

UNCERTAINTY REDUCTION THEORY IN A NEW WORK ENVIRONMENT: A CASE OF TEACHERS AND SCHOOL PRINCIPALS MUTATION IN CILANDAK DISTRICT

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ABSTRACT

The research aimed to show the mutation in the education field in Indonesia because every teacher and principal would have at least once in his/her carrier. Through a qualitative approach and a case study method in Cilandak subdistrict, this research tried to analyze how educators underwent mutations using strategies from Uncertainty Reduction Theory (URT). By using interview and observation techniques, it is found that almost all educators use passive, active, and interactive strategies in gathering various information about the new school that is intended before carrying out the transfer. A forum of teachers or principals and joining community educator groups can be a bridge and media in carrying out this strategy so that it can reduce uncertainties in facing new environments and avoid conflicts that may occur due to ignorance and other threats. To get a certain situation using URT, it needs good competence in interpersonal communication as well.

Keywords: *interpersonal communication, Uncertainty Reduction Theory (URT), teachers mutation, school principals mutation*

INTRODUCTION

In the last few years, there have been issues that are quite widely developed among education actors that many mutations occur both for teachers and principals. Long before, large-scale mutations occurred in Jakarta, May 2015. A total of 259 school principals were transferred, including 226 school principals from elementary schools, seven principals from junior high schools, and 26 school principals from high schools. According to the Head of the DKI Jakarta Provincial Education Agency at that time, Arief Budiman, this assignment was part of the school's career system and at the same time as an effort to increase the motivation and dedication of the school principals. Besides, this mutation was also a gift for schools to obtain a school principal who had competence, integrity, morality, and responsibility. At the same time, it was also a sanction for the five previous school principals in the form of dismissal. Overall, the mutation of these elementary, middle, and high school principals is a manifestation of the formation of a new culture. (Detiknews, 2015).

The number of mutations among teachers or

principals also occur in Pontianak, especially in Sintang district. The mutations occur because of requests from the bottom up or the teacher or headmaster themselves. It is known that the number of teachers in the capital city of Sintang regency is in particular in Sintang subdistrict as many as 525 people, and the surrounding sub-districts include 228 Sungai Tebelian subdistricts and 310 Sepauk sub-districts. The condition of the number of teachers is considered far more than enough when compared to the presence of teachers in some of the furthest districts in Sintang district, such as in Ambalau subdistrict as many as 138 people and the Ketungau Hulu district as many as 164 people. This happens because generally, the teacher does not want to be placed or linger in the furthest sub-district. There are many requests for public teachers who submit transfers or transfer assignments, from the farthest sub-district to Sintang sub-district as the capital of Sintang district, or the surrounding sub-districts (Nurani, Zulkarnaen, Listyani, 2013).

However, the process of mutation is not as smooth or as easy as implementing a government regulation that has a legal basis. In the case of the city of Malang, SMK 10

(vocational high school) of Malang is led by the principal from Sampang. Conversely, four SMK teachers are promoted to head of Kamal vocational school in Bangkalan, Madura. This happens because the mutation process has occurred between regions/provinces. As a result, there is noise and concern that not only caused anxiety to be transferred out of town, teachers in Malang worry that the quality of education in Malang city would be affected if it is filled by people from outside the area. The reason is if the principal and teacher come from an area that has a lower index than the destination city (Syahril, 2017). Another case is when students from schools in Lubuk Linggau district make oration when the issue of the mutation decree of their teachers begin to circulate. They demand to the Lubuk Linggau city education office not move the teachers in their schools and replace them with new teachers. The reason is that the new teacher will be difficult to adapt to them later. Then the students held oration at school (Rahman, 2015).

It is important to evaluate the policy regarding the transfer of public employee (ASN) because each form of displacement undertaken can be analogous to the process of civilizing values in determining how much the objectives of the program have been achieved. The purpose of the mutation according to Nitisemito (in Nurani, Zulkarnaen, Listyani, 2013), it will be successful if it is done in a coordinated manner rather than one-on-one, which is comprehensive from the whole implementation of the mutation objectives. There are three whole implementations of the mutation objectives; the first, mutation is the transfer of an employee from one job to another that is considered equal or equal. The second is the implementation must be based on careful consideration, because if it is not so, the mutations carried out are not a profitable action, but rather detrimental to the company - the work organization. And the third is in principle; mutations are carried out so that it can implement the principle of the right person in the right place because, at the first placement, this is difficult to do (Nurani, Zulkarnaen, Listyani, 2013).

There are various kinds of causes that mutations to be difficult to accept both for those who are transferred or those who receive transferred employees. It is seen that differences in the cultural environment from the old to the new are one of the causes. The cultural environment in question is a new cultural environment that must be faced by teachers and principals. In terms of communication, people who are facing a new environment will usually experience a situation called 'uncertainty'.

According to Paulsen et al. (2005), job uncertainty is related to the level of employee adjustments. Uncertainty is a stressful situation in and of itself. Inability to predict a person's environment because the person cannot prepare, or handle well, which is unknown. This idea is inherent in several theories that treat reduction in uncertainty as a motivational force for individual and group behavior. The literature on the organizational change also emphasizes psychological discomfort associated with uncertainty. For example, Miller and Monge (1986) have found that uncertainty is related to anxiety. Schweiger and DeNisi (1991) have found that uncertainty has a moderate correlation with stress, averaging around 0,30 over several periods. Similarly, Ashford (1988) has found a relationship between uncertainty and measures of fatigue, depression, and nervousness. Based on these findings, in the context of restructuring and downsizing, it can be estimated that.

