Leadership Communication Patterns of Madrasa Principal in Internalizing Commendable Morals

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ABSTRACT: The communication patterns of a madrasa principal can be done in various ways to influence or motivate subordinates to achieve the organizational goals. This qualitative research aims to describe and analyze the communication pattern done by principal of State Madrasa of Eelementary 1 Banyumas. Observation, in-depth interviews, and documentation are data collection methods carried out to madrasa principal, teachers, and students. The results indicated that the communication patterns used by madrasa principal include communication, interactional, social-psychological, persuasive, and newcomb. In addition, he also uses written and oral communication on matters considered urgent and important. The conducive madrasa culture and the commitment of all madrasa members play a significant role in the implementation of communication model.

KEYWORDS: leadership, communication pattern, and madrasah principal

A. INTRODUCTION

Communication is defined as the process of conveying messages from the communicant to the communicator (Bell, 2019); (Chatman, 2020). In this process, both the messenger and the recipient of the message will use the same sign or symbol (Tripathi, 2017). Communication is very important in various aspects of human life, especially in organizations (Ruben, 2016); and (Fiaz, 2017). Organizational communication serves to minimize the occurrence of internal conflicts of interest in the organizational environment and to build relationships of mutual trust, openness, and togetherness between members in carrying out the duties and functions of an organization (Lee & Kim, 2021) and (Ilyash, 2019).

This organizational communication is closely related to leadership communication, namely the communication process carried out by leaders (communicators) to their organizational subordinates (communicants) (Widyanti, 2020). In practice, leaders can use various types of leadership communication according to their individual styles. This type of leadership communication or leadership communication style must be possessed by a leader because it can influence their subordinates to achieve organizational targets (Kuria, 2020).

The organization is as a group of people working together and each member has a dependence sense to achieve goals. Someone can work interdependently with one another through communication (Shin, 2014). Communication is a means which a person coordinates others in carrying out works planned before effectively and efficiently (Wikaningrum & Yunawan, 2018).

Robbins and Judge stated that communication within an organization has four functions, namely control, motivation, emotional expression and information (Robbins, 2013) and (IvyPanda, 2019). The four functions of the organization are equally important, none of which exceeds the other. To perform effectively, groups need to maintain some control over members, stimulate members to work hard, provide opportunities, express emotions and assist decision choices (Cusimano, 2020). Nearly, every communication interaction that occurs within a group or organization performs one or more of these functions. Communication channels consisting of senders, receivers and messages conveyed are crucial in building good communication between leaders and subordinates when carrying out tasks and functioning based on positions in organizations or institutions (Keyton, 2017) and (Elving, 2005).

In the context of madrasah management, leaders are required to have the ability to build interaction with one another through effective communication in planning, organizing, implementing programs and evaluating the subordinates' performance (Gyltshen, 2020). These activities are an inseparable part of management functions to develop quality and character madrasas/schools (Zhang, 2008). In addition, educational leaders must act as good managers and be able to recognize the strengths possessed by educational staff. Madrasah leadership must empower educators and manage educational institutions in madrasas and be able to improve the quality of madrasa education, so that the vision and mission stated can be achieved (Thompson, 2018).

According to Permendiknas (2007), a leader must have several leadership traits, namely: having qualifications as an educator, having leadership and entrepreneurial skills, having authority and excellence, having tenacity and diligence, having

honesty, having a strong motivation to lead, having good discipline, having high identity and integrity, having full responsibility, having the ability to formulate guidelines and plans, and having technical leadership skills which include Coordinating, Controlling, and Evaluating (Permendiknas, 2007); (Wirba, 2015).

