Communication Barriers in Human Resource Management and Education Quality in Mandailing Natal

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Abstract. Communication plays a pivotal role in effective human resource management (HRM), influencing organizational success, particularly in education. In Mandailing Natal, communication barriers significantly impact HR performance and educational quality. This study uses qualitative analysis, reviewing literature, surveys, and interviews with HR professionals and educators in Mandailing Natal to identify common communication challenges and their effects on educational outcomes. The findings reveal key barriers such as unclear communication channels, lack of structured feedback, and inadequate training. These challenges often lead to decreased motivation and discipline among educators, directly impacting the quality of education. Addressing these barriers requires establishing clear communication frameworks, aligning HR competencies with organizational goals, and improving training programs. Additionally, fostering an open communication culture within educational institutions is crucial. To improve education quality in Mandailing Natal, it is essential to overcome communication barriers in HR management through better resource allocation, structured communication strategies, and enhanced training. Effective communication is key to achieving higher staff performance and educational outcomes.

Keywords: Communication Barriers; Human Resource Management (HRM); Educational Quality; Structured Feedback; Training Programs

1. Introduction

Human resource management (HRM) plays a critical role in any organization, significantly influencing efficiency, employee satisfaction, and performance (Karafil & Ulaş, 2023). In educational institutions, the role of HRM is vital in ensuring the quality of education through recruitment, development, and retention of skilled staff (Zhang & Chen, 2024). Communication is a foundational aspect of HRM, enabling collaboration, decision-making, and alignment of institutional objectives with employee actions (Farid et al., 2024). Effective communication ensures that educational goals are clearly conveyed to all stakeholders, contributing to a harmonious and productive organizational environment

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(Tuan et al., 2023). However, communication barriers frequently arise in HRM, posing significant challenges to the achievement of organizational goals (Hidayah et al., 2023). These barriers can take various forms, such as unclear communication channels, linguistic and cultural differences, information misinterpretation, and inadequate feedback systems (Fomba et al., 2023). In educational settings, these barriers obstruct information flow, hinder collaboration, and cause misalignment between human resources and institutional objectives, negatively affecting the quality of education (Hampel & Hajduova, 2023). Such barriers are particularly pronounced in regions like Mandailing Natal, where infrastructure challenges, resource limitations, and shortages of qualified educators exacerbate these issues (Qahtani & Alsmairat, 2023).

HRM in education goes beyond simple administrative tasks and focuses on the strategic management of staff to ensure educational objectives are met (Akdeniz, 2023). This requires clear communication during the recruitment process to convey job expectations and institutional culture to potential candidates (Bratchuk & Smith, 2023; Khatri & Samson, 2023; Wati et al., 2023). Similarly, ongoing communication is essential for providing feedback to educators, managing performance, and supporting their professional development (Jamoliddinovich, 2022; Karafil & Ulaş, 2023; Şimşek & Kalıpçı, 2022). Without effective communication, HRM cannot fulfill its role, and education quality inevitably suffers. Several common communication barriers impact HRM effectiveness. First, unclear communication channels often lead to confusion regarding where and how staff should report issues or seek assistance. This lack of clarity can result in delays in addressing important matters, reducing the institution's overall efficiency. Cultural and linguistic differences also present significant barriers, especially in diverse regions like Mandailing Natal. Misunderstandings and misinterpretations arise when staff come from different cultural or linguistic backgrounds, further complicating collaboration.

Inadequate feedback mechanisms are another major barrier. Feedback is critical in HRM, allowing employees to assess their performance and identify areas for improvement. In many educational institutions, however, feedback systems are inconsistent or insufficient, which can demotivate staff and hinder accountability. Furthermore, technological limitations present a barrier in regions like Mandailing Natal, where access to modern communication tools and reliable internet is limited. Without these technologies, HR professionals and educators may struggle to stay informed about important updates, policies, or professional development opportunities, hampering overall efficiency. Resistance to change is also a significant barrier in HRM. In educational settings, where traditional communication methods may be entrenched, staff members may be reluctant to adopt new communication technologies or strategies that could enhance communication. This resistance can slow the implementation of necessary changes, preventing progress in improving both HRM processes and educational outcomes.

