analysis of data that has been carried out by researchers by describing relevant theories about cross-channel communication-based decision making in Cordova Samarinda Islamic Primary School, then conclusions can be drawn as follows:

The implementation of decisions taken by principals with cross-channel communication in Cordova Samarinda Integrated Elementary School goes well and still adheres to the vision, mission and objectives to be achieved, even though there are some decisions that change the time of implementation or are not even implemented by maximum. Implementation of decision-making based on cross-channel communication models in Cordova Integrated Islamic Primary Schools is implemented quite well according to the needs in order to achieve school goals. In the application of decision-making based on the model of cross-channel communication in the Cordova Integrated Islamic Primary School Samarinda is quite good and experiences significant changes adjusting to conditions that occur around the school environment.

Based on the conclusions outlined above about cross-channel communication-based decision making in Cordova Samarinda Islamic Primary School, the authors made the following suggestions:

Decisions regarding school regulations and violation sanctions are expected to be written so that they can be committed and consistent in applying sanctions for violations of school regulations.Written decisions are expected to be disseminated to parents as a form of cooperation in order to anticipate unwanted things happening around the school environment in students - Cordova Integrated Islamic Primary School students.In the framework of decision making, it is expected to have a positive impact on all parties involved in a series of activities around the school environment, both directly and indirectly. This research can be further developed by other researchers as a comparison material.

UCAPAN TERIMA KASIH

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