

**PRINCIPAL'S INTERPERSONAL COMMUNICATION
BASED ON JAVANESE CULTURAL VALUES
(MULTISITE STUDY ON THE CHILD FRIENDLY SCHOOLS IN
SURAKARTA)**

¹Ahmad Fathoni, ²Ahmad Muhibbin, ³Nur Hidayat

^{1,2,3}Universitas Muhammadiyah Surakarta

achmad_fathoni@ums.ac.id

achmad.Muhibbin@ums.id

nur.hidayat@ums.ac.id

Abstract

The study aims to describe interpersonal communication based on Javanese cultural values. Based on the characteristics of subject and research focus, the study used a qualitative approach. The data collection employed an in-depth interview, observation, and documentation. The data are analysed using interactive technique. The data are validated using triangulation, member check and peer discussion technique. The results of the study can be stated as follows. The principals' communication could use Javanese cultural values fluently so that they could be useful for: a) developing high effectiveness of organizational communication, b) overcoming a personal problem of information, c) solving an interpersonal communication problem, d) solving an organizational problem, e) overcoming a problem of language and understanding, f) solving any conflict, g) increasing a subordinate communication, h) coordinating and holding any meeting well, building a solid team, j) promoting innovation, k) motivating subordinates, and l) making any negotiation well.

Key words: interpersonal communication skill, principal, Javanese cultural values

INTRODUCTION

Interpersonal communication can be directed to influence, help, find, and to share. Bear (2012: 1) suggests that interpersonal communication in schools involves all members of the school which reflects the common desire, creating a sense of security, creating conditions of education that are comfortable, conducive, and natural to find the consciousness of educative teaching and learning process. Interpersonal communication of principals are always associated with the various activities of principals who tend to act as a bureaucrat who uses formal and bureaucratic approach, so it seemed stiff and avoid local cultural values. This rises to problems, both personally and organizationally. A stiff interpersonal and bureaucratic communication could give impact to the gap between superior and subordinate, apparent obedience from subordinates, discomfort in the works, the subtly rejection that causes

program can not run accordingly.

Christopher Hunt, and Wallace (1999: 54) states, there are close relationship between culture and organizational climate. That relationship lies in the habits of cooperation and actions each day through gestures or media. Furthermore, Smith (2009: 35-36) argues that the interpersonal communication involves direct interaction among the sender and the receiver of the message in an independent interaction. The school principals with a Javanese cultural background should consider the values of Javanese culture in interpersonal communication, so it can create a comfortable school environment for all of the school components, including the students.

School principal in a neighborhood set Javanese culture should reflect the values of Javanese culture in making interpersonal communication that will create a comfortable school environment for all school members,

including learners.

Fussel and Kreuz (2005: 1) confirmed that the communication can lead to acts of interpretation of messages based on psycholinguistic process (choice of words, sentence processing / language) and socio interactional. Cognitive mechanisms underlying speech production and comprehension interact with social psychological factors in the forms of the convenience about the speaker, norms of decency, as well as the conversation dynamics to produce a variety of meanings.

Research phenomena in SD Muhammadiyah PK, SD Muhammadiyah 16 Surakarta and SDIT Muhammadiyah Gumpang Kartasura that deals with interpersonal communication based on the values of Javanese culture can be seen in the way a principal interacts with the staff. The interpersonal relationship is very important, because it affects the creation of effective school organization climate and school culture that is comfortable not only among teachers but also for the students. It can be seen as an effort to build the school system into a communicative community that firmly holds Javanese value. The application of interpersonal communication based on cultural values in the school can be known through various activities involving the personal relationship between the principals with teachers, administrators, school guard, students, even with the stakeholders outside of the school. Parties outside the school can consist of parents / guardians of students, school committees, school superintendent, and district level education bureaucrats. Interpersonal communications based on the values of Javanese culture are like *tepa slira* (introspective), *unggah-ungguh* (respect elders), *sopan santun* (politeness), *ramah* (kindness), *ngajeni* (polite) , *ngormati* (respect), *lembah manah* (humble), *nguwongke* (respect), *ngrungokke* (listen), *ora ngasorake liyan* (do not underestimate others). Each person in the relationship reflects the mutual cooperation, respect, maintain public order, as well as tolerance.

The focus of this research is how interpersonal communication based on cultural values in creating a comfortable environment for the child at the child-friendly school in Surakarta, among others: PK SD Muhammadiyah Surakarta, SD Muhammadiyah Surakarta 16, and SDIT Muhammadiyah Gumpang Kartasura. The focus of research is detailed into : 1) improving the relationship between the school community; 2) overcoming the barriers of communication in the school; 3) increasing the participation of the school community; 4) resolving the conflicts in the school ; 5) motivating; 6) building a solid team; 7) Promotion of changes / updates;

According to Scott (2000: 16) in an organization, there are four main functions of communication, among others: (a) control / monitoring / control, (b) motivation, (c) a statement expression / emotion, and (d) information , There are two components related to information. The first is skills to send a message. A leader must be able to send messages to the subordinate organizations clearly. There was a significant correlation between the skills of sending a message by the leader and organizational commitment to employees. The second is listening. Communication is most effective when all people involved listening to each other in a conversation (Abercrombieb, 2007). For this purpose, listening should be conducted with an open mind to make someone become aware of the previous notions. Listen to what people say, without adapting to what you want him to say. Do not listen only to respond, but rather to understand (Hagen, 2008: 1).