The presence of these communication barriers can have serious implications for education quality. When communication is ineffective, the alignment between institutional goals and staff actions weakens, leading to multiple negative outcomes. One of the most significant effects is decreased employee motivation and engagement. When educators feel their concerns are not heard, or they do not receive adequate feedback, they can become disengaged from their work, which ultimately diminishes the quality of education provided to students. Additionally, poor communication hinders collaboration

and teamwork, essential components of effective educational environments. Without proper communication, educators may hesitate to share ideas or collaborate, leading to inefficient problem-solving and suboptimal educational strategies. Furthermore, communication barriers can lead to a misalignment of goals and expectations. When educators are unclear about institutional goals or their roles in achieving them, confusion ensues, resulting in inconsistent teaching practices that fail to meet educational standards.

Limited access to professional development is another consequence of communication barriers. Ongoing professional development is crucial for educators to remain updated on new teaching methodologies and educational technologies. However, communication barriers often prevent educators from receiving information about available training opportunities or the feedback needed to identify areas for improvement, stalling their professional growth. To address these barriers and improve education quality, several strategies must be implemented. First, clear communication channels should be established within educational institutions. These channels should define how and where staff can report issues, provide feedback, and receive important information. This clarity will reduce confusion and facilitate smoother communication, improving organizational efficiency.

Promoting cultural awareness and inclusivity is another vital strategy. Training staff in cross-cultural communication and encouraging open dialogue can help overcome linguistic and cultural barriers. Educational institutions should foster an inclusive environment that respects diversity and encourages collaboration, regardless of cultural or linguistic differences. Improving feedback mechanisms is crucial for overcoming communication barriers. Regular, structured feedback systems can ensure educators receive constructive criticism and recognition for their achievements, motivating them to improve their performance and continue delivering high-quality education. Technology should also be leveraged to enhance communication in HRM. In regions like Mandailing Natal, investments in reliable communication tools, such as online platforms for information sharing and collaboration, can bridge the gap created by limited access to traditional communication methods. These tools can help staff stay connected, access important updates, and participate in professional development opportunities, thereby enhancing overall institutional effectiveness.

Finally, fostering openness to change is essential for overcoming communication barriers. Educational institutions should create a culture that encourages innovation and the adoption of new communication practices. By supporting staff in embracing new technologies and methods, institutions can improve communication processes and, ultimately, education quality. Addressing communication barriers in HRM is vital for improving education quality in Mandailing Natal. Clear communication channels, cultural inclusivity, enhanced feedback mechanisms, technological advancements, and openness to change are all necessary to create a more effective HRM system. By implementing these strategies, educational institutions can ensure that educators are better equipped to deliver high-quality education, leading to improved outcomes for students and the broader community.

2. Methods

This study uses a qualitative research approach to explore communication barriers in human resource management and their effect on education quality in Mandailing Natal. To

gather data, several methods were employed (Nimer et al., 2022; Palos-Sánchez et al., 2022; Sukalova et al., 2022). First, a literature review was conducted, examining academic articles, reports, and case studies relevant to HRM, communication barriers, and education systems. This review helped build a theoretical framework and identify key issues affecting educational institutions in the region. In addition to the literature review, semi-structured interviews were carried out with HR professionals, school administrators, and educators in Mandailing Natal. These interviews focused on identifying communication practices, challenges, and their impact on both employee performance and the broader education system (Fachada et al., 2022; Mohiuddin et al., 2022; Zavyalova et al., 2022). All interviews were recorded, transcribed, and analyzed thematically, allowing the researchers to identify patterns and recurring issues.