Meanwhile, Purwanto argues that leadership is also a process of influencing group activities, with the aim of achieving goals (Purwanto, 2019). Therefore, leadership can be seen from interpersonal influence by taking advantage of situations and directing through a communication process towards achieving specific or general goals (Rabie & Malek, 2020). This statement implies that leadership consists of two things, namely process and property (Kjellström & Törnblom, 2020). The leadership process is the use of non-coercive influence to direct and coordinate the members' activities directed to meet organizational goals (Cardno & Howse, 2018). The property means that leadership has a group of qualities and/or characteristics of perceived attributes and is able to influence employees' success (FME, 2015) and (Kremer & Aguinis, 2019).

Therefore, the madrasa principal is a very decisive leader in achieving the goals of Islamic education. In this context, Pidarta states that the madrasa principal is the key to success in making changes in schools/madrasas. Madrasah head has roles and responsibilities as education managers, education leaders, educational supervisors and education administrators (Crisol-Moya, 2022)

Leadership is the same as the combination of leader functions, subordinates, and situation. Hersey and Blanchard, as quoted by Team, a leader is someone who can influence other people or groups to perform the maximum performance that has been set in accordance with organizational objectives (Team, 2022). Organizations will run well if leaders have a good skills in communication, though each leader has different expertise, such as technical, practical, and conceptual (DeMatthews, 2021). Meanwhile, subordinates are a person or group of people who are ready to carry out mutually agreed orders or tasks to achieve institutional purposes (Gamero-Burton & Lassibille, 2018). In an organization, subordinates have a very strategic role, because the success or failure of a leader depends on these followers. Therefore, a leader is required to choose employees carefully and precisely so that the team can work optimally (Szeto & Cheng, 2018).

In this context, State Madrasa of Elementary 1 Banyumas which functions as a model madrasa from the aspect of facility and infrastructure progressiveness, shared learning resource center (PSBB), academic system, and aspects of moral development is commendable. The morals inculcation is integrated into learning materials in class and through socio-religious activities within the madrasa environment.

Therefore, this research is important to examine the management aspects of fostering students' commendable morals through the superior religious program set by the head of the madrasa. In managing these activities, the madrasa principal uses an effective leadership communication pattern to achieve the plans set in the madrasa vision and mission. In addition, this research also aims to analyze the leadership communication patterns of madrasah heads and the form of management of the students' commendable moral habituation.

B. THEORETICAL REVIEW

Leadership is a very broad study and has been researched from various different perspectives, especially both organizational paradigms and other disciplines (Baxter, 2010). One of the sciences that influences the development of leadership investigation is communication studies. Therefore, leadership cannot be separated from communication. Furthermore, Hackman stated that managers spend their time 60% to 70% to have communication; both in the form of meetings, negotiations, meeting constituents, accepting aspirations, complaints, or controlling subordinates, and facing company crises (Hackman & Johnson, 2013). Therefore, the correlation between leaders and communication is very close and significant. Leadership and communication are indispensable and inspire each other (Unsar, 2014); (Martin & Marsh, 2006); (Northhouse, 2004). In fact, Touris says that communication and leadership are twin fields of study (Touris & Jackson, 2008). Leadership is a social phenomenon that turns into part of the communication discipline, so that deVries equates the both of them (deVries & Bakker-Pieper, 2009).

Researchers have agreed that communication has a very important role in an effective leadership. Meanwhile, communication is often defined as a medium for conveying information between individuals to influence each other (Rabie & Malek, 2020). The success of an organization is often influenced by meaningful and effective communication between leaders and their employees (Tomescu-Dumitrescu, 2016) and (Jabeen & Isakovic, 2018).

In fact, Tripathi said that the way of communication can be used as an indicator of leadership patterns that can affect employee and organizational performance (Tripathi & Agarwal, 2019). Conversely, Stokes found many employees who claimed that their company leaders often used inappropriate and ineffective communication patterns (Stokes, 2019). This form has plagued many organizations. They prefer virtual communication such as; fax, the Internet, and mobile phone and rarely do it face-to-face (Begum & Mujtaba, 2016). Therefore, a leader of an organization must understand well how to communicate effectively with his employees (Muwagga, Genza, & Ssemulya, 2018).

