



## **The Role of Interpersonal Communication in Building Service Quality at Nurul Jadid Paiton Probolinggo Junior High School**

**Ahmad Rifdur Rohman\***

Sekolah Tinggi Agama Islam Cendekia Insani, Indonesia

e-mail: [raiqrohman@gmail.com](mailto:raiqrohman@gmail.com)

**Imam Syafii**

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia

e-mail: [fiiimam9@gmail.com](mailto:fiiimam9@gmail.com)

**Yudi Ardian Rahman**

Sekolah Tinggi Ilmu Tarbiyah Bondowoso, Indonesia

e-mail: [yudiardianrahman1978@gmail.com](mailto:yudiardianrahman1978@gmail.com)

### **Abstract**

This study discusses the role of interpersonal communication in building the quality of educational services at Nurul Jadid Junior High School. Open, transparent, and sustainable communication plays an important role in building trust between the school, parents, and the community. It also encourages increased parental participation in children's education and strengthens public support for school efforts to improve the quality of educational services. This study uses a qualitative approach with a case study type, involving the principal, vice principal for curriculum, teachers, and students as informants. The results of the study show that interpersonal communication has a strategic role, namely as a tool to provide a deep understanding of school policies and programs, provide constructive feedback, create effective collaboration between teachers and parents, and manage conflicts productively. These findings confirm that effective interpersonal communication not only improves relationships between stakeholders, but also contributes significantly to improving the quality of educational services in schools.

Keywords: Role; Interpersonal Communication; Quality of Service

### **Abstrak**

Penelitian ini membahas peran komunikasi interpersonal dalam membangun mutu layanan pendidikan di SMP Nurul Jadid. Komunikasi yang bersifat terbuka, transparan, dan berkelanjutan berperan penting dalam membangun kepercayaan antara pihak sekolah, orang tua, dan masyarakat. Hal ini juga mendorong peningkatan partisipasi orang tua dalam pendidikan anak serta memperkuat dukungan masyarakat terhadap upaya sekolah untuk meningkatkan mutu layanan pendidikan. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus, melibatkan kepala sekolah, wakil kepala sekolah bidang kurikulum, guru, dan siswa sebagai informan. Hasil penelitian menunjukkan bahwa komunikasi interpersonal memiliki peran strategis, yaitu sebagai alat untuk memberikan pemahaman yang mendalam tentang kebijakan dan program sekolah, memberikan umpan balik yang konstruktif, menciptakan kolaborasi yang efektif antara guru dan orang tua, serta mengelola konflik secara produktif. Temuan ini menegaskan bahwa komunikasi interpersonal yang efektif tidak hanya meningkatkan hubungan antar pemangku kepentingan, tetapi juga berkontribusi signifikan pada peningkatan mutu layanan pendidikan di sekolah.

Kata Kunci: Peran; Komunikasi Interpersonal; Mutu Layanan

## **INTRODUCTION**

In the midst of the dynamics of the ever-evolving world of education, the role of interpersonal communication is the main key in building the quality of services in schools. School is not only a place to convey knowledge, but also a place to shape character, build skills, and grow students' potential holistically. In this context, effective interpersonal communication between all

\*Corresponding author

stakeholders in the school is a very important foundation. Interpersonal communication involves direct interaction between individuals in the school environment, including between teachers and students, between principals and staff, and between schools and students' parents and the community.<sup>1</sup> Nurul Jadid Junior High School is one of the educational institutions that uses this effective communication to be able to create an inclusive, collaborative, and supportive environment for the growth and development of all members of the school community.

The role of interpersonal communication in building service quality in schools is very significant. Open and clear communication between teachers and students helps create a conducive learning atmosphere. Teachers who are able to communicate well can understand students' individual needs, provide constructive feedback, and create positive relationships that motivate students to learn. Then, in the relationship between principals and staff, effective interpersonal communication plays a key role in managing human resources and optimizing school performance. Principals who are able to communicate well can clearly convey the school's vision, mission, and goals to all staff, as well as facilitate collaboration and innovation in improving the quality of educational services. No less important is the communication that exists between the school and the parents of students and the community. Open, transparent, and continuous communication helps build trust, increase parental participation in their children's education, and strengthen public support for school efforts to improve the quality of education services. Thus, the role of interpersonal communication in building the quality of services in schools cannot be underestimated. Effective communication allows for the creation of mutually beneficial relationships between all stakeholders in the school, which in turn will contribute positively to the achievement of educational goals and the well-being of all members of the school community.

Interpersonal communication is a must for humans because humans need and always try to open and establish communication or relationships with others, in addition to a number of needs that can be expressed through communication.<sup>2</sup> Interpersonal communication is a face-to-face interaction between two or several people where the sender can convey the message directly and the recipient of the message can receive and respond directly as well. This interpersonal communication is one way to build good relationships with others and maintain good relationships with people. Interpersonal communication is communication carried out by communicators to communicators. This communication is considered more effective at changing a person's attitude, perception, opinion and behavior.<sup>3</sup> Communicators communicate with communicators face-to-face, communicators know whether they get positive or negative responses, accepted or rejected, and successful or not. If the response is negative, the

---

<sup>1</sup> Apri Gunawan Hasibuan, Muhammad Alfikri, and Muhammad Faishal, "The Effectiveness of Interpersonal Communication in Improving the Learning Insights of Faculty of Social Sciences Students during the Pandemic," *Communication & Social Media* 3, no. 1 (2023): 7-13.