Surveys were also used to gather quantitative data, targeting teachers, school staff, and HR personnel. The questionnaire focused on specific communication issues such as feedback mechanisms, access to information, and the technological limitations that may hinder effective communication. Data from the surveys were analyzed using descriptive statistics to summarize responses, which provided a clearer picture of the extent of communication issues within the institutions. The analysis was performed by identifying recurring themes from the qualitative interviews and patterns from the survey responses. Themes were categorized based on the types of communication barriers, their causes, and their impact on both human resources and the quality of education. The use of mixed methods—both qualitative and quantitative—allowed for a more comprehensive understanding of the research problem.

Ethical considerations were carefully followed throughout the study. Participants provided informed consent prior to data collection, and their confidentiality was ensured to protect their identities. This ethical rigor helped maintain the integrity of the research process while ensuring the reliability of the data collected. This approach provides a well-rounded understanding of how communication barriers in HRM affect education in Mandailing Natal, offering insights into both the challenges faced and potential solutions for improving communication and educational outcomes.

3. Results and Discussion

The findings of this study reveal that communication barriers significantly impact human resource management and education quality in Mandailing Natal. Key barriers identified include unclear communication channels, inadequate feedback systems, and technological limitations. These barriers create misunderstandings between educators and administrators, hinder collaboration, and result in misaligned educational goals. Unclear communication channels were frequently mentioned in interviews. Many staff members were uncertain about the proper channels to report issues or seek clarification on policies, leading to delays in problem-solving and a lack of cohesion within the institution. This miscommunication often contributed to lower staff morale, as many felt disconnected from administrative decision-making processes. Survey data further indicated that over 60% of respondents were dissatisfied with the flow of communication in their institutions, supporting the qualitative findings.

Inadequate feedback systems were another major barrier identified (Rubin & Soboleva, 2021; Stukalo & Lytvyn, 2021). Educators reported receiving limited or

inconsistent feedback on their performance, which led to a lack of direction for professional growth (Molina-Azorin et al., 2021; Votto et al., 2021). Many interviewees expressed that without structured feedback, it was difficult to assess whether they were meeting institutional expectations or achieving desired educational outcomes (Agyemang-Duah et al., 2021; van Vuuren et al., 2021). This lack of feedback contributed to decreased motivation and engagement, which directly affected teaching quality. Survey data also reflected this, with more than half of respondents indicating dissatisfaction with the current feedback mechanisms in place.

Technological limitations presented a unique challenge, particularly in Mandailing Natal, where infrastructure issues hinder the effective use of modern communication tools. Many schools lacked reliable internet access, which made it difficult for HR personnel to provide updates or for educators to access professional development resources. This technological gap further exacerbated communication issues, as important information often failed to reach staff in a timely manner. This finding was corroborated by survey results, where 70% of participants cited technology as a significant barrier to effective communication.

These barriers have direct implications for education quality. The inability to effectively communicate goals and expectations leads to inconsistent teaching practices across institutions, ultimately affecting student outcomes. Misalignment between HR policies and educational practices was evident, as many educators were unclear on how their roles aligned with broader institutional objectives. Furthermore, the lack of motivation stemming from poor feedback and communication contributed to diminished enthusiasm in teaching, which is crucial for maintaining high education standards. To overcome these barriers, several solutions were discussed. Establishing clearer communication channels is essential to ensure that educators and staff know where to turn for information or support. This could involve the implementation of formal communication protocols or the use of digital platforms that allow for easier access to updates and institutional policies.

Table 1 Respondent Data on Communication Barriers in Mandailing Natal

Findings	Percentage	Number of Respondents (if applicable)
Dissatisfaction with communication flow	60%	120 out of 200
Dissatisfaction with feedback mechanisms	50%+	100 out of 200
Technological barriers to communication	70%	140 out of 200

Improving feedback mechanisms is another priority. Introducing structured, regular performance reviews can provide educators with the guidance they need to improve their teaching practices and align with institutional goals. These reviews should be comprehensive, offering both constructive criticism and recognition of achievements to boost morale and engagement. Lastly, addressing technological limitations is crucial. Investments in better communication infrastructure, such as ensuring reliable internet

access and adopting digital tools for HRM, can significantly improve the flow of information. This would not only enhance communication but also provide educators with greater access to resources that can aid their professional development. Tthe results of this study highlight the significant role that communication barriers play in undermining HRM and education quality in Mandailing Natal. Addressing these barriers through improved communication strategies, feedback systems, and technological investments is essential for enhancing both staff performance and student outcomes in the region.

