

Communication Strategies to Manage Language Study Programs in Indonesian Universities

Alfian Rokhmansyah^{1*}, Agus Nuryatin², Teguh Supriyanto²

¹Universitas Mulawarman, Samarinda, Indonesia, ²Universitas Negeri Semarang, Semarang, Indonesia. *Corresponding Author's Email: alfian.rokhmansyah@gmail.com

Abstract

This study aims to analyze the communication strategy and interpersonal communication of a leader in the management of study programs at the university from the point of view of leadership management. The research employed a qualitative case study method focused on the Master of Indonesian Language and Literature Education program. Data were collected through observations and in-depth interviews with the program head, followed by descriptive analysis using Miles & Huberman's model, which includes data reduction, data display, and conclusion drawing. The findings reveal that communication strategies in the Master of Indonesian Language and Literature Education program involve formal communication, such as faculty meetings and official memos, as well as informal communication through daily conversations and digital media. Interpersonal communication approaches include cultural openness and family-oriented strategies. Cultural openness is manifested through two-way communication, feedback exchange, and information transparency. The family-oriented approach is reflected in face-to-face interactions, personal mentoring, and fostering a supportive work environment. Additionally, the program head employs persuasive methods to build mutual trust and encourage innovation among lecturers and staff. The study also found that well-planned communication strategies enhance coordination among stakeholders, improve work efficiency, and create a conducive organizational climate. Humanistic communication approaches play a crucial role in achieving the study program's vision, mission, and goals. Practical implications include the need for communication training for program leaders, diverse communication media utilization, and regular evaluations to improve communication strategy effectiveness.

Keywords: Communication Strategy, Head of the Study Program, Interpersonal Communication, Leadership Management.

Introduction

Successful communication hinges on effective communication strategies to convey the intended message (1). It is crucial for organizations; ineffective communication between stakeholders directly impacts service delivery. Effective communication requires careful planning and organization, facilitated by robust communication management. The communication process involves transmitting information, ideas, explanations, emotions, and inquiries from sender to receiver (2).

Communication aims to establish harmony between communication actors (3). The pattern of communication action to achieve this is reactive and must also be full of strategies. By communicating, we can see various kinds of individuals with different backgrounds, education, beliefs, cultures, mental states, and needs. For this reason, effective communication is needed.

Leaders or managers have an important role in the communication process because a manager can take policies or steps to improve communication effectiveness (4). In the management of language programs, leaders or program heads play a pivotal role in shaping communication practices. Theories of educational leadership, such as Transformational Leadership Theory and Distributed Leadership Theory, highlight how leaders influence communication effectiveness by fostering a culture of collaboration and shared responsibility. Effective leaders in language programs must implement strategies that promote open, clear, and supportive communication between faculty, students, and administrative staff. These strategies are vital for addressing the specific needs of language programs, ensuring that both instructional content and administrative

This is an Open Access article distributed under the terms of the Creative Commons Attribution CC BY license (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted reuse, distribution, and reproduction in any medium, provided the original work is properly cited.

(Received 01st October 2024; Accepted 10th January 2025; Published 31st January 2025)

processes are communicated effectively and efficiently.

Effective communication plays a crucial and strategic role within an organization. The quality of communication often determines the success or failure of an organization. It is commonly acknowledged that as long as communication flows smoothly, problems can be averted. This aligns with the perspective stating that communication holds great significance as it affects all aspects of an organization. Effective communication is essential in achieving organizational goals, particularly within educational settings where communication between various stakeholders—such as administrators, faculty, and students—is critical. Communication strategies must be carefully tailored to address the unique challenges of conveying educational content and fostering collaboration.

It has been explained that the integration of communication planning and management within a communication strategy is essential for achieving specific objectives (5). This approach should include practical operational implementation while remaining adaptable to various situations and contexts. On the other hand, communication management involves the application of management principles to communication processes to ensure effective message delivery (6). Several key actions must be taken by managers or communication professionals to effectively implement communication strategies. First, planning should address communicators, messages, media, audiences, and expected outcomes. Second, important steps include organizing communicators, defining media roles, identifying target audiences, and determining desired effects. Third, the activation of communicators, messages, media, and intended outcomes must be conducted. Lastly, controlling and supervising communicators, message delivery, media selection, audience targeting, and expected impacts are essential components of effective communication management.

Every leader has followers to neutralize their ideas in order to achieve specific goals. This is where the importance of communication skills for a leader lies, especially in influencing the behavior of others (7). It is the essence of management

within organizations. Management is often also defined as the art of accomplishing tasks through other people (8,9). Managers play a crucial role in achieving organizational goals by effectively organizing and directing the efforts of their team members. This process involves several key functions of management that work together to ensure the successful execution of tasks and the realization of organizational objectives.

Effective interpersonal communication is crucial in educational settings, requiring open dialogue and reciprocal interaction between communicators and recipients. Communication is vital because of the constant interaction between individuals and groups. Without it, educational interactions would lack coherence. Communication facilitates the expression of diverse ideas and perspectives, leading to collaborative conclusions. Success lies in implementing effective communication strategies to achieve desired outcomes.

