

The Effectiveness of Organizational Communication In The Perspective Neoclassical Theory: A Case Study of The Annuqayah Lubangsa Selatan Putri Islamic Boarding School

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Abstract

This study aims to examine the effectiveness of organizational communication from a neoclassical perspective through a case study of the Annuqayah Lubangsa Selatan Putri Islamic Boarding School (Madrasah Diniyah), a Muslim Islamic boarding school. The classical organizational approach is often criticized for emphasizing structure, authority, and efficiency, while the human aspects of the organization tend to be neglected. In response, the neoclassical organizational communication theory, rooted in Elton Mayo's human relations approach and developed by Chester Barnard and Mary Parker Follett, emphasizes the importance of social relationships, motivation, participation, and two-way communication in creating organizational effectiveness. This study uses a descriptive qualitative method with data collection techniques in the form of semi-structured interviews, direct observation, and documentation. The research subjects included the principal and several administrative staff. Data analysis was conducted thematically to identify communication practices that align with neoclassical principles. The results show that organizational communication takes place in a participatory, open, and non-authoritarian manner. Leaders prioritize a persuasive approach, emotional support, and the division of tasks based on individual competencies. These practices contribute to increased workplace comfort, productivity, and reduced internal conflict. This research confirms that neoclassical organizational communication theory is relevant for application in the context of educational institutions based on religious and cultural values.

Penelitian ini bertujuan untuk mengkaji efektivitas komunikasi organisasi dalam perspektif teori neoklasik melalui studi kasus Madrasah Diniyah Pondok Pesantren Annuqayah Lubangsa Selatan Putri. Pendekatan organisasi klasik kerap dikritik karena menitikberatkan pada struktur, otoritas, dan efisiensi, sementara aspek manusiawi dalam organisasi cenderung terabaikan.

Sebagai respons, teori komunikasi organisasi neoklasik yang berakar pada pendekatan human relations Elton Mayo serta dikembangkan oleh Chester Barnard dan Mary Parker Follett menekankan pentingnya hubungan sosial, motivasi, partisipasi, dan komunikasi dua arah dalam menciptakan efektivitas organisasi. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data berupa wawancara semi-terstruktur, observasi langsung, dan dokumentasi. Subjek penelitian meliputi kepala madrasah dan beberapa staf pengurus. Analisis data dilakukan secara tematik untuk mengidentifikasi praktik komunikasi yang selaras dengan prinsip-prinsip neoklasik. Hasil penelitian menunjukkan bahwa komunikasi organisasi berlangsung secara partisipatif, terbuka, dan nonotoriter. Pimpinan mengedepankan pendekatan persuasif, dukungan emosional, serta pembagian tugas berdasarkan kompetensi individu. Praktik tersebut berkontribusi pada meningkatnya kenyamanan kerja, produktivitas, serta minimnya konflik internal. Penelitian ini menegaskan bahwa teori komunikasi organisasi neoklasik relevan diterapkan dalam konteks lembaga pendidikan berbasis nilai religius dan kultural.

Keywords: Communication Organization; Neoclassical Theory; Motivation; Participation; Education.

INTRODUCTION

Communication within organizations is a crucial element that determines the effectiveness of collective goal achievement (Mukarom, 2020). As paradigms in organizational and communication sciences have evolved, the classical approach, which emphasizes structure and efficiency, has been criticized for neglecting human factors (Rivai et al., 2024). Neoclassical organizational communication theory emerged as a response to the rigidity of the classical approach, emphasizing the importance of social relationships, motivation, and participation within organizations (Irwanti, 2022). Various studies, including Elton Mayo's Hawthorne experiments, have demonstrated that work productivity is influenced by social interactions and the psychological well-being of workers (Mayo, 1933). However, the implementation of this approach in institutions based on religious and cultural values has not been widely studied. This article aims to analyze the effectiveness of the application of neoclassical

organizational communication theory in the institutional practices of the Annuqayah Lubangsa Selatan Putri Islamic Boarding School, Madrasah Diniyah, with a focus on the role of participatory communication, skill-based task allocation, and collective motivation in achieving organizational effectiveness.