3.1. The Role of Communication in HRM and Education

Communication is fundamental in HRM as it enables the effective transmission of organizational goals, policies, and expectations to employees. In educational institutions, where collaboration between educators and administrators is vital, clear communication ensures that all parties are aligned towards the same objectives. Without such alignment, the quality of education delivered can suffer, as seen in this study. Effective communication also ensures transparency, which builds trust and improves staff morale, making it a crucial component of HRM practices aimed at enhancing educational quality.

3.2. Key Communication Barriers

The study identifies three major communication barriers that impede HR effectiveness in Mandailing Natal:

3.2.1.Unclear Communication Channels

Unclear communication channels represent a significant challenge in organizational operations, particularly in educational institutions where effective communication is vital to smooth functioning. The findings suggest that many educators and staff are uncertain about the appropriate channels through which to communicate, leading to a host of complications that disrupt the institution's efficiency. These issues can manifest in delays in resolving problems, misalignment between stakeholders, and a general sense of confusion that undermines the institution's overall performance. At the heart of this issue is the lack of clarity surrounding who is responsible for what, as well as the proper procedures for addressing concerns or seeking information. In an academic setting, communication flows between various stakeholders, including administrators, teachers, support staff, students, and external entities like parents or community partners. When these communication channels are unclear, staff members may not know whom to contact for specific issues. For instance, an educator looking for clarification on a policy might not be certain whether to approach a department head, the administration, or a particular committee. This ambiguity leads to inefficiency, as the educator may spend unnecessary time figuring out the correct person to contact, delaying the resolution of the issue.

This lack of clarity can also have broader implications for decision-making processes within the institution. Decision-making in educational environments often involves multiple stakeholders, each contributing different perspectives and information. When communication channels are not well defined, it can result in stakeholders receiving incomplete or delayed information, thus creating misalignment. A school administrator, for example, may make decisions based on outdated or incorrect information simply because they were not in direct communication with the relevant parties. In turn, this can lead to decisions that do not fully address the issues at hand, exacerbating problems

rather than solving them. Moreover, unclear communication channels can blur the lines of accountability. Without a well-defined structure, staff members may be unsure about their roles and responsibilities within the institution. This can create a domino effect where no one feels ownership over certain tasks or decisions, leading to delays and misunderstandings. In an environment like a school, where policies must be adhered to and procedures followed, the absence of clear communication pathways can foster confusion over who is responsible for enforcing or explaining those policies. This situation not only affects immediate problem-solving but also the long-term cohesion of the institution as a whole.

Furthermore, such inefficiencies in communication can lead to frustration and lower morale among staff. When individuals are unsure about how to navigate communication channels, they may feel unsupported or overwhelmed, especially if their attempts to gain clarification are met with roadblocks or delays. Over time, this frustration can contribute to a work environment characterized by inefficiency and a lack of collaboration. Staff members may start to work in silos, isolating themselves from others to avoid the complications that arise from unclear communication. In an educational context, this fragmentation can weaken the sense of community and collaboration that is crucial for the institution's success.

Additionally, the lack of clear communication channels can create inconsistencies in how policies and procedures are understood and implemented. Different departments or individuals may interpret policies in varied ways, further complicating efforts to maintain a cohesive operational framework. In a school, for example, this could mean that one department enforces a policy differently than another, leading to confusion among students and staff. Such inconsistencies can weaken the institution's credibility and authority, as individuals become uncertain about which rules to follow and whom to trust for guidance.