Communication is the transmission of meaning from one person to another or to many people, either verbally or non-verbally. Communication from one person to another is generally depicted as simple as a triangle consisting of context, sender, and recipient (Barrett, 2006: 386). Communication skills are very important in every area of work in all areas of life. For most professions, communication skills are able to express something or understand others correctly

indispensable for success and satisfaction (Unalan & Tengilimoglu, 2009: 245).

Transmission of messages by the process of encoding and decoding messages, can lead to short-term perception and not enough to measure the success of communication. Communication should be profound in a way that will provide an opportunity for the respondent or the recipients to make decisions with respect to the received message (Master, 2008: 5).

Interpersonal communication concept was first introduced in the 1950s (Berko et. All., 1998: 58). Interpersonal communication has been defined as the ability to work well with people and involve the acceptance of others, without prejudice. This does not necessarily mean that a person has to like it, but were able to overcome blame groups that do not like, so it makes it easy to perform tasks (Smith, 2009: 1). Interpersonal communication is the ability to positively respond to the needs of staff, fostering with non-discriminatory working environment so that staff can develop a full potential, and delegate authority (Avkiran, 2000: 656).

Interpersonal communication competence consists of a set of skills, knowledge of communication, and self evaluation. Communication competence includes self disclosure, feelings, thoughts, descriptiveness, and support (Robinson, 2006: 1). Robbins and Hunsaker (2003), state that a study and synthesis of interpersonal communication appears on the list of the most widely studied. These skills mostly have three categories of leadership, communication processes, and motivation. Interpersonal communication related to the leadership style, conflict management, meetings, team building, and promoting change. The communication process includes sending a message, listening, and giving feedback.

Studies about interpersonal communication become the foundation of each study about relationships. Barnes (2001: 148) states that communication is a "glue" that holds relationship. Anderson

gives the definition of communication as human activity in transferring messages to be understood by others. Moreover, Barnes states that it is impossible to have a strong relationship without communication. Therefore, communication is a serious human activity to relate between one and another.

Interpersonal communication can be used to provide motivation. Motivation can be divided into goal setting, clarify expectations, persuading and empowering. Other interpersonal communication skills include the ability to negotiate (Bambacas & Patrickson, 2008: 52-53). Interpersonal communication including the ability to speak, ability to guide, and the ability to send messages (Berko, et al, 1998). Interpersonal communication can be directed as an effort towards improvement right through constructive criticism (see, Berko, 1998; Golman, 1995). Interpersonal communication can be used to examine the conception of individuals within an organization (see, Courtois, 2007). Interpersonal communication reflects one's own social skills and gain the sympathy of others (see, Unange 2008) interpersonal communication can be used as a means to convince subordinates (see Decker, 1989). Interpersonal communication reflects the self-disclosure, giving support, be positive, and reflects equality.

Interpersonal communication can be associated with one's leadership style. Practical observation of the leaders in the macro level shows that leadership styles can impact on output and view the group members. In light level, one can introduce specialized skills for each style of leadership.

Interpersonal communication can be associated with the handling of the conflict. Leaders of the organization are responsible for creating a work environment that allows people to flourish. When disputes and disagreements escalate into conflicts between individuals, leaders must intervene immediately (Browning, 2007: 1). He must have a shared mission / goals, values and

common objectives, agreements and clear policies, fairness, participatory process of decision, creating community spirit, systemic, the circle of wisdom, keep in touch with each other emotionally. He also must adopt the treaty communications that consist of: do not interrupt other people's talking, talk to each other with respect, there must be no painful physical contact, carry an outside mediator, serve honorably fair witness during a meeting between members of the community in conflict, active listening, non-violent communication, work processes, dialogue and other sounds cases is how to deal with conflict.

Dyer, 1983 states that there is significant relationship between the skill of running effective meetings and the employee commitment. Interpersonal communication of the school principal can be attributed to the ability of teambuilding. If productivity level can be influenced by the reluctance of the employee to share information, team leader needs to communicate to share the process of information, learn about the same team member, and emphasize the interests of the group above the interests of individuals (Smith, 2009: 2-3). The Interpersonal communication of school principal can be associated with the ability to promote change. The effective change management can be a basic understanding of the organization characteristic as a system and interaction in Javanese culture (Sadler, 1997). There is a significant relationship between the skill of promoting change by the leader and organizational commitment of the employees.