<sup>2</sup> Zulfa Asmarani and Sri Wahyuni, "Individual Self-Concept of Social Media Users Towards Adolescent Interpersonal Communication," *Journal of Education Research* 4, no. 3 (2023): 1548-58.

<sup>3</sup> Fanny Febrianti and Untung Subroto, "The Relationship between Parenting and Interpersonal Communication in Adolescents," *Journal of Social and Economics Research (JSER)* 5, no. 2 (2023): 799-811.

communicator can convince the communicator at that moment because it can provide an opportunity for the communicator to ask the widest possible question.

Interpersonal communication is something that everyone must experience every day. Through communication, humans can also make decisions, entertain themselves, preserve old values, spread innovation, and so on.<sup>4</sup> With interpersonal communication skills, it will also show how the morals of students from the way they talk to others starting from the way they greet them, their facial expressions when speaking, their behavior when conveying something and what message is conveyed. This is very necessary to measure how moral a person is. Interpersonal communication aims to influence others, to build or maintain interpersonal relationships, to help others, and to play together with others.<sup>5</sup> Interpersonal communication has several goals, namely discovering oneself, discovering the outside world, forming and maintaining meaningful relationships, changing attitudes and behaviors, for play and fun, and to help psychiatrists. Effective interpersonal communication is very important for members of an organization, leaders and employees are expected to bring results from information exchange and mutual *understanding*. The effectiveness of interpersonal communication in a humanistic view, this communication contains elements of openness, empathy, supportive attitudes, positive attitudes, and similarities.<sup>6</sup>

In the process of interpersonal communication, communicators, communicators, and messages can also be obtained. It's just that interpersonal communication refers to communication that occurs directly between two or more people. In communication, there is public relations that interpersonal communication is the process of exchanging information and transferring understanding between 2 or more people in a small group of people. <sup>7</sup>In this era of digitalization, interpersonal or interpersonal communication can not only occur directly. With the advancement of information and communication technology in this era of digitalization, there are many facilities and infrastructure that can support interpersonal or indirect interpersonal communication. The impact of interpersonal communication between teachers and principals can create (1) individual relationships that are realized by respecting teachers' opinions, respecting individual teachers' decisions, respecting freedom of creativity, (2) group relationships that are realized by providing freedom of group discussion, respecting group opinions and attitudes, and (3) subordinate-superior relationships that are realized by respecting and respecting criticism and suggestions to leaders, willing to listen to all complaints and problems of subordinates.<sup>8</sup>

---

<sup>4</sup> Bela Janare Putra and Jurana Jamal, "Profile of Students' Interpersonal Communication Skills," *Journal of Teacher Studies and Learning* 3, no. 3 (2020): 399–407.

<sup>5</sup> Hadi Widodo et al., "The Effect of Providing Guidance and Counseling Services on Interpersonal Communication of Vocational School Students," *Educative: Journal of Education* 3, no. 4 (2021): 2168–75.

<sup>6</sup> Linujaya Samudra, Iin Soraya, and Arina Muntazah, "Teachers' Interpersonal Communication in Creating Student Learning Understanding at Madrasah Ibtidaiyah Nurul Irfan, Depok City," *Journal of Communication and Social Media Sciences* 3, no. 2 (2023): 615–25.

<sup>7</sup> Saviratus Zahirah, "Analysis of the Importance of Interpersonal Communication Between Friends in Lectures to Reduce the Risk of Suicide in Students Caused by Excessive Stress," *Journal of Academic Media* 2, no. 1 (2024): 146–57.

<sup>8</sup> Reny Diana, Syarwani Ahmad, and Achmad Wahidy, "The Influence of Work Motivation and Interpersonal Communication on Teacher Performance," *Journal of Education Tambusai* 4, no. 3 (2020): 1828–35.

There are 5 dimensions of interpersonal communication that can support the effectiveness of interpersonal communication, which include openness, empathy, supportiveness, *positive feelings* and equality.<sup>9</sup> Teachers' interpersonal communication skills include the ability to (1) Listen actively, listening attentively to students and colleagues showing that teachers value their opinions and perspectives. Active listening also helps teachers understand students' needs and concerns, which can help them develop appropriate teaching strategies (2) Communicating clearly, teachers should be able to express their ideas and instructions in a way that is easy for students to understand. Using clear and concise language can help prevent misunderstandings and confusion (3) Adjusting communication styles, teachers should be able to adapt their communication styles to meet the needs of different students. For example, some students may need a more direct approach, while others may respond better in a more supportive and empathetic style (4) Provide feedback, providing constructive feedback to students helps them understand their strengths and areas for improvement. Teachers should use encouraging and supportive language, but remain honest and specific (5) Show empathy, showing empathy for students and colleagues can help build strong relationships and foster a positive learning environment. It involves understanding and acknowledging the feelings and perspectives of others, and responding in a caring and supportive way.<sup>10</sup>