Effective organizational communication is essential for achieving shared goals among all stakeholders, including leadership and staff (10). Interdependence between organizational components is crucial for sustained success. Supporting elements—human resources, infrastructure, finance, etc.—function optimally only under effective leadership and management. It includes organizing, guiding, supporting, and administering in pursuit of organizational objectives (11).

The management of study programs at higher education institutions requires a strategic approach, particularly in terms of communication between the various parties involved, such as administrators, lecturers, students, and other stakeholders. In this case, organizational communication theory and interpersonal communication are considered highly relevant. Organizational communication refers to the structured exchange of information within an institution, which affects the effectiveness of study program management. Good internal and external communication can strengthen the relationships between lecturers, students, alumni, and other parties interested in the study program (12). Efficient communication can streamline the flow of information and strengthen the organizational commitment to achieving the goals of the study program (13). Therefore, a structured and

effective communication strategy, involving two-way interaction between lecturers and students, is crucial to creating a conducive learning environment.

In addition to organizational communication, good leadership in the management of study programs also significantly affects the success of communication strategies. Leadership styles that support collaboration, innovation, and openness will ease the flow of information and increase the involvement of all parties in the management process of the study program. The right leadership style can motivate lecturers and staff to work more effectively (14), while leadership based on local culture can strengthen understanding and cooperation within the academic environment (15). Therefore, the implementation of communication strategies that involve aspects of interpersonal communication, organizational communication, and effective leadership is key to creating high-quality and sustainable study program management.

A University's study program functions as an organization, necessitating a robust communication strategy to enhance its management and administration. This strategy fosters a positive organizational climate and improves student services. Despite its importance, communication strategy is often overlooked, even though it is fundamental to effective communication. Effective communication is vital within an organization, requiring tailored vertical and horizontal communication strategies across different organizational levels. A comprehensive communication strategy must define its target audience (communicants), communication channels (media), message content, and communicators (16). In the context of a university's language program, communication strategies must be designed to address the unique dynamics of language teaching and learning. A robust communication strategy, grounded in theories of organizational communication and curriculum management, plays a critical role in ensuring that all stakeholders. Well-planned communication not only ensures message clarity but also supports the broader goals of program development and academic success.

The study program is one educational organization with management (17). The head, as the organization's leader, has the responsibility to

provide direction and guidance to each member of the study program to achieve goals and create a conducive study program environment (18). As a leader, the head should be able to develop approaches and implement innovations to produce innovative products, processes, and practices. The change efforts need to be balanced with the good communication skills of the head to internal parties, namely lecturers and education staff, faculty and university structures, students, and external parties, especially the community around universities and other educational institutions.

Interpersonal communication involves interactions between individuals characterized by mutual understanding, respect, enjoyment, and ease. It typically occurs within small, familiar groups, featuring immediate feedback, reciprocity, and trust. Effective interpersonal communication is built upon shared knowledge, respect, affection, and positive engagement. This communication can occur face-to-face or through various media, such as phone calls or letters.

In the management of language study programs at higher education institutions, effective communication strategies are required to create quality management. Good coordination between administrators, lecturers, and students will be facilitated by clear and efficient communication, ensuring that the goals of the study program are optimally achieved. Several relevant studies that can support this research are presented below.

The importance of two-way communication between lecturers and students in the context of learning, particularly in online learning, has been revealed (19). Additionally, the importance of internal and external communication in higher education leadership, including interaction with lecturers, students, alumni, and other stakeholders, has been emphasized. In this regard, communication strategies that include a persuasive approach, structured communication between various parties, and leadership styles that support innovation have proven effective in enhancing the quality of managing language study programs at higher education institutions (20). Further research has also shown the importance of interpersonal and organizational communication in managing language study programs. Interpersonal communication between lecturers and students has been stated as key to

creating a conducive learning environment, with openness, empathy, and active involvement as important factors in building learning motivation (21,22). The need for organizational communication strategies to build staff and lecturer loyalty, which can improve their performance and commitment to the study program, has been highlighted (23). On the other hand, the importance of leadership based on local culture in managing human resources at higher education institutions, which can strengthen the quality and effectiveness of managing language study programs, has been emphasized. Although many studies have addressed various aspects of communication in the context of higher education management, no study has yet specifically researched communication strategies in managing language study programs in higher education comprehensively. The importance of effective information flow has been revealed, while the importance of formal and informal communication channels has been pointed out.

The right communication strategy can clarify roles and responsibilities in the study program and facilitate the smooth flow of information between administrators, lecturers, staff, and students. Therefore, the topic of communication strategies for a program head in managing a study program still requires further research to explore more deeply the most effective communication strategies in managing study programs at higher education institutions. Therefore, based on the description that has been presented previously and the relevant research above, the purpose of this study is to analyze the communication strategy and interpersonal communication of a leader in the management of study programs at the university from the point of view of leadership management.