Interpersonal communication can be associated with the ability to provide motivation. One important task of the leader is to provide the conditions to create the infrastructure, the system, the right environment and the development of communication that can lead people to feel motivated (Smith, 1996). These dimensions include: (1). Setting Goals. People that oriented to one goal usually make real steps in its action plan; how much time and when it must be handled; the amount of time that

should be dedicated to work well for family and other activities; when he should rest and often calculate the success rate by calculating the number of progress that has been made (Wilson, 2008: 1). The act of setting goals forces us to focus our energy and attention towards a particular outcome, create a very powerful process as we plan for the things we want in life (Tensteps, 2009: 1-2). There was a significant relationship between 'skills of goal setting by the leadership and organizational commitment of employees'. (2). Clarify expectations. To clarify objectives and expectations, a leader can remove ambiguities. There was a significant relationship between the leadership skills in clarifying expectations and organizational commitment of employees. (3). Persuade. The ability to persuade and the ability to send messages in a way that is easily understood and readily accepted (Hersey and Blanchard, 1989: 305). In a communication, there is a trend that the employees will be ready to follow their leader. There was a significant relationship between the leadership skills to persuade and organizational commitment of employees. (4). Empower. This is a macro strategy to improve continuously the potential of subordinates. It is like an abstract sign for all kinds of individuals in all aspects of organizational performance (Kinlaw, 1995). The main tasks related to the management of workplace communication is to use fully the communication skills to empower (Smith, 1996). There was a significant correlation between the skills of leaders in the empowerment and organizational commitment of employees.

Interpersonal communication can be associated with the ability to negotiate. Negotiation is a kind of bargaining to reach an agreement and to find solutions to overcome the problem. Both parties must be aware of what they say and logic. If you can not find a solution, you must be prepared to face the consequences. There was a significant correlation between the skills of leaders in negotiations and organizational commitment of the employees (Berko, et al, 1998: 219).

RESEARCH METHOD

This study used a qualitative approach, as they relate to data that are qualitative, in the form of words, sentences, attitude, behavior in interpersonal communication of the principal. This study has several characteristics as other qualitative research, among other things: 1) Do the conditions of natural and researchers play a role as a key instrument; 2) descriptive; 3) emphasis on process rather than product or outcome; 4) perform inductive data analysis; 5) emphasize the significance (Sugiyono, 2007: 13-14). This study emphasizes the understanding and meaning, is closely related to certain values, emphasizes the process rather than measuring, describing, interpreting, giving meaning and not enough by mere description, utilize multi-method in research.

This study uses a multisite design, which includes two sites or different places and has similar characteristics, namely PK Kotabarat SD Muhammadiyah Surakarta, SD Muhammadiyah 16 SDIT Muhammadiyah Surakarta and Kartasura. Three sites have the same status (Muhammadiyah). these three sites are the school with the best quality in the region. The three sites are both in Surakarta which is socio-culturally close to Mangkunegaran and Kasunanan palace.

Researchers act as a key instrument, as submitted by Bogdan and Biklen (1998); Guba and Lincoln (1981), and Patton (1980). The researcher as key instrument that can directly adjust to respond to the interactions that occur in the subject, so that the researcher can maintain integrity, developing the knowledge base, process the information immediately, and can utilize it to investigate the response of special or unique characteristics as stated by Guba and Lincoln (1981). The presence of researcher as a major tool sometimes faced with psychological problems. Therefore, researcher need to pay attention to the principles of research ethics.

Source of research data is the principal, vice-principal, teachers, administrators, school committee PK Kotabarat SD Muhammadiyah, Muhammadiyah 16 SD Muhammadiyah Surakarta and SDIT

Kartasura. The data in this study is qualitative data in the form of words, or sentences of interviews, observation, analysis, and documentation that supports research. Informants are purposively selected based on the intent of the study. Purposive selection is based on consideration of the informant's ability to provide the necessary information in the study, namely: the principal, deputy head, teachers, administrative staff, and stakeholders.

This multisite study using analytical methods of induction was modified (modified analytic induction) in accordance with a research focus. This study uses inductive analysis, in line with those expressed by Bogdan and Biklen (1998). Study sites is intended to answer the statement of " how " and " why ". The advantages of this multisite study is very possible for researchers to maintain a holistic and meaningful characteristics of real-life events that are observed (Yin, 1984).

There are two kinds of data analysis used in this research, namely (1) the analysis of data within the site, and (2) analysis of data across sites. Analysis of data in the site is a good tool for quickly looking back impressions, and for the establishment of an explanatory and descriptive generalization. The flow of reciprocal interaction of peers helps the honesty of fieldworkers, however should remain cautious in order not to entangle in making generalizations of premature data collection to complete the analysis steps (Miles and Huberman, 2007: 128). The data analysis consists of testing, categorizing, tabulating, or recombining empirical evidence to establish hypothesis of the study (Yin, 1984).

Data analysis at each study site is the formulation of research findings. From the findings of this study, the proposition was further arranged at the end of the exposure and the conclusion of data on each site. Based on the data and conclusions of the propositions a diagram was made illustrating the theory found on each site. Analysis of the site was done by using an interactive model analysis of Miles and Huberman.