Organizational communication is crucial for establishing strong relationships among members. This communication occurs not only between members but also between superiors and subordinates (DeVito in Irwanti, 2022). Communication is the process of conveying messages, both verbally and nonverbally. Communication can be both verbal and nonverbal. Therefore, communication theory is a perspective or logical concept that explains communication phenomena or events (Mukarom, 2020). An organization is a group consciously formed, coordinated, and regulated by a mutually agreed-upon system, with mutually agreed-upon goals (Rivai et al., 2024). Organizational communication is the process of conveying messages within an organization, both formally and informally.

According to Frank Jefkins, organizational communication is communication directed at the organization and its target audience (both internal and external) (Jefkins in Fauzan, 2023). On the other hand, DeVito argues that organizational communication is the process of transferring messages from senders to recipients within an organization, whether formal or informal. Therefore, organizational communication is the process of conveying messages between individuals within an organization, both formally and informally (DeVito in Irwanti, 2022).

This neoclassical theory emerged around 1927–1932 as a result of experiments conducted by Elton Mayo and his group at one of the Western Electric Company's Hawthorne factories in America (Mayo, 1933). This theory emerged as a protest against the limitations of previous theories, namely classical

theory, which emphasized authority within an organization (Supriyadi et al., 2023).

This theory emphasized the importance of human aspects, such as social relationships, motivation, and employee well-being, in increasing work productivity (Irwanti, 2022). This experiment was actually based on Taylor's principles, although the results contradicted these principles.

One of Elton Mayo's famous experiments aimed to determine the effect of the physical conditions of the work environment on work performance in the factory. This was done by changing the lighting in the area. The subjects of the study were female workers assembling electronic components. They were placed in a room with adjustable lighting. Previously, they worked with hundreds of other workers in a larger room. The experiment showed that worker performance continued to improve regardless of whether the lighting was darker or brighter.

This research shows that social bonds significantly influence employee performance. Meanwhile, the physical condition of the workplace has little impact on employee performance (Mayo, 1933). They are separated into specialized groups, resulting in closer informal relationships. A sense of group solidarity arises, and employees strive to perform to the best of their ability to avoid creating a negative image for their respective groups.

Elton Mayo's Hawthorne study revealed that social and psychological factors significantly impact employee performance. Therefore, it is crucial to address employee needs, establish good communication with fellow members, and motivate them. Mary Parker Follet emphasized constructive conflict and cooperative relationships within an organization (Kartini et al., 2024). Meanwhile, Chester Barnard argued that the concept of organization is a cooperative system and emphasized the role of executives, whose purpose is to foster effective communication and achieve organizational goals (Barnard in Mukarom, 2020).

Chester Barnard was a figure in the transitional period between the classical period and the post-classical period. Some authors consider him a figure of the transition period. However, what is important to note is his message, not the period in which his theory emerged. This theory became popular when bureaucracy was considered corrupt and should be avoided in organizations. The main focus of this theory is the relationship between superiors and subordinates. In "The Functions of the Executives," Barnard stated that organizations are human systems, not mechanically engineered structures.

Barnard focused on the role of communication in fostering cooperation within organizations. He argued that effective communication is key to achieving organizational goals and that leaders must be able to inspire and motivate team members. Follett, on the other hand, emphasized the importance of collaboration and participation in decision-making. He believed that communication should be two-way and that conflicts can be resolved through dialogue and cooperation.

Subsequently, studies similar to the Hawthorne study began to be conducted, leading to the birth of neoclassical theory, commonly known as the Human Relations approach. This approach focuses on the relationships between organizational members. There are several basic principles within this approach: a) Relationships between organizational members are social interactions, as organizations are social systems. b) Because of this social interaction, informal groups emerge within organizations, each with its own norms and firmly held by its members. c) Social interactions must be directed to positively influence both individuals and groups. Based on these principles, effective communication channels are necessary to influence social interactions within them. This is because informal groups may have goals and interests that deviate from the organization's original objectives.