Service quality is a measure of how good the service provided is in accordance with the expectations of visitors or customers.<sup>11</sup> The quality of service is determined by the ability of a company or organization to meet the needs in accordance with the expectations and desires of visitors or customers. Service quality has a very important role for an organization in order to achieve customer satisfaction.<sup>12</sup> The quality of service is what shows the level of service perfection in the sense of satisfaction for each visitor.<sup>13</sup> The criteria for evaluating the quality of service or service quality are based on a comparison between visitor expectations and actual service performance, so that the quality of service described is based on visitor considerations around the overall greatness of service.<sup>14</sup> In its development, a comprehensive model for service quality assessment is associated with visitor satisfaction by focusing on the functional aspects of

---

<sup>9</sup> Eka Eriyanti, Yasir Arafat, and Syaiful Eddy, "The Influence of Interpersonal Communication and Conflict Management on Teacher Performance," *Journal of Education Tambusai* 5, no. 2 (2021): 2998–3004.

<sup>10</sup> Anida Ulfa, Happy Fitria, and Nurkhalis, "The Role of Interpersonal Communication of School Principals in Improving Teacher Performance," *Journal of Education Tambusai* 5, no. 2 (2021): 1223–30.

<sup>11</sup> Ahmad Yani, Rezki Agrisa Ditama, and Muhammad Munawir Pohan, "Improving Service Quality through the Implementation of Human Resource Management," *PUBLIK: Journal of Human Resource Management, Administration and Public Service* VIII, no. 2 (2021): 170–79.

<sup>12</sup> Supriati H Rahayu et al., "Quality Management of Ta' Lim Quran Lil Aulad (TQA) Service at the Team Tadarus 'AMM' Yogyakarta Foundation," *Journal of Community Development* 5, no. 2 (2020): 117–30.

<sup>13</sup> Indri Febrianti and Makmur Syukri, "The Role of Accreditation in Improving Service Quality in Educational Institutions," *JUMPIS: Journal of Islamic Education Management* 1, no. 1 (2023): 11–23.

<sup>14</sup> Ana Merdekawaty and Fatmawati, "The Role of Education Personnel in Improving Service Quality at the Faculty of Teacher Training and Education, Sabawa University," *Journal of Education* 8, no. 1 (2023): 82–88.

the service process. There are five service quality indicators (1) responsiveness, (2) reliability, (3) comfort, (4) attention, and (5) direct evidence.<sup>15</sup>

## **RESEARCH METHOD**

This study uses a qualitative approach of the case study type. In this case, the researcher seeks to uncover the phenomenon that occurs at Nurul Jadid Junior High School related to the role of interpersonal communication as an effort to improve the quality of services. To obtain accurate and accountable data, the researcher conducted interviews with several school principals, curriculum officials, teachers and several students to obtain the information needed with the principle of purposive sampling. In addition, the researcher also conducted an observatory and documentation of various activities from the role of interpersonal communication. The data analysis was carried out in a circular and systematic manner guided by the Milles and Hubberman concept, which started from the presentation of the research data as a whole, then continued with the reduction of sorting data and the selection of data in accordance with the focus of the research and ended with drawing conclusions, as a research finding.<sup>16</sup>

## **RESULTS AND DISCUSSION**

### **Inerpersonal Communication**

Effective interpersonal communication allows for a better understanding between teachers and students. Teachers who can communicate well can understand the needs, interests, and potential of each student individually. This allows them to design learning that suits the level of student understanding, thereby improving the quality of teaching. At Nurul Jadid Junior High School, effective interpersonal communication is the main foundation in creating a better understanding between teachers and students, which in turn has a direct impact on the quality of educational services provided by the school. Every interaction between teachers and students is colored by openness, mutual listening, and mutual respect, allowing for a solid and collaborative relationship. At the grade level, teachers at Nurul Jadid Junior High School not only play the role of conveyors of information, but also as learning facilitators who encourage student participation. They practice effective two-way communication, ask questions, stimulate discussions, and respond thoughtfully to students' ideas and questions.

Through open communication, students feel valued and encouraged to express their thoughts, thus strengthening their understanding of the subject matter. In addition, teachers at Nurul Jadid Junior High School also pay attention to the individual needs of students

---

<sup>15</sup> Yayat Suharyat et al., "The Challenge of Empowering Parents in Improving the Quality of Early Childhood Education Services in the Digital Era," *Journal of Obsession: Journal of Early Childhood Education* 7, no. 1 (2023): 406-15.

<sup>16</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (sage, 1994).

through open interpersonal communication. They spend time talking one-on-one with each student, identifying their strengths, weaknesses, interests, and learning needs. By understanding students individually, teachers can tailor their teaching approach to optimally meet the needs of each student.<sup>17</sup> Effective interpersonal communication also facilitates strong relationships between teachers and students outside the classroom. Teachers at Nurul Jadid Junior High School take the time to listen to students' concerns, hopes, and dreams, opening up open lines of communication to help them overcome challenges and reach their full potential.