In his study, Babalola concluded that employees prefer face-to-face communication rather than virtual (Babalola, 2016). He reasoned that if the communication is done directly, employees can ask for clarification of the information received. Two-way communication carried out by leaders and subordinates is a driving factor to the employee performance progress (Hoel &

Christensen, 2020).

Experts are managers who focus more on how to provide competence and they usually prefer to work independently and have less respect for other opinions; while people who are successful or achievers are leaders who always encourage and persuade others to move forward (Moyo, 2019). The experts always use their own logic, while the achievers always try to find a good strategy to convey what targets will be achieved (Jermsittiparsert & Urairak, 2019). Meanwhile, strategists are leaders who like change, creativity, and transformation for the betterment of employees and their organizations (Wirba A.V., 2015).

One of the popular and widely applied leadership communication theories is Likert's 4 systems or somewhat called four styles of leadership communication theory. This theory discusses a managerial system based on several important managerial-related variables such as leadership, motivation, communication, interaction, decision making, goal setting, control and performance (Likert, 1967); (Mabrouk, 2018). This leadership communication theory is widely used to analyze the influence of leadership communication styles on changes in the performance of employees or their subordinates. In Likert's theory, leadership communication is divided into four.

1. Authoritarian Pattern

In this type, the leader is described as having an authoritarian nature, focusing solely on tasks and being highly structured. Interpersonal relationships between leaders and subordinates or between subordinates are considered unimportant and do not affect the performance of employees. This type of leader will not give great trust to his subordinates (Elton & Moore, 2021).

The leader of this model also does not involve other employees in decision making. For employees, they will feel afraid and always intimidated in doing work. Leadership communication that occurs in this system only takes place in one direction, namely communication from superiors to subordinate employees. This type of communication model is only based on organizational structure and leadership. Workers under this leadership style tend to be cautious when dealing with those in authority (Koshhal & Gutaya, 2016).

2. Benevolent Authoritative

This leadership style still has an authoritarian nature but it has begun to open up and give confidence to his subordinates. However, the management pattern is still top-down, all decisions are made by managers, employees do not contribute to the decision-making process, and intensive two-way communication rarely occurs (Chan & Mak, 2012). In this system, the leader characteristic is task oriented, by controlling and supervising the employee performance. This leadership style is also often referred to a controlling system (Shaw, Tang, & Liao, 2020).

Leaders have not fully provided the opportunity to communicate effectively, because the communication runs from superiors to subordinates (Gumuslouglu & Scandura, 2017), and still occurs in a formal atmosphere in accordance with the position or organizational structure (Karakas & Sarigollu, 2012).

3. Consultative Pattern

This model of leadership is more open and has given wider trust to lower workers. However, the leader still performs the controlling function as a process of negotiation and collaboration (Ning, Zhou, Lu, & Wen, 2012). In this system, subordinates have the right to express opinions in making decisions, especially something directly related to the tasks they are doing (Fu, Long, He, & Liu, 2020). In this situation, the communication occurred is two-way, namely from superiors to subordinates and vice versa. Employees with this leadership pattern should be careful when interacting with their leaders. Interpersonal interaction has more frequently occurred when compared to pattern 1 and 2 (Zakeer, Nawaz, & Irfan, 2016).

4. Participative Pattern

Leaders with this pattern have confidence that the organization will run better if there is an active participation from all employees. In this context, leaders already have trust and believe in their employees to be able to make decisions (Zhang, Tsui, & Wang, 2011). Communication occurred is also more enjoyed, with the flow of managers to employees, and employees to managers and to employees' fellow. (Wang, Hou, & Li, 2022); (Jiatong, et al., 2022).

Leaders also provide motivation to their employees by providing space for them to actively participate in realizing organizational targets. The process of communication and exchange of ideas takes place openly from superiors to subordinates and vice versa (Shao, et al., 2022). Even, to increase employee motivation, leaders provide rewards to them who get achievement (Keisu, Öhman A, & Enberg, 2018). In this management, the relationship between managers and employees is very intimate and closed, so Linkert and Huang conclude that this leadership pattern can foster loyalty and can increase productivity (Huang, Li, & Chang, 2021).