Cross-site data analysis as the process of

comparing the findings obtained from each site, simultaneously became the process of integrating the findings between sites. The steps of cross-site analysis began with completing the analysis of the first site using induction-conceptualistic approach. Then, the researchers went on to study at the second site. After completing the study and analysis on the second site, the findings obtained are compared and combined with the findings from the first site.

From the comparison and the combination of the first and second sites findings, the researchers went on to study at the third site. After completing the studies and analysis on the third site, the findings obtained are compared and combined with the findings of the first and second sites. From the comparison and the combination of these findings conceptual cross-site statement was generated. These findings became the final finding of the research.

The validity of the data is very important in the study, because it will ensure the reliability of such data in solving the problems examined. In qualitative research, the researcher is the main instrument, therefore the validity and reliability of the instrument were done by checking the credibility and auditing data (Lincoln & Guba, 1981). In qualitative research, the criterion validity of the data were done by checking / testing four criteria, namely the credibility, transferability, dependability, and confirmability (Ulfatin, 2013: 270).

In checking the credibility of the data, it was done by using triangulation, member checking, and peer discussion. The triangulation was conducted on the triangulation of data collection techniques and triangulation of data sources. Triangulation of data collection is done by comparing the data or information collected through other techniques. The triangulation of data sources was done by asking the accuracy of data or information obtained from an informant told to another informant. The examples are data about school programs obtained from interviews with the head of school, compared to the same data on interviews with teachers and students.

RESULT AND DISCUSSION

The results of research on interpersonal communication skills of principals based on the values of Javanese culture, among other things are: 1) Interpersonal communication in improving interrelationship. It is done by: *rumaket* (making closer to the heart), *ngraketake* (tightening), *luwes* (becoming flexible), *waspadha* (alerting), *mulat sarira* (introspection), *andhap ashor* (decreasing ego), *santun* (being well mannered). 2) Interpersonal communication in overcoming personal barriers, interpersonal relationships, organizational obstacles. It is done by: providing clear guidelines, facilitating staff, reminding, being wise, being patient, polite greeting and giving empathy, utilizing staff to help, being not negative, approaching politely, listening wisely, *blater* (being friendly and communicating easily). *nylondoh* (getting closer to other), touching the heart, *kemraket* (making the member of the group psychologically close), being responsive to the cues, being brilliant, being responsive to the words, being sociable, being graceful, being wise, being patient, being polite, being flexible, choosing the right words, respecting, listening. 3) Interpersonal Communication in conflict resolution. It is done by: being neutral, being fair, maintaining compactness, being kinship, becoming peacemaker, touching the heart, being careful, being polite, respecting, listening. 4) Interpersonal communication in team building and participation. It is done by: conducting close relationship, being not negative, alerting, listening, empowering, giving the right task, uniting, promoting sense of belonging. 5) Interpersonal communication in promoting changes / updates. It is done by: discussing with nearby staff, exchanging ideas with staff and competent teachers, strengthening ideas with the team, spreading of the idea of the team to close friends, submission of renewal ideas formally in the official forums, banners, leaflets. 6) Interpersonal communication in providing motivation. It is done by: touching hearts, making closer, being responsive to the cues, being kind, giving reward and punishment, persuading, providing facilities,

empowering, giving the right task, promoting sense of belonging, giving metaphors.7) Interpersonal communication in negotiations: being neutral, giving empathy, networking, controlling, being flexible, giving solution, mediating, peacemaking, being careful in speaking, *empan papan* (being able to see the context of communication), *waspadha* (alerting), not being negative.

A very good principal's interpersonal communication with staffs and students showed that the principal is a powerful figure and has enough power to drive all the elements in the school. It strengthens Congruity Theory of Osgood, C, and Tannenbaum, P. (1955) which states that people are more easily persuaded when the source manifest themselves as a credible person. This theory is divided into three models namely factor model, functional model, and constructivist model. The findings of this study also supports the theory Belief congruency of M. Rokeach (1965) which states that, there is a hierarchy of beliefs, attitudes and values. Confidence is the building block of attitude, so the attitude may consist of a lot of confidence and a lot of attitudes are combined to create value. Having good interpersonal communication that is grounded in the values of Javanese culture showed the principal as a capable figure, having enough strength, being credible and trustworthy, so it is quite effective to move the subordinate and school community.

Interpersonal closeness of the school principal with the school community that is based on the values of Javanese culture can reduce the tension in the school. This completes the theory of Cognitive Dissonance Festinger, L (1962) that explains what and how dissonance was created along with predicting what will happen. Cognitive dissonance theory suggests that when there is tension, we change the beliefs or actions. Selective exposure is used to focus on one's attention of certain aspects so that tension will not occur. This selective exposure prevents the dissonance. This theory also implies that we experience dissonance when something is considered more important,

when we postpone the decision, and consider a decision has to be permanent.

Utilization of Javanese expressions, some wise words from the historical Javanese philosophers, and using the puppet characters as an example to be imitated can improve attention and acceptance of the other person. It supports Reinforcement Theory of Hovlan, J and Kelly (1967) which states that the change of attitude is the result of opinion changes generated through the strengthening of attention, understanding and acceptance. This finding also supports the Attribution Theory of Heider (1958), which explains the causes of behavior. He tried to explain the causes of people's behavior and connect or explain the reasons why people behave as they do. Acceptance of subordinate to interpersonal communications of principals based on Javanese cultural values may affect changes in attitudes and behaviors that support the message.