All of this contributes to improving the quality of services at Nurul Jadid Junior High School. Strong communication between teachers and students ensures that each student gets the support they need to achieve their academic and personal goals. <sup>18</sup>Students feel supported, valued, and empowered to take an active role in their learning process, ultimately positively impacting their learning outcomes.<sup>19</sup> Thus, at Nurul Jadid Junior High School, effective interpersonal communication is not only a tool to build a healthy relationship between teachers and students, but also a key to improving the overall quality of educational services. Through open, empathetic, and continuous communication, Nurul Jadid Junior High School continues to strive to provide a meaningful and relevant educational experience for every student in their school.

### **Constructive Feedback**

Open interpersonal communication facilitates the exchange of feedback between teachers and students. Students who feel comfortable communicating with their teachers can convey feedback and questions more easily.<sup>20</sup> It helps teachers to improve their teaching methods and better accommodate the individual needs of students.<sup>21</sup> At Nurul Jadid Junior High School, open interpersonal communication is the foundation that facilitates the exchange of valuable feedback between teachers and students. Every interaction in these schools is based on the principles of mutual listening, mutual respect, and mutual understanding, which in turn strengthens the quality of educational services provided by the

---

<sup>17</sup> Umi Nur Khasanah, Abdul Adib, and Ami Latifah, "Oral and Written Interpersonal Communication Patterns of School Principals and Teachers at SMPN 25 Ogan Komering Ulu," *UNISAN JOURNAL: Journal of Management & Education* 00, no. 00 (2022): 0–00.

<sup>18</sup> Yasinta Ariati and Clarissa Sondang Irene, "Intrapersonal Communication and Self-Concept in Rantau Students Case Study: Students of the Tarakanita College of Communication and Secretarial Sciences," *Journal of Communication and Business Sciences* 8, no. 2 (2023): 205–14, <https://doi.org/10.36914/jikb.v8i2.941>.

<sup>19</sup> Mufida M. Latinapa, Arfan Arsyad, and Arifin Suking, "The Influence of School Principal's Leadership Style, Teachers' Interpersonal Communication Skills, and Teachers' Work Commitment on Conflict Control in Ratolindo District, Tojo Una-Una Regency," *Normalita Journal* 9, no. 3 (2021): 386–401.

<sup>20</sup> Muhammad Fadali Amar, "The Role of Educators' Interpersonal Communication Skills in Fostering Self-Efficacy," *Aafiyah: Multidisciplinary Journal* 2, no. 1 (2024): 1–13.

<sup>21</sup> Maria Stella Meinda and A Munanjar, "The Role of Teachers' Interpersonal Communication in Increasing Student Learning Motivation (A Study on Teachers at Van Lith Junior High School)," *Scientific Journal of Informatics and Communication Engineering* 3, no. 3 (2023): 178–92.

school. Teachers at Nurul Jadid Junior High School understand the importance of listening attentively to their students. They open up space for students to express their opinions, concerns, and aspirations openly without fear or inhibition. By paying attention to each input provided by students, teachers are able to better understand their perspectives, and identify areas where improvements can be made to improve the student learning experience.

On the other hand, students at Nurul Jadid Junior High School also feel comfortable giving feedback to their teachers. They realize that their opinions are valued and heard, and that their feedback has a significant impact on the improvement of the learning process. With open communication, students feel encouraged to be actively involved in their learning, taking the initiative to share ideas, questions, and reflections.<sup>22</sup> The exchange of feedback that occurs between teachers and students at Nurul Jadid Junior High School not only takes place in the classroom, but also through various communication platforms, such as individual meetings, emails, or group discussions. This allows for continuous interaction, which strengthens the relationship between teachers and students throughout the learning life. As a result, open interpersonal communication between teachers and students has a significant impact on the quality of educational services at Nurul Jadid Junior High School. By prioritizing mutual listening and openly sharing feedback, the school creates an inclusive and collaborative learning environment, where each student feels supported to reach their full potential.<sup>23</sup>

In addition, this effective communication also allows schools to continuously evaluate and improve. By receiving feedback from students about their learning experiences, teachers at Nurul Jadid Junior High School can make the necessary adjustments in their teaching methods, thus ensuring that students' needs and preferences are optimally met. Thus, at Nurul Jadid Junior High School, open interpersonal communication plays a key role in improving the quality of educational services. By prioritizing open dialogue, appreciation, and ongoing exchange of feedback between teachers and students, the school continues to strive to provide a meaningful and relevant educational experience for all students under their auspices.

### **Collaboration between Teachers**

Interpersonal communication also plays an important role in facilitating collaboration between teachers in designing curriculum, sharing teaching experiences, and developing innovative teaching strategies. Through effective communication, teachers can support each other and learn from each other, thereby improving the overall quality of teaching in

---

<sup>22</sup> Muhammad Anggung Manumanoso Prasetyo and Khairul Anwar, "Characteristics of Interpersonal Communication and Its Relevance to Transformational Leadership," *Journal of Educational Communication* 5, no. 1 (2021): 25, <https://doi.org/10.32585/jkp.v5i1.1042>.