In addition, Liliwery, based on a personality theory approach, differentiates communication patterns into three kinds. The three basic dimensions of personal style in interacting and interpersonal relations are; 1) passive style, it is an individual style that tends to judge the presence of other people more important than himself, 2) assertive style, it is a person's style to influence or control the thoughts or actions of other people, and 3) expressive style, it is a person's style to control emotions and his own

feelings when dealing with other people, feeling himself superior, hoping to win alone, being right himself, and also not taking into account with other feelings and rights (Liliwery, 2015)

In the realm of effective leadership communication, Siagian argues that the main criterion for becoming an effective leader is the ability of a person to carry out five leadership functions, namely: 1) as a determinant of the direction to be taken in an effort to achieve goals, 2) as a representative and spokesperson for the organization in relations with other parties or outsiders, 3) as an effective communicator, 4) as a reliable mediator, especially in inward relations, especially in dealing with conflict situations, and 5) as an effective, rational, objective, and neutral integrator. So, four of the five functions above are related to communication skills, and they are to be an absolute requirement for leadership skill. (Siagian, 2010) and (Umm, 2010).

Whereas, the theory used in this study is the leadership communication patterns. In education studies, it is well-known as the theory of mechanistic, interactional and psychological communication patterns. The mechanistic communication pattern is one way communication, namely the leader gives messages to subordinates while the subordinates are the recipients of messages to be carried out (Malik, 2019). Meanwhile, the pattern of interactional communication is that there is a feedback communication relationship between superiors and subordinates in a balanced way, each gives and receives the messages (Bangerter & Mayor, 2013). Communication participants are, according to the interactional model, people who develop their human potential through social interaction (Gibbs & Bernas, 2008). This model places the source and receiver on an equal position.

The pattern of psychological communication explains that in the communication process involves, not only physical factors, but also the psychological aspects. (Vermas, 2013). The individual psychological state will affect all aspects of his life (Rogala & Bialowas, 2016). In addition, the Newcomb model of communication in terms of social psychology seeks to understand communication as ways in which all people can maintain the balance of their persuasive relationship (Newcomb, 1953).

In general, communication patterns associated with interpersonal relations have been studied by (McCroskey, Heisel, & Richmond, 2001), characteristics of communication by (Deluga & Perry, 1991), (McCroskey & Richmond, 2006), verbal communication by (Johanson & Miller, 2014), and the influence of a leader's communication style on organizational or individual performance by (Brown, 2019).

Meanwhile, this communication pattern is also used as a basis for analyzing the communication patterns of the leadership of madrasa principal in mobilizing teachers, employees, and students in managing noble character at State of Elementary Madrasa 1 Banyumas.

C. RESEARCH METHOD

The research, which took place at the State Madrasa of Elementary 1 Banyumas, used a qualitative research method. The choice of this madrasa as the location was not without reason. There are several arguments taken, among others; it has a boarding school, has 730 students with 36 study groups, has many academic and non-academic achievements, and is a leading madrasa.

Bogdan and Taylor suggest that qualitative research is a method that produces descriptive data in the form of written or spoken words from people and observable behavior (Bogdan & Beklen, 1982). Therefore, this study seeks to describe the meaning contained in the data obtained through document searches, in-depth interviews and direct observation at the research location (King, Horrocks, & Brooks, 2019). To ensure the validity of the data, researchers used two types of triangulation; namely triangulation of sources and methods (Bans-Akutey & Tiimub, 2021); (Denzin, 1979).

Data analysis techniques through reduction activities, presentation and verification of data for drawing conclusions. Reduction is selecting, choosing, focusing on simplifying, abstracting and transforming raw data that emerges from written records at research locations that are ongoing and qualitatively oriented (Klenke, 2016).