Principals can understand the situation and condition of the speaker. The smooth and flexible speech in context proves that interpersonal communication is very nice. This is consistent with the theory of Knowledge-Skills-Motivation of Spitzberg and Cupach (1984) which states that, communication competence is the ability to choose appropriate behavior to make good communication and effective for certain situations. Interpersonal competence enables one to achieve their communication goals without causing others to lose face. The model most often used to describe competence is a component model (Spitzberg & Cupach, 1984) which includes three components: 1) knowledge, 2) skills, and 3) motivation. Knowledge can mean that the principal knows the behavior that is most suitable for a particular situation. Skill means that the principal has the ability to implement certain behaviors in certain contexts. It is evident that the principals understand well how to behave, act, and talk to promote civility. While, the motivation is to have a desire to communicate in a way that is good and can demonstrate competence in interpersonal communication.

Communication in sorting and selecting

the right word signifies that the principal is pretty good in interpersonal communication. This is consistent with the theory of Cognitive Complexity constructivism -> Rhetorical Logic Design -> Sophisticated Communication -> Beneficial Outcomes of Jesse Delia (1982) which states that the person who has cognitive complexity in their perception of other people has a greater capacity to advanced communications that will achieve positive results. It is also relevant to the theory of coordinated Management of Meaning of Pearce and Cronen (1980) which states that a person in the conversation will build their own social reality to achieve coherence, coordination of actions, and experience the "mystery". Coherence is a unified context to stories, coordination comes through stories of life, and the mystery is a sense of wonder for the hidden story. (See, Griffin 3rd ed .: 492). The school principal has the figure to reflect a complex knowledge related to school affairs and human resources so that it can perform effective interpersonal communication with always grounded in cultural values.

The attitude of principal *rumaket* (making closer to the heart), *ngraketake* (tightening) in interpersonal communication is in accordance with the theory of expectancy violation of Burgoon. J (1978) which states that the communication of information exchange that is highly relational can be used to violate other expectations that would be considered as positive or negative depending on the desires between two people. While the theory of Fundamental Interpersonal Relationship Orientation (FIRO) on Schutz (1958) states that, FIRO theory concentrates on three interpersonal needs that most people share: the need to give each other fill in, for each control and give love. While Schutz states that people begin to improve relations to satisfy one or more of these needs. *Kemraket* and *ngraketake* attitude of the principal in interpersonal communication can improve relationship between people in schools so that the communication becomes more effective.

The ability of the principal to improve

the relationship between the school community through interpersonal communication that promote politeness and communication ethics complete the theory of Relational Dialectics kususnya Graphical Representation of the Theorydari Baxter and Montgomery (1988), which states that parties involved in the communication will run into internal opposition that cause the relationship change, known as dialectical tension. The pressure of this tension occurs in waves or cycles from time to time. Relational Dialectics introduced the concept that individuals are closer to one another, but the more conflict will separate the individuals from each other. The findings of this study are consistent with the Social Penetration Theory Altman and Taylor (1973) which states that, communication is the relationship that develops, mobile communications ranging from relatively shallow, the level is not intimate, deeper, and more personal. Furthermore, it also supports the theory Relationship Development of Knapp, M (1984), which explains that the experience of interpersonal communicators can affect changes in the level of intimacy. The principal tried to improve the closeness of community relations in schools by promoting politeness, communication ethics, and *kemraket* attitudes.

Open mindedness, *gelem nguwongke* (appreciate others) and *ngrungokke* (listening) in interpersonal relations of the principal are in accordance Uncertainty Reduction Theory from Berger Calabreses (1975), which states that the initial interaction between strangers is characterized by seeking information to reduce uncertainty. Uncertainty decreases as the level of self-disclosure, nonverbal warmth, and similarity increases. The study's findings also support the theory of cultural approach to Organisations of Geertz, C., (1973), Pacanowsky and Donnell.T. N., (1983) which illustrates that an organization has its own culture. This means that any given organization has a specific culture for certain things shared between individuals. The school principal will listen intently when subordinates express in interpersonal

communication and it is a form of *nguwongke* (respecting the other person). This proves that the principal has complied with the interpersonal communication competence based on the values of Javanese culture.

Grapyak (easy to talk with) attitude, *semrambah* (giving esteem to others), *semanak* (can communicate with all level), and *kemraket* (can make the members of the group get tightened) conducted by the principal support the theory Face Negotiation of Stella.T.T. (1985) which states that, each member of the collectivity in the context of a particular need to meet each other face and especially a leader can manage the conflicts of others by avoiding, obliging, or compromising personal autonomy. In another context, a leader must be able to manage conflicts by dominating or through problem solving. The results of this study complement Stand theory point of Sandra. H and Wood, J. T. (1982), which states that an individual's experience, knowledge, and most of the communication behavior shaped by social groups in which they are located. The attitude of principal *grapyak*, *semanak*, *semrambah*, and *kemraket* ease in relationships, negotiate, and resolve organizational problems. This proves that the principal did good interpersonal communication based on the values of Javanese culture.