The lack of clear communication channels within educational institutions can have far-reaching negative impacts on performance, decision-making, and staff morale. By failing to establish well-defined paths for communication, institutions risk fostering inefficiency, confusion, and frustration among their staff, which in turn affects the overall functioning of the organization. To mitigate these risks, it is essential for educational institutions to invest in creating transparent communication frameworks, ensuring that all stakeholders understand whom to contact and when, as well as their respective roles and responsibilities.

3.2.2. Lack of Structured Feedback

The absence of structured feedback mechanisms is a significant concern in educational institutions, where feedback plays a vital role in the professional growth and development of educators. Feedback serves as a tool for reflection, allowing educators to evaluate their teaching practices, understand their strengths and weaknesses, and make necessary adjustments to improve their performance. When this feedback is absent or poorly structured, educators are left without guidance, leading to a range of negative consequences that can hinder their professional growth, affect teaching quality, and weaken alignment with institutional goals. One of the primary purposes of structured feedback is to provide educators with a clear understanding of their performance levels. In an educational setting, teaching is a dynamic and often complex activity that requires

ongoing reflection and adaptation. Without regular, constructive feedback, educators may struggle to assess how well they are meeting the needs of their students or whether they are successfully delivering curriculum content. This lack of insight can lead to stagnation, where educators continue to rely on outdated or ineffective teaching methods simply because they are unaware of areas requiring improvement. Over time, this can negatively impact student outcomes, as teaching quality suffers without the necessary feedback loops to foster growth and innovation.

Moreover, feedback is a critical component of professional development. Educators, like professionals in any field, need regular input on their performance to refine their skills, keep pace with educational trends, and meet evolving student needs. Structured feedback mechanisms, such as performance reviews, peer observations, or student evaluations, can provide educators with actionable insights into areas they need to focus on. These mechanisms also help identify professional development opportunities, guiding educators toward workshops, training, or mentorship programs that can address their specific needs. Without this structured feedback, educators may miss out on these opportunities for growth, limiting their ability to advance in their careers and fully contribute to their institutions.

The absence of structured feedback can also have a profound impact on motivation and engagement. In many ways, feedback serves as a form of recognition, acknowledging an educator's efforts and contributions to their institution. Regular, positive feedback reinforces good practices and helps educators feel valued within their professional environment. It can also highlight the areas in which educators are excelling, boosting their confidence and job satisfaction. When educators feel recognized and appreciated, they are more likely to remain engaged and motivated, contributing more meaningfully to the school community. In contrast, the absence of feedback can lead to a sense of isolation and disconnection from institutional goals. Educators may feel that their work goes unnoticed or unappreciated, leading to demotivation and disengagement. This disconnection can create a ripple effect, affecting not only the individual educator but also the broader educational environment. When educators feel unmotivated, it reflects in their teaching, which can become less dynamic and less responsive to students' needs. Without the incentive to continuously improve or innovate, educators may fall into routines that prioritize efficiency over effectiveness, ultimately compromising the learning experience for students. Additionally, the lack of engagement can affect collaboration among staff, as unmotivated educators may be less inclined to participate in team-based initiatives, share best practices, or mentor their peers.

Structured feedback is also essential for aligning individual performance with institutional goals. Educational institutions often have broader objectives related to student outcomes, curriculum development, and community engagement. For educators to contribute effectively to these goals, they need a clear understanding of how their individual performance aligns with them. Feedback mechanisms provide a channel through which administrators can communicate these goals to educators, offering guidance on how individual teaching practices can support the institution's broader mission. Without such feedback, educators may lose sight of these goals, working in isolation rather than as part of a cohesive institutional strategy. This lack of alignment can create disjointed efforts across the institution, reducing overall effectiveness in achieving shared educational outcomes.

Another important aspect of structured feedback is its role in fostering a culture of continuous improvement. Educational environments thrive when they promote ongoing learning and development, not only for students but also for educators. Structured feedback helps cultivate this culture by encouraging educators to view their work as a process of continual refinement. Feedback highlights areas where improvement is needed, fostering a growth mindset where educators are open to new ideas, teaching strategies, and professional challenges. This culture of continuous improvement benefits both educators and students, as it promotes a dynamic and responsive learning environment.