The reasons above demonstrate that a leader must also pay attention to social and psychological aspects. To create good social relationships, a leader requires sound social skills in addition to technical expertise.

This theory has several key characteristics, namely two-way communication, well-established social relationships, employee well-being, and acculturation. However, supporters of classical theory criticize neoclassical theory for being too focused on employee happiness without considering overall organizational efficiency.

Types of neoclassical organizational communication include: a) Division of labor based on specialization; b) Division of tasks to instill a sense of responsibility among members for specific tasks; c) Horizontal organizational structure; d) Minimizing differences among members by strengthening managerial skills.

In the hadith of Rasulullah SAW. Says: "From Abdurahman Ibn Samurah ra, he said: Rasulullah said: "O Aburahman Ibn Samurah, do not ask for positions. If it is given to you and you do not ask for it, you will receive Allah's help in carrying it out. And if you are given a position because you asked for it, that position is given up completely. If you swear to one action, then you see that there is a better action, then do that good action." (HR Bukhari Muslim).

The explanation of the relationship between the above hadith and organizational communication lies in the role of leaders and the communication hierarchy. This hadith explains the importance of appreciation for organizational members. The structure is arranged in such a way as to suit the goals of the organization. So subordinates must obey their superiors but must also ensure that their superiors assign tasks that are in accordance with the religion and goals of the organization.

METHOD

The researcher used a descriptive qualitative approach in this study. The research subjects consisted of the principal and several management staff of the Islamic Elementary School of Annuqayah Lubangsa Selatan Putri. Data collection techniques were carried out through semi-structured interviews, direct observation of meetings and management activities, and documentation of work programs. Data were analyzed using a thematic approach, identifying communication patterns consistent with the principles of neoclassical theory, such as two-way communication, attention to member motivation, and division of labor based on specialization. Data validity was tested using source and time triangulation techniques.

RESULT AND DISCUSSION

In running the institution, the Islamic Boarding School of PP. Annuqayah Lubangsa Selatan Putri prioritizes the social relationships that are established. "We continue to strive to maintain harmonious relationships so that the administrators of the Islamic Boarding School feel they have the same responsibility and important role," said Ms. Rohatin, the principal of the Islamic Boarding School of PPA. Luangsa Selatan Putri. She also said that she often provides motivation and encouragement to her members, so that they remain enthusiastic about carrying out their duties. She avoids a commanding tone that seems hierarchical and prefers to use invitations to work together. Based on her experience during her tenure as Principal of the Islamic Boarding School for the past year, it is proven that the institution is running well with harmonious and certainly effective social relationships.

Rohatin also gives every member of the management team the opportunity to express their opinions during meetings. She is open to all input from her members. "If one of us is overwhelmed in carrying out their duties, of course we will help each other to complete it together," she said. She also often

helps prepare assignments even though the task is the responsibility of the Administrative TU. Likewise, if someone needs help with other staff or TU, she will assist once their task is complete. She also monitors the performance of her members, but not strictly. She does not demand that they are unable to do so. They will find a solution together if there are problems that cannot be resolved.

The members also feel comfortable with the attitude of the leadership and fellow members. Sister Arieta Bidaulia Aqilla Kazzahro (Student Affairs Staff) said that she felt her performance had improved after she became more familiar with her colleagues. The administrator, familiarly called Icha, stated that she felt more comfortable carrying out her duties than when she was first appointed as an administrator of Madrasah Diniyah. Regardless of the physical conditions around her, even hot or rainy weather did not affect her performance at all. "As long as there are no conflicts between colleagues, all work is safe," she said.

Nuri Utiya Jauhiratus Sunanah (Student Affairs staff) believes that the division of tasks within the organization is tailored to the expertise of each member. "From my observations, each staff member and administrative staff member is truly qualified, so we don't feel burdened by carrying out these tasks," she said. Utiya also added that if certain tasks were delegated to those outside their field, it would hinder or slow down the organization's progress.