Methodology

This research is qualitative (24,25) with a case study research type. According to the definition, a case study delves into real-life phenomena where the boundaries between the phenomena and context are blurred, utilizing multiple sources of evidence (26). This method was deemed suitable for examining the unique issue addressed in this study. Data collection was conducted through observations on the research subject and in-depth interviews with the head of the study program. The research focused on the Master of Indonesian

Language and Literature Education study program (hereinafter abbreviated as MILLE) at Mulawarman University. Descriptive methods were used to present the data, and the analysis model by Miles & Huberman (27) was applied, consisting of the stages of data reduction, data display, and conclusion drawing (28,29). The analysis model used in this research, which is the Miles & Huberman analysis model, is considered relevant to the research subject because it allows data from various sources (observations and interviews) to be systematically processed to identify emerging patterns within the context of the MILLE study program. The stages of data analysis, which include data reduction, data presentation, and conclusion drawing, provide an adequate framework for understanding the relationships between elements within the research subject and for drawing conclusions that depict the phenomena occurring within it.

Results and Discussion

Communication Strategy of the Head of Study Program

The Master of Indonesian Language and Literature Education (MILLE) study program employs a communication strategy tailored to its unique needs and organizational environment. This strategy aligns with the dynamic nature of MILLE, where a hierarchical structure governs the flow of communication. The communication process in MILLE follows formal and informal channels, which regulate how information is shared within the organization. Formal channels, such as official communication through a chain of command, facilitate vertical and horizontal information flow. Meanwhile, informal communication, including hearsay, rumors, and grapevine, also plays a role in the overall communication dynamic.

The head of the MILLE in building communication with MILLE staff in formal matters concerning the duties and responsibilities of staff. The task of the head in informing the job description is slightly helped by the regular faculty-level meetings. The faculty level meeting was socialized about the duties and responsibilities of each position holder at the faculty level, including the MILLE. Socialization is in the form of direct exposure from the Dean and Deputy Deans and the distribution of job descriptions in writing.

However, it is the head of the MILLE who provides technical instructions regarding the duties assigned to the staff. In addition to informing tasks, the Head of the MILLE also informs staff about new policies that apply to the MILLE. Openness in terms of policy creates feedback from staff to provide input to the study program.

In carrying out tasks, in addition to occasional instructions, the head directly models the tasks given. It is to motivate staff to carry out tasks and minimize errors. In daily communication, it is not uncommon for the head of the MILLE to use informal language and jokes in conveying tasks, motivating even when reprimanding staff for mistakes. Downward communication by the Head of the MILLE to staff is mainly done through oral communication. The communication process in the MILLE between the head and staff is not only one-way (from the head to the staff only) but takes place in two directions. There is feedback from the staff in the form of information sent back.

The Head of the MILLE also communicates with lecturers. Lecturers in the MILLE come from not only Indonesian Language Education undergraduate lecturers assigned to the MILLE but also lecturers from other study programs still in the same faculty, namely Elementary School Teacher Education and English Education study program lecturers, and also from the Faculty of Cultural Sciences. Downward communication between the Head of the MILLE and the MILLE lecturers is continuous, not only at the beginning of the new semester. Communication usually includes notification of each lecturer's course schedule. In delivering the course schedule, the head is usually assisted by study program staff to deliver it in written form. For lecturers outside the study program, besides writing in the form of a semester course schedule, it is followed by oral communication, either in person or by telephone. The interaction between the Head of the MILLE and lecturers is not only limited to the delivery of information but also in the form of motivation and evaluation of lecturer performance. Usually, this kind of communication occurs verbally and through face-to-face communication. With direct interaction, it can be more persuasive and can know the reaction and feedback directly (30). Motivation and evaluation are done to remind

lecturers to always be by the vision and mission of the MILLE.

The communication process between the head and lecturers certainly does not go one way, and there is the feedback that accompanies it. This feedback is in the form of information regarding the confirmation of course schedules. Some lecturers do not teach in one study program, even one university. For this reason, lecturers sometimes need to provide feedback on the course schedule submitted by the MILLE head. Usually, the most common thing conveyed is schedules that clash with other study program schedules. For this, the MILLE head will find a solution so that the lecture process is not disrupted.

To achieve the vision, mission, and objectives of the MILLE, the MILLE head establishes communication with students, especially MILLE students. Communication between MILLE head and students includes communication about courses in written form. This information is in the form of a lecture schedule for each semester that the MILLE head by the MILLE course distribution has prepared. The MILLE head delivered this information in writing by posting the lecture schedule in several places, such as on the announcement board of the study program and faculty.