Principal's skills in exploring the Javanese cultural values and implemented in interpersonal communication support the research of Smith (2001), which states that, his skills as a part of human culture are deemed ideal, spiritual, non-material, and autonomous from the strength of the economy, the distribution of power, or the needs of the social structure. The results support the theory of Social Judgement of Sherif, Carolyn, and Hovland (1961), which states that "You have a statement or message, and you accept or reject it based on your cognitive map. You accept or reject messages based on their own ego or require the engagement of a person in order to enter in the limits of acceptance ". My interpretation of this theory is that when people receive a

message (verbal or nonverbal) they immediately judge where the message should be placed on the scale in their minds by comparing the message with the current view that is believed. Interpersonal communications of principals based on Javanese cultural values always grounded in local cultural community background led to the messages conveyed easily accepted by subordinates. Principal's interpersonal communication grounded in the values of the local culture. This may indicate a good adaptation in accordance with the statement of the Taman (1994), which states that adaptation is a factor in communication competence interpersonal. Duran and Spitzberg (1995: 98) state, conceptualizing communication competence concept links adaptability with cognitive and perceptual processes in various contexts. Furthermore, it also submitted that, interpersonal communication competence is the extent of interaction and adaptation to achieve the desired results by upholding the legitimacy of their standards and common objectives.

Principal explanation that is *ringkes* (compact), *gamblang* (clear), *terwaca* (not ambiguous) can reduce resistance. This is in accordance with the inoculation theory of McGuire, W. (1961), which states that the inoculation is used to describe the attribution of greater resistance to the individual, or the process of providing information to the recipient before the communication process with the hope that the information will make the recipient more resistant. Interpretation of the individual as the information provider to the recipient before communication takes place makes the recipient more resistant. The ability of principals to convey a clear message, dense and easily accepted may facilitate subordinates in carrying out his duties.

Principal interpersonal communication based on the values of Javanese culture complete the statement of Suwardi (2006: 218) that states the personalities of Java is indeed unique, generally enclosed in every way. The closeness is manifested in the way they dress that is long and fully covered, ie *nyamping* and *kebaya* for girls, and *surjan* or

beskap for men. Besides cognitive and affective dimensions of behavior, interpersonal communicative competence has also been introduced. Furthermore Valkonen (1995) shows that to be competent in interpersonal communication, the individual must also be able to make a conscious decision what activities are legitimate or moral in the interaction. While Heider (1946), in *Attitudes and Cognitive Organization*, states that when tensions arise between people, they are trying to reduce these tensions through self - persuasion or try to persuade others.

The accuracy of behaving by *nguwongke*, *ngrungokke*, *nggatekke* and choosing the right words made principal interpersonal communication support interaction theory of Spitzberg (2000) which states that a person is considered appropriate, effective, ethical as well as adjusting the benefit of others and the standard of legitimacy in achieving goals. While Wubbels, Brok, Tartwijk, and Levy (2011) in his research on "Interpersonal Relationships in Education An Overview of Contemporary Research", mentions that combining and integrating different theoretical perspectives greatly enrich the study of interpersonal relations in education. The principal interpersonal communication with *nguwongke*, *ngrungokke*, *nggatekke* attitude, has managed to adjust the interests of others. This can increase effectiveness of relation and communication. Moreover, Grice (1981: 46-53) states that in order to implement the principle of cooperation in communication, messenger must comply with four issues: 1) the quantity of messages. 2) quality of messages. 3) the relevance of the message. 4) how to deliver. Speak clearly, avoid ambiguity, and speak briefly and concisely. Four of the above have been done by the principal in interpersonal communication based on the values of Javanese culture well.

Suwardi (2006: 218) states that the appearance of fine Javanese language and in both the election and the mode of expression. Subtlety of Javanese can be looked at public events, such as wedding receptions, death, meetings both formal and informal. They are

always humble, be careful in dealing with others. Javanese personality of this kind is described also in the world of puppetry. Puppet figures can be used to know firmness, honesty, kindness, evil, nobility and baseness. The puppet world is the world of Java. Javanese people have natures "wong Jawa nggoning rasa" (The Javanese full of taste/feeling/emotion). *Rasa* in Javanese culture is not just emotion, but a blend of intuition, reason and common sense. The depth of the soul of Java lies on the conscience, which is the chamber sanctity of life, which is based on taste (the deepest bottom of my heart). People who do not have / lose conscience mean it has no taste, they justify all taste so acted beyond the balance of soul. The practice of behavior in Java, provide a sense of profound meaning, for example, if to be pinched is hurt, do not pinch, *amepet pangandikan* (prevent the painful words). Such feelings then cultivate an attitude of *tepaslira* (respect and respect for others). The headmaster did interpersonal communication with a smooth and polite language indicating that the principal managed to cultivate a sense well.