Communication within the organization is two-way and open. This allows members to feel comfortable carrying out their duties and expressing their opinions. This has proven effective in carrying out their duties. During the 2024-2025 period, all existing work programs ran smoothly, although minor obstacles were likely encountered. However, they were able to resolve these without triggering conflict.

The research results show that the madrasah implements effective two-way communication. The principal is not authoritarian but rather participatory, giving members the opportunity to express their opinions in formal forums, and

involving them in the work process when needed. Member motivation is enhanced through emotional engagement and collective support, rather than structural pressure. The division of tasks is also based on individual skills and interests, resulting in increased work productivity and minimal conflict. This supports Mayo's theory on the importance of social relationships in productivity. These findings also align with Chester Barnard's theory that effective communication creates a strong cooperative system. Social cohesion among members forms informal norms that strengthen work ethics. Thus, neoclassical theory proves relevant in the context of a values-based educational institution.

The Islamic Diniyah Islamic Boarding School (Madrasah Diniyah) of the Annuqayah South Lubangsa girls' school is an educational institution based on religious and cultural values. This institution teaches religious subjects such as Islamic jurisprudence (fikih), morals, grammar (nahwu), sharraf (characteristics), and other religious subjects. The system implemented still utilizes a combination of traditional and semi-modern methods. Namely, using the yellow book study method but holding an evaluation every semester.

The Islamic Boarding School (Islamic Boarding School) at Annuqayah Lubangsa Selatan Putri Islamic Boarding School (Islamic Boarding School) has several levels: I'dadiyah (Islamic First Grade), Awwaliyah (six classes), and Wustha (Islamic First Grade). The school also uses its own curriculum, developed and evaluated annually by a consultant board consisting of the school's administrators. The students are active students at Annuqayah Lubangsa Selatan Putri Islamic Boarding School. This aims to deepen the students' religious knowledge beyond the Islamic boarding school's teachings.

Two-way communication and participation are prioritized within the school. According to the school's administrators, this is highly effective in implementing the institution's work programs. A comfortable work environment significantly impacts the performance of its administrators.

The principal of Madrasah Diniyah is not authoritarian but rather participatory. He provides opportunities for his members to express their opinions in formal forums such as evaluation meetings and so on. Members are free to express their opinions, offer suggestions, and provide feedback on implemented policies. The principal also actively engages if any of his members need assistance or if any member is unable to carry out their duties.

Member motivation is enhanced through emotional approaches and collective support, rather than structural pressure. Leaders use persuasive methods to remind members of their tasks rather than ordering them to complete them. He also provides motivation and encouragement to members who are struggling with their tasks. They support and assist each other in completing assigned tasks.

Task allocation is also based on individual skills and interests, which results in increased work productivity and minimized conflict. Staff are assigned specific tasks based on their individual skills and interests. For example, someone skilled in financial management is assigned to the finance department. The same applies to other staff. This ensures they don't feel burdened by their duties, as they align with their talents and interests.

This is in line with Mayo's theory on the importance of social relationships for productivity. Good relationships will make individuals feel comfortable working and carrying out their duties. This is in contrast to an environment where less close social relationships can cause discomfort for individuals, impacting work effectiveness and productivity, and minimizing conflict.

This finding also aligns with Chester Barnard's theory that effective communication creates a strong cooperative system. Because members feel like family, communication is more open and two-way, reducing misunderstandings among members of the institution. Social cohesion among members creates informal norms that strengthen work ethics. For example, fellow student staff

members share common responsibilities. Frequently working together fosters close informal bonds. This sense of kinship enhances their performance. Thus, neoclassical theory proves relevant in the context of educational institutions based on religious and cultural values.

CONCLUSION

Neoclassical organizational communication theory, with its emphasis on interpersonal relationships, has proven effective in improving organizational performance and harmony. A case study of Madrasah Diniyah PPA Annuqayah Lubangsa Selatan Putri shows that participatory communication, collective motivation, and competency-based division of labor contribute to the institution's effectiveness. This theory can serve as a foundation for managing other educational organizations based on collective values, as long as the approach is applied consistently and contextually.

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