Data display is the stage of data analysis done in the form of short descriptions, charts, relationships between categories, and the like. According to Milles and Huberman, the most frequently presented data is narrative text. In this way, it will be easy for researchers to understand what is happening and plan further work based on the data found (Miles & Huberman, 1994).

Data analysis in qualitative research is verification to draw conclusions. The initial conclusions put forward are still temporary, and will change if no strong evidence found to support the next data collection stage (Saldana, 2009). However, if the conclusions formulated in the early stages are supported by valid and consistent evidence when the researcher returns to the field to collect data, then these conclusions become credible.

D. RESULT AND DISCUSSION

In this discussion, the researcher divides it into three parts, namely 1) the leadership communication pattern of the head of State Madrasa of Elementary 1 Banyumas, 2) the form of management of fostering comamendable characters, and 3) the application of the leadership communication pattern by Madrasah principal.

1. Leadership Communication Pattern Used by Madrasa Principal

To build effective communication with the management team, teachers and students, the madrasa principal adapts to the conditions and realities existing in the madrasa environment. Meanwhile, the principal's communication patterns used in carrying

out their duties and functions are; open communication; communication of explanation and understanding of concepts, participatory communication, and two-way communication. The four communication patterns practiced and used by the head of the madrasah are a model of democratic and open communication. This communication is considered very effective for building cooperative relationships in implementing programs and activities within the organizational environment (Mayfiled & Mayfield, 2017).

Meanwhile, the pattern of communication between the madrasa principal and the teachers is aimed for; 1) unifying and equate ideas, goals and objectives in carrying out their respective duties and functions; 2) creating polite atmosphere in activities within the madrasah environment; 3) discussing the strategies and efforts that must be taken to carry out program activities and; 4) developing madrasah quality and recognition.

The Head of State of Elementary Madrasa 1 Banyumas also implements interactional communication patterns with teachers, employees, parents, and stakeholders. This is based on the fact that the madrasa principal always carries out deliberations in bringing ideas, goals and objectives to be achieved in the madrasa program. This condition is reinforced by the recognition of Arif Fauzi, a teacher of Aqidah Akhlaq, that communication built by madrasas is very effective and runs interactively, giving examples through attitudes, prioritizing deliberations, and always being participatory in decision making (Omilion-Hoges & Baker, 2017) and (Kodish, 2017).

It can be concluded that situation and conditions of madrasa are to be considerations by madrasa principal when he communicate with teachers and employee. When the madrasa holds a morning assembly, ceremony and briefing, the communication used is a one-way communication pattern, but in the teacher deliberation conference, meetings with parents and committees, the principal uses an interactive communication style.

In the context of communication with students, the principal always gives directions and explanations on topics related to; 1) an explanation of the importance of seeking knowledge; 2) creation of a comfortable climate in the madrasah environment for learning; 3) explanation of the vision, mission, programs and objectives of the madrasah; 4) cultivating character by setting an example to students; and 5) motivational communication.

The principal's efforts in building the students' commendable character are carried out with psychological communication patterns. It aims to provide students' awareness about the importance and primacy of studying. Because, seeking knowledge is an obligation for every Muslim. Therefore, it takes a comfortable atmosphere, a conducive climate, a mutual respect, and appreciation so that the spirit of learning always grows (Rachmat, 2018).

Through effective communication patterns and followed by giving good examples, the development of student personality will take place optimally. The facts prove, with this model, that the communication pattern used by principal belong to interactional and psychological pattern. It is supported by some communication theories that the application of the pattern is able to change students' behavior more better.

In the context of communication field, the principal of the madrasa is a message sender and the management team, teachers, employees and students are recipients. And vice versa, the message recipient, the management team and others, can also act as messengers so that this communication takes place in a balanced way. This two-way communication pattern occurs based on the principle of deliberation taken by the principal in determining programs and activities to achieve the vision and mission of the madrasa (Heller & Castelle, 1994).