<sup>23</sup> Silvi Ouralita et al., "The Impact of Interpersonal Communication between Teachers and Parents on Student Learning Motivation at SDN 17/I RANTAU PURI," *JIIIP - Scientific Journal of Education* 6, no. 9 (2023): 6556-61, <https://doi.org/10.54371/jiip.v6i9.2795>.

schools.<sup>24</sup> At Nurul Jadid Junior High School, effective interpersonal communication is a key pillar in facilitating collaboration between teachers in various aspects of education, including designing curriculum, sharing teaching experiences, and developing innovative teaching strategies. Open and continuous communication between teachers not only strengthens their professional relationships, but also improves the quality of educational services in schools.

First of all, in designing the curriculum, effective interpersonal communication plays an important role. Teachers at Nurul Jadid Junior High School meet regularly to discuss learning objectives, identify student needs, and evaluate existing learning programs. By sharing their ideas and views, they can design a curriculum that is relevant, engaging, and appropriate to the latest educational developments. Collaboration in designing the curriculum also allows teachers to take into account the individual needs of students and incorporate diverse learning approaches. Through open discussions, they can adjust lesson plans to suit students' learning styles, thereby increasing the effectiveness of teaching and learning in the classroom.<sup>25</sup>

Furthermore, effective interpersonal communication facilitates the sharing of teaching experience between teachers at Nurul Jadid Junior High School. Through regular meetings, online collaborations, or informal discussions, they share teaching strategies that have proven successful, evaluate their successes, and provide each other with support and input. This collaboration not only enriches each teacher's teaching experience, but also broadens their horizons on a variety of effective teaching approaches. As a result, teachers at Nurul Jadid Junior High School can improve their teaching practices, improve their skills, and provide a more meaningful learning experience for students. Finally, open interpersonal communication allows teachers to develop innovative teaching strategies. They adopt experimental approaches, try new technologies, or adapt existing teaching methods to meet the evolving learning needs of students.<sup>26</sup> The collaboration between teachers in developing innovative teaching strategies not only enriches the learning experience of students, but also enhances the reputation of Nurul Jadid Junior High School as an educational institution that is progressive and responsive to educational developments. Overall, effective interpersonal communication is key in facilitating collaboration between teachers at Nurul Jadid Junior High School in designing curriculum, sharing teaching experiences, and developing innovative teaching strategies. By prioritizing open, respectful, and supportive communication, SMP Nurul Jadid continues to strive to improve the quality of their educational services, providing the best learning experience for all students in their school.

---

<sup>24</sup> Suharti, Rohmatul Fajri, and Yayat Suharyat, "Analysis of Leadership Functions in the Modern Organizational Era," *NUSRA: Journal of Research and Educational Sciences* 5, no. 1 (2024): 22–36.

<sup>25</sup> Nafiah Nur Shofia Rohmah et al., "Strategies for Strengthening the Profile of Pancasila Students with Global Diversity in Elementary Schools," *Journal of Elementaria Edukasia* 6, no. 3 (2023): 1254–69.

<sup>26</sup> Rofita Rahayu, Sofyan Iskandar, and Dede Trie Kurniawan, "Characteristics of Teacher Skills in the 21st Century," *Caruban: Scientific Journal of Basic Education* 6, no. 1 (2023): 89.



### **Parent Participation**

Good interpersonal communication between schools and parents is also very important in building the quality of services in schools. Parents who feel involved and heard by the school tend to be more active in supporting their children's educational process.<sup>27</sup> Open communication allows schools to communicate student development on a regular basis and involve parents in decision-making related to their children's education.<sup>28</sup> Nurul Jadid Junior High School, good interpersonal communication between schools and parents is one of the main pillars in building the quality of quality educational services. The close relationship between the school and parents creates an inclusive, collaborative, and supportive environment, which in turn improves the student learning experience and the quality of services at the school.<sup>29</sup>

Communication between the school and parents at Nurul Jadid Junior High School focuses not only on students' academic information, but also on their overall well-being. Through regular meetings, parent-teacher conferences, school newspapers, or social media, schools openly share information about school activities, student development, and other important events.<sup>30</sup> On the other hand, parents at Nurul Jadid Junior High School feel valued and heard in the educational process of their children. They feel comfortable communicating with teachers and school staff about their concerns, expectations, and expectations for their children's education. Teachers and school staff at Nurul Jadid Junior High School take an active role in listening to and responding to parents' needs and concerns with empathy and understanding.

Good interpersonal communication between the school and parents at Nurul Jadid Junior High School also facilitates collaboration in solving problems and finding solutions. When problems arise, whether they are related to the academic or non-academic development of students, both parties work together to find the best solution for the benefit of children. As such, every decision made by the school is based on a comprehensive understanding of the student's individual needs and situation.<sup>31</sup> As a result, good interpersonal communication between the school and parents has a positive impact on the quality of services at Nurul Jadid Junior High School. By prioritizing open dialogue, mutual

---

<sup>27</sup> Syahrul Abidin, Yoserizal Saragih, and Haris Fadillah Sihombing, "Implementation of Interpersonal Communication between School Principals and Teachers in Improving Performance at Madrasah Ibtidaiyah Negeri 2 Tanjung Balai," *Arzusin* 3, no. 6 (2023): 793-814.

<sup>28</sup> Shakira Atesya Kesumawati, Desy Misnawati, and Selvi Atesya Kesumawati, "Socialization of the Role of Interpersonal Communication in Inclusive Learning at SD Plus Ditawijaya Palembang," *Journal of Community Service Bina Darma* 4, no. 1 (2023): 62-71.