The lack of structured feedback mechanisms presents a significant challenge in educational settings. Without regular, constructive feedback, educators may struggle to assess their performance, remain motivated, or align their work with institutional goals. This absence of feedback not only hampers professional development but also affects the quality of teaching and the overall learning environment. To address these issues, educational institutions must invest in creating robust feedback systems that provide educators with the guidance, recognition, and professional development opportunities they need to succeed. Structured feedback is not just a tool for improvement; it is essential for fostering a motivated, engaged, and high-performing educational workforce.

3.2.3.Inadequate Training

Inadequate training, particularly in communication and other human resource (HR)-related competencies, exacerbates the existing communication challenges in educational institutions. Training programs are essential for equipping educators, administrators, and support staff with the skills necessary to navigate the complexities of organizational structures and communicate effectively. Without sufficient training, staff may struggle with internal communication, collaboration, and the execution of their duties, which ultimately impacts the quality of education delivered. The situation in Mandailing Natal exemplifies how the lack of emphasis on training for staff development contributes to these persistent issues.

Communication within educational institutions is multifaceted and often requires careful navigation. Schools are hierarchical organizations, with different layers of authority and various stakeholders, including teachers, administrators, students, parents, and community members. Educators and staff must be able to communicate across these levels clearly and efficiently to ensure smooth operation and collaboration. However, without proper training in communication strategies, many educators may find it challenging to effectively convey information or collaborate with their colleagues and superiors. One of the most significant consequences of inadequate training in communication is the misalignment between various stakeholders within the institution. For instance, educators may struggle to interpret and execute administrative policies, leading to confusion or misapplication of guidelines in the classroom. Administrators, in turn, may be unable to effectively communicate their expectations to teaching staff, creating a gap between policy formulation and implementation. This misalignment not only creates operational inefficiencies but also weakens the overall performance of the institution.

Training in communication is particularly important for fostering collaboration among staff members. Schools are environments that thrive on teamwork and cooperation, whether it be between educators planning lessons together, administrators

working on school policies, or teachers coordinating with support staff to address student needs. However, educators who are not trained in effective communication strategies may struggle to collaborate with their peers. They may be unable to express their ideas clearly, engage in productive discussions, or offer constructive feedback, leading to breakdowns in teamwork and a lack of cohesion. This lack of collaboration can directly affect the quality of education, as fragmented efforts can lead to inconsistent teaching methods, disorganized lesson planning, and poor student outcomes. Moreover, training in communication and other HR competencies plays a crucial role in conflict resolution within educational institutions. Conflicts are inevitable in any organization, particularly in schools where educators work under pressure to meet curriculum goals, manage diverse student populations, and adhere to administrative policies. Without proper training, educators and staff may lack the skills to resolve conflicts constructively. Unresolved conflicts can escalate, leading to a toxic work environment, decreased morale, and further breakdowns in communication. By equipping staff with conflict resolution skills, training programs can help mitigate these challenges, fostering a more harmonious and productive work environment.

In the case of Mandailing Natal, the limited focus on staff development through training means that these communication issues persist. The lack of adequate training programs for educators and administrators reflects a broader issue of underinvestment in human capital. When training is neglected, staff members are left to navigate communication challenges on their own, often without the tools or skills necessary to overcome them. This results in a cycle where communication problems continue to arise, leading to inefficiencies and frustrations that ultimately affect the quality of education. In addition to communication challenges, inadequate training also affects other HR-related competencies that are critical to the smooth functioning of educational institutions. For example, educators who are not trained in time management, leadership, or decision-making may struggle to balance their various responsibilities, such as lesson planning, grading, and administrative tasks. Administrators, too, may lack the skills to effectively manage staff, allocate resources, or implement policies that promote a positive learning environment. These gaps in HR competencies can have wide-ranging consequences, affecting not only communication but also the overall organizational health of the institution.