In addition, madrasa principal also apply the Newcomb style, a social psychology communication model that maintains a balanced relationship between organizational members. This belongs to persuasive communication which is able to create a comfortable and harmonious atmosphere. So, he believes that it can build good relationships and mutual trust among organization members in the madrasa.

2. The Building of Students' Noble Characters

Commendable moral development is carried out by the madrasah principal and his staff on a regular and sustainable basis. The techniques are performed in an integrated manner into the subject group of Islamic religious education as well as other subject groups such as; economics, biology, chemistry, languages, and civics.

Besides that, it is also practiced routinely in the daily activities followed by all students and teachers. This was explained by Saridin, the Head of the Madrasah, that the kinds of guidance includes; 1) practicing commendable moral every day in all activities within the madrasah environment; 2) scheduled coaching in accordance with the program objectives and activities planned before; 3) integrated coaching into all subjects; and 4) creating an academic atmosphere supporting the commendable moral habit.

In addition, commendable moral development is also carried out by getting into the habit of saying salam every time meeting teachers, administrative staff and students fellow, reciting the Qur'an for 10 minutes before class starts, memorizing short verses of the Qur'an, and praying zhuhur congregation in the mosque followed by a short lecture. This fact is reinforced by the confession of Malikha Arumi, a grade 6 student, who stated that all students are required to read the Qoran every morning, to recite prayers before starting lessons, and to memorize the Qoran during extra hours. Furthermore, Saridin stated that this program

aims to get used to reading, understanding and practicing the contents of the Qur'an as a way of life.

From the social aspect, the development of commendable morals is planted through social services, compensation for orphans, zakat, slaughter, and sacrificial animals, fundraising and Friday blessing program. It is held by collaboration with stakeholders. The main objective of this program is, according to Saridin, to train students to have a social care, sense of crisis, togetherness, mutual help, and be diligent in giving alms (Destiyanti & Setiana, 2020).

Apart from that, the flagship program implemented at State of Elementary Madrasa 1 Banyumas is the Islamic Boarding School, which is a place where students are housed for two years. The Islamic Boarding School curriculum contains commendable moral development which is the most important part in producing alumni who have superior intellectuals and noble morals. The Islamic Boarding School program is distinctive compared to other madrasas. This boarding is a flagship program at madrasas, because it is very beneficial in strengthening Islamic religious material, strengthening Arabic and English and strengthening personality development, said Saridin.

3. Leadership Communication Pattern of Madrasa Principal in Building Students' Noble Character

The leadership communication pattern of the madrasa head in fostering students' commendable morals uses interactional communication, psychological, and Newcomb patterns. In implementing them, the madrasa head applies interactional communication patterns to the management team, teachers and employees. The pattern of interactional communication is chosen because the madrasa principal does not order one job without being consulted first, all activities or programs that want to be carried out are all on the basis of deliberation agreed by all related parties. This fact is reinforced by Parliah's recognition, one of the teachers, that the headmaster of the madrasa has never applied an orderly communication pattern, but through deliberation (Duarte & Sampaio, 2019).

From this information, the deliberation system implemented by the head of the madrasa in building communication patterns is a kind of personality of a democratic leader and far from being authoritarian. The application of the communication pattern built has significantly influenced the management of commendable moral development for all madrasah students. This is because all established coaching programs support all madrasah residents (Lisnawati, 2016).

When interacting with students, the principal of the madrasa applies a psychological communication. This interactive communication is able to create a comfortable and conducive atmosphere for the creation of commendable moral cultivation (Anderson & Mullin, 1994). Polite, educational, and motivating words are used when the principal gives directions, reprimands, explanations, and orders to students. Indirectly, the principal's behavior provides an example to students on how to communicate wisely. Exemplary is a very important aspect in psychologically influencing students to implement commendable moral values. In addition, he also uses it when educating students in organizing, training the spirit of leadership, and fostering a sense of tolerance among students.