<sup>29</sup> Sri Anita, "Interpersonal Communication of School Principals in Improving Teachers' Work Culture at SDN 1 Gunung Sulah Bandar Lampug," *Unisan: Journal of Management and Education* 03, no. 02 (2024): 4-6.

<sup>30</sup> Machdum Bachtiar, Chepi Rafiudin, and Anis Fauzi, "Analysis of the Role of Effective Communication in Educational Supervision as an Effort to Improve Professionalism and Teacher Performance," *JIIIP - Scientific Journal of Education* 7, no. 3 (2024): 3288-96.

<sup>31</sup> Sadad Alwi Baihaqy and Akhmad Ramli, "Communication Patterns in School and Madrasah Management," *Scientific Bulletin; Journal of Research* 1, no. 2 (2019): 124-29.

respect, and close cooperation, schools and parents work together to create an inclusive, dynamic, and responsive educational environment. In the end, good interpersonal communication between the school and parents at Nurul Jadid Junior High School not only strengthens the relationship between the two parties, but also improves the quality of education provided by the school. With close cooperation between all parties involved, Nurul Jadid Junior High School continues to strive to provide a meaningful, relevant, and high-quality educational experience for every student under its auspices.

### **Conflict Management**

Effective interpersonal communication also helps in conflict resolution in schools. When conflicts arise between students, between students and teachers, or between school staff, open and understanding communication can help find a solution that satisfies all parties involved. At Nurul Jadid Junior High School, effective interpersonal communication is the key to resolving conflicts that may arise between students, between students and teachers, as well as between parents and schools. With an open, empathetic, and proactive approach, the school ensures that any conflicts are faced wisely and resolved by putting the interests of the students and the school's overall well-being first.<sup>32</sup> First of all, in resolving conflicts between students, effective interpersonal communication plays an important role. Teachers at Nurul Jadid Junior High School act as skilled mediators, guiding students in speaking openly and honestly about the problems they face. Through open dialogue, students learn to listen to each other, understand different perspectives, and seek common solutions that are fair and satisfying.

In addition, effective interpersonal communication also helps in resolving conflicts between students and teachers. When students have problems with teachers or vice versa, they feel comfortable talking directly about their feelings and concerns. Teachers at Nurul Jadid Junior High School not only listen, but also respond with empathy and understanding, creating space to improve relationships and resolve conflicts in a constructive way. Not only that, effective interpersonal communication also facilitates conflict resolution between parents and schools. When parents have concerns about their child's education or treatment at school, they feel heard and valued when they express their concerns to school staff. With open, transparent, and continuous communication, schools and parents work together to find the best solution for the benefit of the child.

By prioritizing effective interpersonal communication, Nurul Jadid Junior High School creates an inclusive and collaborative environment, where conflict is seen as an opportunity

---

<sup>32</sup> Ella Suzanna, Yara Andita Anastasya, and Ika Amalia, "Improving Interpersonal Communication Skills of SMKN 5 Lhokseumawe Students Strategy Improving Interpersonal Communication Skills of SMKN 5 Lhokseumawe Students Communication between communicators and interpersonal communication is carried out to achieve goals," *Journal of Gotong Royong: Journal of Community Service, Empowerment and Counseling* 1, no. 2 (2022): 43-49.

to grow and learn together. Thus, successful conflict resolution not only strengthens the relationship between all parties involved, but also improves the quality of services at Nurul Jadid Junior High School as a whole. Thus, interpersonal communication plays a key role in building the quality of services in schools. Through effective interaction between various stakeholders, schools can create an inclusive, supportive, and oriented learning environment that is oriented towards achieving optimal outcomes for all students.

## **CONCLUSION**

From this presentation, it can be concluded that interpersonal communication plays a key role in building service quality at Nurul Jadid Junior High School. By prioritizing open, transparent, and empathetic communication between teachers, students, and parents, schools create an inclusive, collaborative, and responsive learning environment. This good communication not only contributes to the creation of a conducive atmosphere for learning, but also becomes an important means of dealing with various challenges that arise in the educational process. These findings have important implications for education practitioners in strengthening relationships with all school stakeholders. Teachers can use interpersonal communication to understand students' needs more deeply, while parents can feel more involved in their children's learning process. In addition, the principal as a leader can also take advantage of interpersonal communication to build trust and create synergy between all elements in the school. Ultimately, by strengthening effective communication patterns, schools not only improve the quality of educational services provided, but also create an educational model that is more adaptive to the changes and needs of the times. This puts the school in a strategic position to make a real contribution to the development of quality human resources in the future.