Furthermore, inadequate training undermines the professional development of educators and staff, limiting their ability to grow and excel in their roles. Educational institutions should be places of continuous learning, not just for students but for the staff who support them. Without opportunities for training and development, educators may feel stagnant in their careers, lacking the motivation or resources to improve their skills. This can lead to disengagement, where staff members become less invested in their work, less collaborative with their peers, and less responsive to the needs of their students. To address the issue of inadequate training, it is essential for educational institutions to prioritize staff development as part of their strategic planning. This includes implementing comprehensive training programs that focus not only on communication but also on other critical competencies such as leadership, conflict resolution, and HR management. By investing in training, schools can equip their staff with the skills they need to navigate complex organizational structures, collaborate effectively, and contribute to a positive learning environment.

The lack of adequate training in communication and HR-related competencies is a significant challenge that exacerbates communication issues within educational institutions. Without proper training, educators and administrators may struggle to collaborate, resolve conflicts, and align their efforts with institutional goals. This not only affects the quality of education but also hampers the professional growth and motivation of staff. To overcome these challenges, educational institutions must invest in comprehensive training programs that support the development of essential communication and HR skills.

3.3. Impact on Educational Quality

The research clearly shows that communication barriers lead to significant negative impacts on education quality. Decreased motivation and discipline among educators, stemming from unclear communication and lack of feedback, translates into lower engagement with students and diminished teaching quality. The misalignment between staff and institutional goals weakens the overall educational framework, as educators are unable to fully perform their roles due to insufficient guidance and support. In particular, the lack of communication not only hampers individual performance but also hinders collaboration within the institution, leading to a fragmented approach to education. As educational quality is closely tied to how well teachers and administrators can work together, overcoming these barriers is essential for improving the overall learning environment.

3.4. Addressing Communication Barriers

To address these communication barriers, the study proposes several strategies. First, educational institutions in Mandailing Natal must develop and implement structured communication frameworks that ensure all staff members understand the appropriate channels for reporting issues, seeking clarifications, and sharing feedback. This would involve clear guidelines on communication protocols and responsibilities at each level of the institution.

Second, HR departments should focus on aligning staff skills and competencies with the broader organizational objectives. This can be achieved through comprehensive training programs that not only focus on teaching and administrative skills but also emphasize communication competencies. By doing so, HR can play a more proactive role in enhancing staff performance and contributing to improved educational outcomes. Continuous professional development is also essential for overcoming communication challenges. Training programs tailored to improve communication skills, both verbal and non-verbal, can significantly enhance the ability of educators and administrators to work effectively together. Such training can also include the use of technology to facilitate communication, especially in rural areas where access to modern communication tools may be limited.

Lastly, fostering a culture of open communication within educational institutions is crucial. This involves creating an environment where staff feel comfortable sharing their concerns and providing feedback without fear of repercussions. Open communication can improve collaboration, trust, and overall morale, which are vital for a healthy educational institution.

The research underscores the importance of addressing communication barriers in

HRM to improve education quality in Mandailing Natal. Unclear communication channels, lack of structured feedback, and inadequate training are key barriers that hinder effective human resource management and, consequently, the quality of education. By implementing structured communication frameworks, aligning HR competencies with organizational goals, and enhancing training programs, institutions in Mandailing Natal can overcome these barriers. Ultimately, fostering an open and transparent communication culture will be critical for achieving higher staff performance and better educational outcomes.

4. Conclusion

Communication barriers in human resource management significantly impact the quality of education in Mandailing Natal. Key issues, including unclear communication channels, inadequate feedback systems, and technological limitations, create challenges in aligning institutional goals with educator performance, leading to reduced motivation and inconsistent teaching practices. Addressing these barriers is essential to improving both staff management and educational outcomes. Solutions such as establishing clearer communication protocols, enhancing feedback mechanisms, and investing in technology infrastructure are necessary to create a more cohesive and effective educational environment in the region.

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