Communication between the MILLE head and students does not only run on informative matters. Head of study program also develop persuasive aspects by providing motivation and guidance to MILLE students. The delivery of motivation and guidance is usually done verbally. Motivation is usually delivered in certain student events attended by MILLE head, interludes during the learning process in class, and in daily interactions. A healthy organizational climate greatly affects life in the organization. A conducive organizational climate is directly proportional to the work ethic, feelings, and behavior of organizational members. The organizational climate will create the application of norms, attitudes, and behaviors reflected and felt by each organization member. To form a conducive organizational climate, several elements that influence the communication strategy carried out by the head of the MILLE as the study program manager are as follows.

First, the communicator. One of the communication strategies of MILLE head is to pay attention to several aspects that are important for a communicator to understand. Communicator is one of the elements of communication. Where it takes the synergy of each communication element to create conducive communication, important aspects that must be considered by communicators related to communication strategies include setting communication goals, knowing the audience, and sources of trust. Second, the media. One element that is considered in determining the communication strategy is determining or selecting the right media. MILLE applies several communication media, including bulletin boards, memos, letters, telephone, and short messages. Third, the message. The Head of the MILLE packs messages by paying attention to the target audience. Packaging messages in the form of a set of symbols conveyed by communicators, including, in this case, the language selection. Fourth, communicants. In this case, the communicator is heterogeneous in terms of education, experience, and economic and social status. Hence, differences in frame of reference and field of experience are very likely to occur. For this reason, to determine the communication strategy, the head also pays attention to the communicator element. Fifth, feedback. Communication responses to messages that have been delivered are very diverse. For this reason, the head must pay close attention and filter all feedback to determine the right communication strategy.

The MILLE head also carry out communication strategies in an effort to create a conducive organizational climate. One of the communication strategies carried out by the MILLE in an effort to create a conducive organizational climate is to provide information and ensure that the information reaches all elements of the organization so that the same meaning can be obtained. One strategy to realize this is to combine several communication media in each message delivery (31). Based on the results of research in the form of interviews and observations, in conveying messages, the MILLE head do so by combining oral methods and followed by writing. It is especially important information that requires immediate action and

the delivery of policies within the university and faculty.

In the primary communication process, delivering messages using symbols or symbols as a medium of common experience and frames of reference is important to achieve effective communication. Based on the research results, the head always try to optimize face-to-face communication. In the context of interpersonal communication involving face-to-face interaction, feedback can be known immediately (immediate feedback) so that the head can know directly the feedback from the communication process that takes place.

The MILLE combines verbal and nonverbal communication, especially face-to-face communication, so that the communication strategy can run effectively. Verbal communication is not as simple as imagined because each region or country has different verbal symbols. Verbal symbols or messages encompass communication forms utilizing one or more words. Most of the spoken messages encountered are intentional verbal messages, consciously crafted to communicate verbally with others. Verbal language serves as the primary channel for articulating thoughts, emotions, and intentions. Through words, representing various facets of personal reality, abstractions that cannot fully capture the complete essence of the objects or concepts they signify are expressed (32,33). Language packaging is crucial for successful verbal communication. The head, in providing information, always strives to use language that suits the audience/target audience.

To provide information to lecturers and students about the beginning of lectures, the MILLE head use different media and languages. The difference in language selection and message content is adjusted to the purpose of communication and the target audience. It can be seen from the early lecture notification letter. Information about the beginning of lectures for lecturers is delivered by letter and followed orally. The letter's contents are adjusted to the objectives and information to be conveyed to the lecturer. Meanwhile, information on the beginning of lectures for students is conveyed through announcements posted in several places, such as on the bulletin board in the study program building and the MILLE website. Just like lecturers, for students, the content of the

message is adjusted to the purpose of communication and the target audience.

The communication strategy will be successful if the communication process takes place in accordance with the communication objectives (34). An effective communication process is supported by openness between communicators and communicants. The culture of openness regarding the flow of information in the organization is an important concern of the MILLE head. According to the head, not all information must be known by all lines in the organization. The openness in question is to provide appropriate information and by the portion of each line.

Process of Interpersonal Communication the Head of Study Program

This section will describe the process of interpersonal communication and how interpersonal communication is built by the head of the study program. The process of interpersonal communication is carried out by the head of MILLE through several stages of interpersonal relationships. First, a hierarchical interpersonal relationship is formed between the head and the lecturers and education staff by taking a family approach, where the head is open to receiving and providing solutions to the problems of the lecturers and education staff in the study program, as well as their personal issues. In addition, a close relationship is built by frequently holding meetings outside the campus to get closer to the lecturers and education staff in a more intimate atmosphere. This allows the head to better understand the personality of each lecturer and education staff and their problems more deeply. The head of the study program also carries out the interpersonal approach by being present with lecturers and education staff who are working overtime until the evening. This explanation aligns with what has been stated that the head can carry out real efforts to form interpersonal relationships. These efforts can be made through mutual respect in the study program environment, building trust, listening and helping each other, and forming solidarity among study program members (35).