## **REFERENCES**

- Abidin, Syahrul, Yoserizal Saragih, and Haris Fadillah Sihombing. "Implementasi Komunikasi Interpersonal Kepala Sekolah Dengan Guru Dalam Meningkatkan Kinerja Di Madrasah Ibtidaiyah Negeri 2 Tanjung Balai." *Arzusin* 3, no. 6 (2023): 793–814.
- Amar, Muhammad Fadali. "Peran Kemampuan Komunikasi Interpersonal Pendidik Dalam Menumbuhkan Self-Efficacy." *Aafiyah: Jurnal Multidisiplin Ilmu* 2, no. 1 (2024): 1–13.
- Anita, Sri. "Komunikasi Interpersonal Kepala Sekolah Dalam Meningkatkan Budaya Kerja Guru Di SDN 1 Gunung Sulah Bandar Lampung." *Unisan : Jurnal Manajemen Dan Pendidikan* 03, no. 02 (2024): 4–6.
- Ariati, Yasinta, and Clarissa Sondang Irene. "Komunikasi Intrapersonal Dan Konsep Diri Pada Mahasiswa Rantau Studi Kasus: Mahasiswa Sekolah Tinggi Ilmu Komunikasi Dan Sekretari Tarakanita." *Jurnal Ilmu Komunikasi Dan Bisnis* 8, no. 2 (2023): 205–14. <https://doi.org/10.36914/jikb.v8i2.941>.
- Asmarani, Zulfa, and Sri Wahyuni. "Konsep Diri Individu Pengguna Media Sosial Terhadap Komunikasi Interpersonal Remaja." *Journal of Education Research* 4, no. 3 (2023): 1548–58.

- Bachtiar, Machdum, Chepi Rafiudin, and Anis Fauzi. "Analisis Peran Komunikasi Efektif Dalam Supervisi Pendidikan Sebagai Upaya Meningkatkan Profesionalisme Dan Kinerja Guru." *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 3 (2024): 3288–96.
- Baihaqy, Sadad Alwi, and Akhmad Ramli. "Pola Komunikasi Dalam Manajemen Sekolah Dan Madrasah." *Tolis Ilmiah; Jurnal Penelitian* 1, no. 2 (2019): 124–29.
- Diana, Reny, Syarwani Ahmad, and Achmad Wahidy. "Pengaruh Motivasi Kerja Dan Komunikasi Interpersonal Terhadap Kinerja Guru." *Jurnal Pendidikan Tambusai* 4, no. 3 (2020): 1828–35.
- Eriyanti, Eka, Yasir Arafat, and Syaiful Eddy. "Pengaruh Komunikasi Interpersonal Dan Manajemen Konflik Terhadap Kinerja Guru." *Jurnal Pendidikan Tambusai* 5, no. 2 (2021): 2998–3004.
- Febrianti, Fanny, and Untung Subroto. "Hubungan Pola Asuh Dengan Komunikasi Interpersonal Pada Remaja." *Journal of Social and Economics Research (JSER)* 5, no. 2 (2023): 799–811.
- Febrianti, Indri, and Makmur Syukri. "Peran Akreditasi Dalam Meningkatkan Mutu Layanan Di Lembaga Pendidikan." *JUMPIS: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2023): 11–23.
- Hasibuan, Apri Gunawan, Muhammad Alfikri, and Muhammad Faishal. "Efektivitas Komunikasi Interpersonal Dalam Meningkatkan Wawasan Pembelajaran Mahasiswa Fakultas Ilmu Sosial Di Masa Pandemi." *Communication & Social Media* 3, no. 1 (2023): 7–13.
- Kesumawati, Shakira Atesya, Desy Misnawati, and Selvi Atesya Kesumawati. "Sosialisasi Peran Komunikasi Interpersonal Dalam Pembelajaran Inklusif Di SD Plus Ditawijaya Palembang." *Jurnal Pengabdian Kepada Masyarakat Bina Darma* 4, no. 1 (2023): 62–71.
- Latinapa, Mufida M., Arfan Arsyad, and Arifin Sukung. "Pengaruh Gaya Kepemimpinan Kepala Sekolah, Kemampuan Komunikasi Interpersonal Guru, Dan Komitmen Kerja Guru Terhadap Pengendalian Konflik Di Sdn Kecamatan Ratolindo Kabupaten Tojo Una-Una." *Jurnal Normalita* 9, no. 3 (2021): 386–401.
- Meinda, Maria Stella, and A Munanjar. "Peranan Komunikasi Interpersonal Guru Dalam Meningkatkan Motivasi Belajar Siswa (Studi Pada Guru-Guru Di SMP Van Lith)." *Jurnal Ilmiah Teknik Informatika Dan Komunikasi* 3, no. 3 (2023): 178–92.
- Merdekawaty, Ana, and Fatmawati. "Peran Tenaga Kependidikan Dalam Meningkatkan Mutu Layanan Di Fakultas Keguruan Dan Ilmu Pendidikan Universitas Samawa." *Jurnal Kependidikan* 8, no. 1 (2023): 82–88.
- Miles, Matthew B., and A. Michael Huberman. *Qualitative Data Analysis: An Expanded Sourcebook*. sage, 1994. [https://books.google.com/books?hl=id&lr=&id=U4IU\\_wj5QEC&oi=fnd&pg=PR12&dq=Miles+and+Huberman&ots=kF-H-FUZ1Q&sig=NP5tm16NpJLjqBzFbrpRz3o9vSY](https://books.google.com/books?hl=id&lr=&id=U4IU_wj5QEC&oi=fnd&pg=PR12&dq=Miles+and+Huberman&ots=kF-H-FUZ1Q&sig=NP5tm16NpJLjqBzFbrpRz3o9vSY).
- Nur Khasanah, Umi, Abdul Adib, and Ami Latifah. "Pola Komunikasi Interpersonal Secara Lisan Dan Tulisan Kepala Sekolah Dan Guru Di Smpn 25 Ogan Komering Ulu." *UNISAN JOURNAL : Jurnal Manajemen & Pendidikan* 00, no. 00 (2022): 0–00.
- Ouralita, Silvi, Ferdy Ardyansyah, Yantoro Yantoro, and Bradley Setiyadi. "Dampak Komunikasi Interpersonal Guru Dan Orang Tua Pada Motivasi Belajar Siswa Di SDN 17/I RANTAU