Based on the data, commendable moral development is carried out in two forms, namely coaching spontaneously and through planned programs which is implemented well in the classroom in all subjects taught by teachers as well as in the form of extracurricular activity programs done outside the classroom.

Furthermore, the communication that takes place in these teaching and learning activities, between headmaster and students, runs effectively and efficiently(Wanless & Berk, 2022). Because, it has proven by some the indications in the process of delivering the message. Before delivering messages, the madrasa principal plans what messages will be conveyed to students. With this preparation, the message sent to students will be more easily understood. Another indication shows that when there are some students who do not understand the subject matter, the principal asks other students who already understand to explain it. By this strategy, the teaching and learning activities becomes effective and efficient (Riser & Clarke, 2021).

If the problem can not be solved their classmates, he or she can consults and expresses the problems faced with the teacher directly or after having the class (Wanless & Berk, 2022) and then, the alternative solutions will be offered by madrasa head. This persuasive communication occurs both inside the classroom and outside the learning process. This condition is very helpful for students who have difficulties in learning and is also used as a way to change students' attitudes, opinions, and behavior (Reynold, 2019).

Based on the above analysis, the principal's communication has several characteristics; leaning to chat and talk in meetings, explaining instructions and policies, choosing to chat with subordinates, being to be an empathetic listener, taking care of suggestions and complaints, asking persuasively rather than giving a command directly, being more sensitive feelings and ego needs of their subordinates, being more open in conveying information, and explaining the reasons for implementing policies. This indicator shows that the madrasa principal always uses an effective communication pattern (Jablin, 2001).

In some urgent matters, the madrasa principal communicates verbally and followed by writing. This method is most effectively used in situations of conveying command with immediate action, delivering directions or orders, giving information about policy changes, conveying performance progress, promoting employees, giving rewards for employee performance, and punishing anyone who violates the rules (Pace & Faules , 2006).

To support the communication, the head of the madrasa also creates a conducive madrasa culture. The culture includes; a)

moral and academic leadership, b) discipline in the school environment follwed with an exemplary attitude, encouraging and upholding mutually agreed values, c) community awareness throughout the school environment, d) forming student organizations which can foster a feeling of loyalty and a sense of belonging to the madrasa, and e) upholding the high values of religious morality and the madrasa community (Lickona, 2014). The formation of the students' noble character is inseparable from the role of the principal as an educator, communicator, mentor, protector, who always gives the best for his students.

E. CONCLUSION

The communication patterns used by the principal of State of Elementary Madrasa 1 Banyumas include; interactional, social-psychological, persuasive, and Newcomb patterns to maintain an interpersonal relationship balancing. In addition, the madrasa principal also practices a two-way communication pattern. Sometimes, he acts as a communicator and vice versa as a communicant also.

When there are students who break the madrasa rules and require special attention, the madrasa principal uses interpersonal communication. In this pattern, there will be a very close and private relationship between the communicator, the principal, and the communicant, the students. This is intended the communicator can touch the students' conscience, so they are aware of the mistakes done and make promises not to repeat it anymore. With this style, the headmaster's communication can take place effectively because it is supported by a conducive school culture and the commitment of all madrasa members.

SUGGESTIONS

The inculcation of noble morals which is carried out through effective communication patterns needs to be maintained, developed and improved. The application of this pattern should be accompanied by more varied, creative and innovative supporting methods so that the achievement of the vision and mission of the madrasa is more optimal. The madrasa head's communication pattern will be more effective if it is supported by all components in the madrasa. And, one thing that needs to be implemented by madrasas is to evaluate the noble character of students so that they can find better and more appropriate strategies. In carrying out research on communication patterns of madrasah heads at State of Elementary Madrasa 1 Banyumas, researchers found several limitations in the field. So the researchers suggest to madrasa leaders to improve broader communication patterns, especially to stakeholders

Last but not least, the authors advise future researchers to conduct a study on the leadership patterns of madrasah principals in relation to other variables, so that the effectiveness of the communication carried out by madrasah principals can be measured precisely.

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