Valkonen (1995) shows that to be competent in interpersonal communication person should also be able to make a conscious decision about the appropriate lawful activities in interacting moral. Spitzberg (2000), states that appropriate, effective, and ethical statement for someone adjust the benefit of others and the standard of legitimacy in achieving the purpose of communicating. Principal interpersonal communications based on Javanese cultural values are in accordance with the ethical/moral interaction and consider the interests of others as stated above both figures.

Wubbels, Brok, Tartwijk, & Levy (2011) in his study of Interpersonal Relationships in Education An Overview of Contemporary Research, say that combining and integrating various theoretical perspectives greatly enrich the study of interpersonal relations in education. Furthermore, according to Joyee. Chatterjee, Frank & Murphy (2012) on "The Importance

of Interpersonal Discussion and Self-Efficacy in Knowledge, Attitude, and Practice Models" stated that, overall, the addition of interpersonal discussion for a model does not change most of the relationship between exposure, knowledge, attitude, self-efficacy, and behavior. The entry of interpersonal discussion can be used to improve the ability to predict the knowledge, attitudes, and behavior. In other words, the relationship between exposure and a better attitude can be explained by their relationship in interpersonal communication, as well as communication-based interpersonal the principal values of Javanese culture in this study.

CONCLUSION AND SUGGESTION

Interpersonal communication skills of principals based on the values of Javanese culture in this study can be concluded as follows. The principals use interpersonal communication based on the values of Javanese culture well to: (a) increase the effectiveness of the association were friendly, convenient, (b) overcome the obstacles of personal in the selection of information, (c) overcome the barriers between personal, (d) overcome barriers to organizational, (e) overcome language barriers and understanding, (f) deal with conflict, (i) build a solid team, (j) promote change / renewal, (k) motivate subordinates, (l) negotiate well.

The theoretical implication of this study, that the interpersonal communication based on the values of Javanese culture impact on the effectiveness of organizational communication. Conceptualization of communication competence concept linking adaptability with cognitive and perceptual processes in a variety of contexts. Furthermore, interpersonal communication competence is the extent of interaction and adaptation to achieve the desired results by upholding the legitimacy of their standards and common objectives (Duran & Spitzberg, 1995: 98).

Most of the interpersonal communication skills of principals will have a positive impact on the leadership. Leader

communication consists of: expanding the core skills of the development strategy, the effectiveness of writing, and speaking with the use of communication skills in complex organizational situations. As a manager principal needs to improve core skills of communication, so that it becomes effective in situations more complex organization (Barrett, 2006: 386). Interpersonal communication skills in leadership perspective associated with the style of leadership in motivating staffs and school community. Motivation can be distinguished into: goal setting communication, clarifying expectations, persuading, empowering. Other interpersonal skills including negotiation (Bambacas & Patrickson, 2008: 52-53). In an organizations, including schools, communication has four main functions, namely: (1) controlling /monitoring, (2) motivation, (3) statement expression / emotion, and (4) information (Scott, 2000: 16).

Principal interpersonal communication have an impact on the creation of organizational climate (organizational climate). The concept of organizational climate is often understood as the atmosphere or tendencies situation generally felt by citizens or members of the organization in carrying out everyday tasks. Broadly speaking school organizational climate can be felt by the school, one of the two trends are: good or bad. Great climate, if an organization has a tendency to: (1) the existence of fairness in terms of communication superior-subordinate (supportiveness of superior-subordinate communication), (2) personal qualities and accuracy regarding to the communication of superiors to subordinates (personal quality and accuracy of downward communication), (3) the feeling of openness in relations of supervisor and subordinates (perceived openness of the superior-subordinate relationship), (4) the existence of opportunities for subordinates to express their aspirations and / or suggestions to superiors (opportunities and degree of influence of upward communication), and (5) the existence of the guarantee, which may be relative, concerning information from

subordinates and co-workers (perceived reliability of information from subordinates and co-work) (Ruben, 1988: 375-376).