- PURI." *JlIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 9 (2023): 6556-61. <https://doi.org/10.54371/jiip.v6i9.2795>.
- Prasetyo, Muhammad Anggung Manumanoso, and Khairul Anwar. "Karakteristik Komunikasi Interpersonal Serta Relevansinya Dengan Kepemimpinan Transformasional." *Jurnal Komunikasi Pendidikan* 5, no. 1 (2021): 25. <https://doi.org/10.32585/jkp.v5i1.1042>.
- Putra, Bela Janare, and Jurana Jamal. "Profil Keterampilan Komunikasi Interpersonal Siswa." *Jurnal Studi Guru Dan Pembelajaran* 3, no. 3 (2020): 399-407.
- Rahayu, Rofita, Sofyan Iskandar, and Dede Trie Kurniawan. "Karakteristik Keterampilan Guru Abad 21." *Caruban: Jurnal Ilmiah Ilmu Pendidikan Dasar* 6, no. 1 (2023): 89.
- Rahayu, Supriati H, Hilman Haroen, T W Budiutomo, and Nuryati. "Manajemen Mutu Layanan Ta' Lim Quran Lil Aulad ( TQA ) Di Yayasan Team Tadarus ' AMM ' Yogyakarta." *Jurnal Pembangunan Masyarakat* 5, no. 2 (2020): 117-30.
- Samudra, Linujaya, Iin Soraya, and Arina Muntazah. "Komunikasi Interpersonal Guru Dalam Menciptakan Pemahaman Belajar Siswa Di Madrasah IbtI " Daiyah Nurul Irfan Kota Depok." *Jurnal Ilmu Komunikasi Dan Media Sosial* 3, no. 2 (2023): 615-25.
- Shofia Rohmah, Nafiah Nur, Markhamah, Sabar Narimo, and Choiriyah Widyasari. "Strategi Penguatan Profil Pelajar Pancasila Dimensi Berkebhinekaan Global Di Sekolah Dasar." *Jurnal Elementaria Edukasia* 6, no. 3 (2023): 1254-69.
- Suharti, Rohmatul Fajri, and Yayat Suharyat. "Analisis Fungsi Kepemimpinan Dalam Era Organisasi Modern." *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan* 5, no. 1 (2024): 22-36.
- Suharyat, Yayat, Sri Nurhayati, Dianti Januliawati, Ibnu Muthi, and Mohamad Zubaidi. "Tantangan Pemberdayaan Orang Tua Dalam Meningkatkan Mutu Layanan PAUD Era Digital." *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 7, no. 1 (2023): 406-15.
- Suzanna, Ella, Yara Andita Anastasya, and Ika Amalia. "Meningkatkan Keterampilan Komunikasi Interpersonal Siswa SMKN 5 Lhokseumawe Strategy Improving Interpersonal Communication Skill of SMKN 5 Lhokseumawe Students Komunikasi Antar Komunikator Dengan Komunikasi Interpersonal Dilakukan Untuk Mencapai Tujuan." *Jurnal Gotong Royong: Jurnal Pengabdian, Pemberdayaan Dan Penyuluhan Kepada Masyarakat* 1, no. 2 (2022): 43-49.
- Ulfa, Anida, Happy Fitria, and Nurkhalis. "Peranan Komunikasi Interpersonal Kepala Sekolah Dalam Meningkatkan Kinerja Guru." *Jurnal Pendidikan Tambusai* 5, no. 2 (2021): 1223-30.
- Widodo, Hadi, Dewi Purnama Sari, Fira Astika Wanhar, and Julianto. "Pengaruh Pemberian Layanan Bimbingan Dan Konseling Terhadap Komunikasi Interpersonal Siswa SMK." *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 4 (2021): 2168-75.
- Yani, Ahmad, Rezki Agrisa Ditama, and Muhammad Munawir Pohan. "Peningkatan Mutu Layanan Melalui Implementasi Manajemen Sumber Daya Manusia." *PUBLIK: Jurnal Manajemen Sumber Daya Manusia, Administrasi Dan Pelayanan Publik* VIII, no. 2 (2021): 170-79.
- Zahirah, Saviratus. "Analisis Pentingnya Komunikasi Interpersonal Antar Teman Di Dalam Perkuliahan Untuk Mengurangi Resiko Bunuh Diri Pada Mahasiswa Yang Diakibatkan Oleh Stres Yang Berlebihan." *Jurnal Media Akademik* 2, no. 1 (2024): 146-57.