Second, the strengthening of interpersonal relationships is carried out by the head in daily activities. Among other things, by establishing

daily communication with lecturers and education staff during breaks and routinely sharing with lecturers and education staff. The head then coordinates if the results obtained from the sharing need to be discussed together. The sharing activity motivates the head towards lecturers and education staff. The discussion in the sharing activities carried out between the head and lecturers and education staff includes learning problems experienced by the lecturers. Interpersonal sharing is done because each lecturer has different problems. Sharing is usually done casually so that lecturers feel more open to expressing the problems they are facing. In addition, the motivation provided by the head is usually in the form of support for learning innovations proposed by lecturers. Motivational giving is done in the form of input on these innovations and rewards for the achievements of lecturers, both in general and directly through personal channels to encourage lecturers to achieve even better results. This aligns with what has been stated, that essentially the principles that must be considered in building social relationships are being a friendly person, respecting others, and being a good listener, to build the enthusiasm and motivation of others (36).

Interpersonal communication is explained as being closely related to member motivation, where interpersonal communication can increase motivation and shape the work behavior of each member (37). The relationship established in interpersonal communication is characterized by equality, independence, and conflict, so interpersonal communication is seen as an effort to understand existing differences (38). Leaders, in this case, the Head of the Study Program, are also required to accept and give positive appreciation to employees (lecturers and education personnel) as a form of equality in an organization (39). The result of the head's efforts in forming and strengthening interpersonal relationships with lecturers and education staff is the growth of trust and openness between the head and lecturers and education staff. Lecturers and education staff become open to explaining difficulties in learning, administrative processes, and personal problems, allowing MILLE to achieve better changes.

Interpersonal communication is action-oriented, which causes interpersonal communication to be directed toward certain goals, such as expressing attention to others, finding oneself, understanding the outside world, building and maintaining harmonious relationships, influencing attitudes and behavior, seeking pleasure, eliminating losses due to miscommunication, and providing assistance (40). From the existing concept, interpersonal communication shows that it helps the head to understand the personality of each lecturer and education staff, including their problems, more deeply.

The efforts of the head in forming and strengthening interpersonal relationships with lecturers and education staff will foster trust and openness, both from the head to lecturers and education staff, and vice versa. This aligns with the opinion that the interpersonal communication established between the head and lecturers can be successful, as seen from the emergence of understanding, pleasure, influence on attitudes and actions, and better relationships. Well-established communication between the head and lecturers can support the improvement of lecturer performance. In addition, it is explained that the Head of the Study Program's ability to understand the study program's human resources will lead to effective cooperation in achieving the set goals (41).

How to Build Interpersonal Communication the Head of Study Program

The head in building interpersonal communication in the MILLE uses a cultural approach and a family approach. The cultural approach used by the head is a cultural approach of openness in communication. In the communication process, every member of the study program (head of the study program, lecturers, and education staff) must use and uphold an open culture for every problem related to the study program. This approach is carried out by the head so that there is more serious communication in the management of the study program so that the head can determine policies related to the study program.

Another approach used by the head to build interpersonal communication is a family approach. With a family approach, the head establishes face-to-face interpersonal

communication with each lecturer and education staff. Face-to-face interpersonal communication is very important. Where face-to-face communication will form intellectual and social in a person, this face-to-face communication also shapes identity because consciously or unconsciously, when communicating, a person will observe, pay attention and take notes to heart how the response given by the interlocutor. Interpersonal communication helps in understanding the feelings, attitudes, and motives of others, explicitly or implicitly, in the form of empathy and social sensitivity. The implementation of face-to-face interpersonal communication in interpersonal communication can support the head better to understand the behavior of each lecturer and education staff (36). In addition to implementing face-to-face communication, the head also accompanies lecturers and education personnel carrying out an activity. The head tries to be open, namely accepting lecturers and education personnel who meet directly to discuss problems in the study program or personal problems. This family approach is also a form of cultural approach.

In the interpersonal communication process, the head is seen trying to apply skills to build interpersonal communication. The head tries to apply persuasive methods, namely by fostering a sense of belonging and mutual trust in each lecturer and education staff so that the MILLE belongs together. In addition, the head tries to highlight the achievements that have been made, both academic and non-academic achievements. The persuasive method used by the head will be effective if it is done through interpersonal communication so that it can influence each member.

Efforts are made by the head to create permanent changes with a new structure that members can easily adapt to. The persuasive method carried out by the head gave rise to a sense of belonging and mutual trust among each lecturer and education staff, forming a willingness to realize better changes for the study program. The change process develops based on the success of the change effort itself (42). The initial stage is to prepare oneself or others before the change by forming a situation that influences people to want to make changes. Then, an open and

communicative dialogue is conducted by the head with lecturers, education staff, and students.

Heads' dialogue with lecturers and education staff provides an open forum for guidance and consultation, addressing daily challenges. Strategies to overcome resistance (rejection) to change are suggested, including education and communication by fully explaining the background, purpose, and consequences of change. Communication needs to be carried out, either through lectures or discussions. Another strategy, namely by providing convenience and support, can help overcome the fear and anxiety of employees (lecturers and education personnel) through consultation and the provision of training.