REFERENCES

- Abercrombieb. 2007. *Strategies for improving communication on the job* [Online] Available : <http://www.AssociatedContent.com>
- Avkiran, N 2000 *Interpersonal skills and emotional maturity influence entrepreneurial style of bank managers*, Personal Review, Vol 29, No 5, Pp 654_67521 diakses 21 Februari 2013
- Bambacas, M. & Patrickson, M. 2008 *Interpersonal communication skills that enhance organizational commitment*, Journal of Communication Management, Vol 12, No 1, Pp 51_72 diakses 21 Februari 2013
- Barrett, D.J. 2006, *Strong Communication Skills a must for today's leaders*, Handbook of Business Strategy, Emerald,
- Bear, S.A, 2012. "The Fear of Art and the Art of Fear," *Education and Culture*: Vol. 28: Iss. 1, Article 5. <http://docs.lib.purdue.edu/eandc/vol28/iss1/art5>. diakses 21 Februari 2013
- Berko, R.M, Wolvin, A.D & Wolvin, D.R. 1998 *Communicating: A Social and Career focus*. (S.M. A'arabi and D. Izadi Trans.). Tehran:Pazhohesh'hai Farhangi.
- Bogdan, R.C., & Biklen, S.K. 1998. *Qualitative Research for Education: An Introduction to Theory and Methods*. Third Edition. Boston:Ally and Bacon, Inc.
- Browning, K 2007 *Conflict management and resolution* [Online] Available : <http://www.AssociatedContent.com>
- Christopher,R., Hunt J, and Wallace J. 1999. "The relationship between organisational culture, organisational climate and managerial values" The International Journal of Public Sector Management, Vol. 12 No. 7, 1999, pp. 548-564.MCB University Press, 0951-3558 <http://www.emerald-library.com>. 21 Februari 2013
- Courtois, A 2007. *Perception and communication* [Online] Available : <http://www.AssociatedContent.com>
- Decker, B. 1989. *How to communicate effectively*. London: Kogan page.
- Dyer, W.G. 1983. *Contemporary issues in management and organization development*. New York: Addison Wesley Longman
- Festinger L. 1993. *A Theory of Cognitive Dissonance*. Stanford, CA. Stanford University Press.
- Fussel S.E. & Kreuz R.J. 2005. Social and Cognitive Approaches to Interpersonal Communication: Introduction and Overview. *Jurnal Communication*. http://sfussell.hci.cornell.edu/pubs/Manuscripts/Fussell%26Kreuz_CH1.pdf. diakses 21 Februari 2013.
- Guba, e. G., & Lincoln, Y. S. 1981. *Effective Evaluation: Improving the Eefulness of Evaluation Results Through Responsive and Naturalistic Approaches*, San Fransisco: Jossey-Bas Publishers.
- Hagen, K. 2008. *How effective listening can help you at work and in business* [Online] Available :<http://www.AssociatedContent.com>
- Heider, F. (1946). Attitudes And Cognitive Organization. *Journal of Psychology*, 21, 107-112. diakses

26 Februari 2014.

- Hersey, P & Kenneth H. Blanchard.1989 *Management of Organizational Behavior: Utilizing Human Resources*. 5th ed. Englewood Cliffs, New Jersey: Prentice- Hall
- Hovland, C.I., Janis, I.L., & Kelley, H.H. (1953). *Communication and Persuasion*. New Haven, CT: Yale University Press
- Kinlaw, D. 1995. *The practice of empowerment: Making the most of human competence*. Hampshire: Gower
- Master. 2008. *Communicatioz complex human phenomenon* [Online] Available : [http://:www.AssociatedContent.com](http://www.AssociatedContent.com)
- Miles, B., & Huberman, a. M. 1984. *Qualitative Data Analysis*. London: Sage Publications.
- Osgood, C., & Tannenbaum, P. (1955). *The Principle Of Congruity In The Prediction Of Attitude Change*. *Psychology Review*, 62, 42-55. diakses 26 Februari 2014.
- Patton, M. Q. 1980. *Qualitative Evaluation Methods*. London: Sage Publication.
- Rokeach, M. and Rothman G. (1965). *The Principle Of Belief Congruence and The Congruity Principle as Models of Cognitive Interaction*. *Psychological Review*, 72, 128-142. diakses 26 Februari 2014.
- Robinson, M. 2006. *How to improve your interpersonal communication skills* [Online] Available: [http://:www.AssociatedContent.com](http://www.AssociatedContent.com). diakses 26 Februari 2014.
- Robbins, S.P. 1979. *Organizational Behavior*. Siding: Pretice Hall.
- Sadler, P. 1997. *Managing change*. London: Kogan Page.
- Scott P..2000.*Higher Education Re-formed*. London and New York.
- Sherif, M., Carolyn S., & Hovland, C.I. 1961. *Social Judgement*. New Haven, CT: Yale University Press.
- Smith. 2009. Intrapersonal and Interpersonal Communication. <http://faculty.buffalostate.edu/smithrd/UAE%20Communication/Unit4.pdf>
- Sugiyono, 2007. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
- Tensteps 2009 *Goal setting skills for maximum success* [Online] Available : [http://:www.AssociatedContent.com](http://www.AssociatedContent.com)
- Ulfatin, 2013, *Metodologo Penelitian Kualitatif Di Bidang Pendidikan: Teori dan Aplikasinya*, Malang, Bayumedia
- Unalan, D & Tengilimoglu, D. 2009 *an empirical study to measure the communication skills of the manager assistants medical secretaries and office workers in the public sector* *The Journal of American Academy of Business Cambridge* Vol 14 Num 2 Pp245_250
- Unrange P & Angel 2008 *Mastering interpersonal communication skills* [Online] Available :[http://:www.AssociatedContent.com](http://www.AssociatedContent.com) diakses 26 Februari 2014.
- Wilson, C 2008 *Goal setting_important things to take care of* [Online] Available :[http://:www.AssociatedContent.com](http://www.AssociatedContent.com). diakses 26 Februari 2014.
- Yin, R. 1984. *Case Study Research: Design and Methods*. London: Sage Publication.