Conclusion

The communication strategy integrates communication planning with management to attain pre-established objectives. Interpersonal communication in educational organizations must have openness, meaning that communication must have a response between the communicant and the communicator. The study program is one form of educational organization that, of course, has management. The MILLE implements a communication strategy that is tailored to its needs and environment by considering the dynamism of the MILLE as an organization. The communication strategy will be successful if the communication process takes place by the communication objectives. An effective communication process is supported by openness between communicators and communicants. The culture of openness regarding the flow of information in the organization is an important concern of the head. According to the head of study program, not all information must be known by all lines in the organization. The openness in question is to provide the correct information according to the portion of each line. The head also seeks to form and strengthen interpersonal relationships with lecturers and education personnel will foster trust and openness factors, both from the head to lecturers and education personnel and vice versa. The head builds interpersonal communication in the MILLE using two approaches: a cultural approach and a family approach. The cultural approach used by the head is a cultural approach to openness in communication. It means that in the

communication process, every member of the study program (chairman of the study program, lecturers, and education staff) must use and uphold an open culture for every problem related to the study program. While the family approach, the head establishes face-to-face interpersonal communication with each lecturer and education staff. In the interpersonal communication process, the head is seen trying to apply skills to build interpersonal communication. The head tries to apply persuasive methods by fostering a sense of belonging and mutual trust in each lecturer and education staff to which the MILLE belongs.

Recommendations to improve communication effectiveness in study program management are as follows: (a) universities should provide comprehensive communication training for heads of study programs, focusing on adaptive communication strategies, conflict resolution, and humanist interpersonal approaches, with specific examples of real-life scenarios for better application; (b) heads of study programs should implement both formal and informal communication channels, including regular team meetings, informal gatherings, and digital platforms, to ensure comprehensive and transparent information sharing; (c) it is essential to build strong interpersonal relationships between heads of study programs and staff by creating a family-oriented work environment, characterized by regular one-on-one check-ins, mentorship, and team-building activities to foster trust and mutual respect; (d) heads of study programs need to utilize various communication media, such as emails, face-to-face meetings, and group chats, and tailor messages according to the audience's needs and understanding; and (e) a periodic evaluation of communication strategies should be conducted using feedback surveys, performance metrics, and focus groups to identify areas for improvement.

Abbreviations

MILLE: Master of Indonesian Language and Literature Education study program at Mulawarman University.

Acknowledgement

Nil.

Author Contributions

All authors contributed equally to the conceptualization, methodology, data analysis,

and writing of this article. All authors reviewed the final manuscript.

Conflict of Interest

The authors declare no conflict of interest.

Ethics Approval

This research does not involve the use of living subjects, and therefore informed consent is not a relevant issue.

Funding

This research did not receive any financial support.

References

- Meng J, Neill MS. Diversifying gender equity in leadership in public relations: the role of mentoring and instrumental support at the organizational level. *Corp Commun An Int J*. 2023;28(1):155–68.
- Cervi L, Tejedor Calvo S, Robledo-Dioses K. Comunicación digital y ciudad: Análisis de las páginas web de las ciudades más visitadas en el mundo en la era de la Covid-19. *Rev Lat Comun Soc*. 2022;(81):81–108.
- Hasmawati F. Manajemen dalam Komunikasi [Management in Communication]. *Al-Idârah*. 2019;5(6):76–86.
- Leonard C, Connelly B, Kwan B, Albright K, Gilmartin H. Addressing leadership communication, parenting demands and mental health challenges: a mixed-methods case study of clinical and translational scientists during COVID-19. *BMJ Lead*. 2022;7:1–7. Available from: <https://bmjleader.bmj.com/lookup/doi/10.1136/leader-2021-000523>
- Komalasari B, Naumi AT. Strategi Komunikasi Pengelola Prodi KPI dalam Menciptakan Iklim Organisasi yang Kondusif [Communication Strategy of KPI Study Program Manager in Creating a Conducive Organizational Climate]. *J Dakwah dan Komun*. 2016;1(1):67–96.
- Nurhayati, Hardoko, Warman. Pengembangan Evaluasi Pembelajaran Tematik dengan Menggunakan Rubrik Kelas IV di Gugus IV Kecamatan Samarinda Ulu [Development of Thematic Learning Evaluation Using Rubrics for Grade IV in Gugus IV, Samarinda Ulu Sub-district]. *Diglosia J Kaji Bahasa, Sastra, dan Pengajarannya*. 2019;2(1):47–58.
- Saar-Heiman Y. Power with and power over: Social workers' reflections on their use of power when talking with parents about child welfare concerns. *Child Youth Serv Rev*. 2023 Feb;145. Available from: <https://linkinghub.elsevier.com/retrieve/pii/S0190740922004121>
- Mashuri M, Hasanah E. Manajemen Pembelajaran Bahasa Inggris dalam Meningkatkan Hasil Belajar Siswa saat Pandemi Covid-19 di SMA Muhammadiyah 3 Yogyakarta [Management of English Learning in Improving Student Learning Outcomes during the Covid-19 Pandemic at SMA Muhammadiyah 3 Yogyakarta]. *Diglosia J Kaji Bahasa, Sastra, dan Pengajarannya*. 2021;4(2):227–34.
- Asad MM, Erum D, Churi P, Moreno Guerrero AJ. Effect of technostress on Psychological well-being of post-graduate students: A perspective and correlational study of Higher Education Management. *Int J Inf Manag Data Insights*. 2023;3(1):1–11.
- Tao W, Lee Y, Sun R, Li JY, He M. Enhancing Employee Engagement via Leaders' Motivational Language in times of crisis: Perspectives from the COVID-19 outbreak. *Public Relat Rev*. 2022;48(1):1–15. Available from: <https://linkinghub.elsevier.com/retrieve/pii/S0363811121001260>
- Mulawarman WG, Noviyanti N. Manajemen Bahasa Penulisan Proposal Mahasiswa Nonkebahasaan [The Language Management of Writing Proposals of Non-Language Students]. *Diglosia J Kaji Bahasa, Sastra, dan Pengajarannya*. 2020;3(1):53–64.
- Zakia R, Marsidin S, Rusdinal, Gusril. Reflection of Leadership Organization Communication. In: *Proceedings of the 2nd International Conference Innovation in Education (ICoIE 2020)*. Paris, France: Atlantis Press; 2020. Available from: <https://www.atlantispress.com/article/125947994>
- Ma Y. Role of Communication Strategies in Organizational Commitment, Mediating Role of Faculty Engagement: Evidence From English Language Teachers. *Front Psychol*. 2022;13:1–15.
- Fatmawati D, Fitriyah L. Relevansi Gaya Kepemimpinan Kepala Program Studi (Prodi) dalam Menentukan Strategi Peningkatan Kualitas Program Studi untuk Mencapai Indikator Kinerja Utama (IKU) [The Relevance of the Leadership Style of the Head of the Study Program in Determining Strate. *EDUKASIA J Pendidik dan Pembelajaran*. 2023;4(2):2713–20.
- Sari FL, Maryadi. Kepemimpinan Ketua Program Studi dalam Pengembangan Sumber Daya Manusia Berbasis Budaya Minangkabau [Leadership of the Head of Study Program in Developing Human Resources Based on Minangkabau Culture]. *Manaj Pendidik*. 2018;13(2):156–64.
- Perumal T, Sinayah M, Govaichelvan KN, Shanmuganathan T. Communication strategies of a Malaysian politician in Tamil during the COVID-19 Pandemic. *GEMA Online J Lang Stud*. 2022;22(1):34–56.
- Sutarni N, Winata H, Hufad A, Wulandari P, Kusnendi K. Resistance and Adaptability in Change Management at Vocational High School in West Java, Indonesia. *J Tech Educ Train*. 2022;14(2):202–9.
- Kim K eon, Kim J, Yoon G, Woo H. University Curriculum Development and Management Based on Korean National Competency Standards: A Case Study. *J Tech Educ Train*. 2019;11(1):1–10.
- Vera N. Strategi Komunikasi Dosen dan Mahasiswa dalam Meningkatkan Kualitas Pembelajaran Daring Selama Pandemi Covid-19 [Communication Strategies of Lecturers and Students in Improving the Quality of Online Learning During the Covid-19 Pandemic]. *Avant Grade*. 2020;8(2):165–77.
- Sulaiman A, Nurdin H, Zulyadi T. Komunikasi Peningkatan Akreditasi Program Studi [Communication of Study Program Accreditation

- Improvement]. *J Peurawi*. 2021;4(1):61–76.
21. Oktarin IB, Wengrum TD. Communication Strategy: A Case Study Between Lecturer and Students in Online English Course. *Premise J English Educ Appl Linguist*. 2021;10(2):236–49.
 22. Siregar S, Sazali H. Komunikasi Antarpribadi Relasi Dosen dan Mahasiswa UIN Sumatera Utara dalam Pembelajaran [Public Relations Interpersonal Communication between Lecturers and Students at UIN North Sumatra in Public Relations Learning]. *J Pekommas*. 2024;9(1):155–63.
 23. Ginting C, Humaizi, Kurniawati D. Organizational Communication Strategies in Building Loyalty of Educators and Educational Staff at Pesantren Ar-Raudlatul Hasanah Medan. *Indones J Adv Res*. 2024;3(5):591–600.
 24. Prakoso T, Khasanah V, Rokhmansyah A. Tolerance Attitude Analysis of the Social Piety Value in the Novel *Lingkar Tanah Lingkar Air* Based on Prophetic Ethics. *Theory Pract Lang Stud*. 2024;14(12): 3880–5.
 25. Masduqi H, Fatimah F, Subiyanto A. Why Communicative Approach Culturally Fails in Indonesia. *J Lit Educ*. 2024;2(2):119–26.
 26. Yin RK. *Case Study Research: Design and Methods*. 4th ed. California: SAGE Publications, Inc.; 2009. Available from: https://books.google.co.id/books/about/Case_Study_Research.html?id=k0WrN3rBz_sC&redir_esc=y
 27. Miles MB, Huberman MA. *Qualitative Data Analysis a Sourcebook of New Methode*. 2nd ed. London: Sage Publications; 1994. Available from: <https://vivauniversity.wordpress.com/wp-content/uploads/2013/11/milesandhuberman1994.pdf>
 28. Nuryatin A, Rokhmansyah A, Hawa AM, Rahmayanti I, Nugroho BA. Google classroom as an online learning media for Indonesian language learning during covid-19 pandemic. *J Lang Teach Res*. 2023;14(1):255–62.
 29. Hudiyo Y, Rokhmansyah A, Elyana K. Class Conversation Strategies in Junior High Schools: Study of Conversation Analysis. *Cypriot J Educ Sci*. 2021;16(2):725–38.
 30. Budiarti D. Variasi Penggunaan Strategi Kesantunan sebagai Penanda Subordinasi Mahasiswa dalam Interaksi Lisan Tertulis [Variations in the use of politeness strategies as a sign of students' subordination in written oral-interaction]. *Diglosia J Kaji Bahasa, Sastra, dan Pengajarannya*. 2022;5(4):859–72.
 31. Omar IM. Transformational Leadership and Safety Management in Malaysia Vocational Colleges. *J Tech Educ Train*. 2022;14(1):192–201.
 32. Fer S. Verbal Communication As a Two-Way Process in Connecting People. *SSRN Electron J*. 2018;1–7. Available from: <https://www.ssrn.com/abstract=3128115>
 33. Abdikarimova M, Tashieva N, Kyzy AT, Abdullaeva Z. Developing Students Verbal Communication Skills and Speech Etiquette in English Language Teaching. *Open J Mod Linguist*. 2021;11(1):83–9.
 34. Arifin S, Yahya M, Siddik M. Strategi Komunikasi Siswa dan Guru Kelas XI SMAN 2 Sangatta Utara dalam Proses Pembelajaran Bahasa Indonesia [Communication Strategies of Students and Teachers of Class XI SMAN 2 Sangatta Utara in the Learning Process of Indonesian Language]. *Diglosia J Kaji Bahasa, Sastra, dan Pengajarannya*. 2019;2(1):15–38.
 35. Kusumaningrum DE, Sumarsono RB, Gunawan I. Principal Empowerment Through Soft System Methodology Approach. In: *Proceeding International Conferences on Education and Training, 2nd ICET Theme: Improving the Quality of Education and Training Through Strengthening Networking*. Malang: Faculty of Education, Universitas Negeri Malang; 2016. p. 205–11.
 36. Usman H. *Manajemen: Teori, Praktik dan Riset Pendidikan*. [Management: Theory, Practice and Educational Research]. 4th ed. Jakarta: Bumi Aksara; 2022. Available from: https://books.google.co.id/books/about/Manajemen.html?id=1xhvEAAAQBAJ&redir_esc=y
 37. Akbar A. Hubungan Komunikasi Antarpribadi dengan Motivasi Kerja Karyawan pada Divisi Pemasaran Republik Insula [Relationship between Interpersonal Communication and Employee Work Motivation in the Marketing Division of Republic of Insula]. *Wacana*. 2012;11(1):76–88.
 38. Tua BS. Komunikasi Antarpribadi Pimpinan dan Pegawai dalam Meningkatkan Motivasi Kerja di Kantor Desa Dayun Kabupaten Siak [Interpersonal Communication between Leaders and Employees in Improving Work Motivation at the Dayun Village Office, Siak Regency]. *J Online Mhs Fak Ilmu Sos dan Ilmu Polit Univ Riau*. 2017;4(2):2–15.
 39. Chernyavskaya N, Usacheva O, Temnikova N, Metshanova N, Filippova E. Communicative and Psychological Portrait of a Female Leader. *Organ Psikhologiya*. 2022;12(3):154–67.
 40. Pontoh WP. Peranan Komunikasi Interpersonal Guru dalam Meningkatkan Pengetahuan Anak [The Role of Teacher's Interpersonal Communication in Improving Children's Knowledge]. *Acta Diurna*. 2013;1(1):1–11.
 41. Dwiayuni MA. Keterampilan Komunikasi Interpersonal Kepala Sekolah dalam Perspektif Manajemen Perubahan [Principal's Interpersonal Communication Skills in Change Management Perspective]. *Ilmu Pendidik J Kaji Teor dan Prakt Kependidikan*. 2019;4(2):55–66.
 42. Mirfani AM. Manajemen Perubahan pada Satuan Pendidikan Dasar [Change Management in Elementary Education Institutions]. *J Adm Pendidik*. 2016;23(1):62–80.