Hypothesis 1a: Job uncertainty will be positively related to emotional fatigue.

Hypothesis 1b: Job uncertainty will be negatively related to job satisfaction.

From the description, it can be seen that the main government program of the Ministry of Education and Culture related to the transfer of teachers and principals turns out to have an impact on all school residents. Not only employees are transferred but also those who must receive employees who are transferred. The new environment which certainly has a new cultural procedure for the newcomers is certainly a challenge. There is an uncertain situation for the party that comes and the party who receives it. This uncertainty in Communication Sciences is called uncertainty. There is the theory of uncertainty reduction from Charles R Berger, who tries to understand the uncertain situation and how to overcome it so that it can be more adaptable.

In the other hand, the decision to transfer for teachers and principals is indeed also regulated in the government regulation of the Republic of Indonesia No. 9 of 2003 concerning the authority to appointment, transfer, and dismissal of civil servants. In chapter V articles 16-17 explain in detail about transfers between institutions. Particularly in article 17, namely, (1) the provincial regional personnel; development officer stipulates the transfer: (a) Regional civil servants between district/city in one province; and (b) Regional civil servants between district/city and provincial region. (2) Determination by the regional personnel development officer as referred to in paragraph (1) letter b shall be carried out at the request and approval of the Personnel Development officer (Nurani, Zulkarnaen, Listyani, 2013). Based on that description, it is formulated that the problems of this research are; what is the analysis of uncertainty reduction theory in the new work environment on the transfer of teachers and heads of public schools in Cilindak district?

In Communication Science, an interaction between two people is called interpersonal communication. According to Matin et al. (2010), interpersonal communication skills have been defined as the ability to work well with people and involve your acceptance of others without prejudice. This does not always mean that you like the person, but you are able to overcome your dislike in order to achieve your tasks.

Sendjaja (1994) has said that interpersonal communication is a process of meaning exchange between people who communicate with each other. Interpersonal communication is also an exchange, namely the act of conveying and receiving messages on a reciprocal basis. While the meaning, something that is exchanged in the process, is the commonality of understanding among people who communicate with the messages used in the communication process. Moreover, Sendjaja (1994) has explained that there are eight elements in interpersonal communication, which are; (1) source or communicator where the interpersonal communication involves at least two people. (2) Encoding and decoding; encoding is an action to generate a message before sending, while the decoding is the act of understanding the message after receiving. (3) Competence; it is the ability to communicate effectively. This capability includes knowledge, propriety in controlling volume, touch, and physical action. (4) Messages; it can be through hearing, sight, touch, smell,

feel, or a combination of them. Interpersonal communication does not have to occur orally but can also be in other forms. (5) Channel or media to deliver messages. (6) Noise; there are three types of disorders; physical, psychological, and semantic. (7) Context; there are four dimensions of context in the communication process; physical context, temporary context, social psychological context, and cultural context. (8) Purpose.

In a working place, more than two people will get involved in communication activity. Interaction is needed in order to coordinate with each other and gain the target. When interaction happens with more than two people, it is called organizational communication. Then it is known that a working place is an organization that has goal and structure. This definition explains why the topics that are usually raised in organizational communication are about organizational structure and function, human relations and communication, and organizing process of organizational communication and culture. A common perception among the member of the organization has to be set as well as achieving the target set. Organizational communication occurs in a network of cooperation that is quite large and involves several aspects related between people in the interaction, both individually and in groups (Littlejohn, 2009).

Uncertainty reduction theory, also known as the theory of initial interaction, which was developed in 1975 by Charles Berger and Richard Calabrese, is a theory of communication from the post-positivist tradition. This is the only communication theory that specifically looks at the initial interactions between people before the actual communication process. When strangers meet each other face to face, their main concern is to reduce uncertainty about each other. The primary way to reducing uncertainty is by information seeking; the more information people have about each other, the more certain they are about each other's attitudes and behaviors (Paul & Morrison, 2017).

Miller (2005) has explained more deeply about uncertainty reduction theory. According to her, there are two areas discussed in this theory, namely strategies to find information to reduce uncertainty and motivation to reduce uncertainty in the initial stages of the conversation. Next, she explains that there are two components in each of these areas. The strategies are; (a) passive strategy is to make observations in the surroundings of individuals who will be encountered or interacted. This strategy allows for getting information without having to interact. (b) An active strategy is to ask people who know the individuals to be met. (c) The interaction strategy is to ask directly to individuals who will be met before the actual meeting. Then motivation is; (1) incentives are the desire to reduce uncertainty if people feel when meeting someone who might benefit them. (2) The deviation is the desire to reduce uncertainty because someone wants to anticipate if the individuals that are going to meet might act out of expectations or commit violence. However, basically, the need to reduce uncertainty is for future or future interactions. Not what is happening or has happened.

Minister of National Education Regulation No. 28 of 2010 has stated the mutation of the principal is done after a school principal/*madrasah* has carried out a task of at least two years. If a school/*madrasah* head is transferred before the end of the term, then the assignment in the new place is cumulative with the previous term of service (Kusumastutik & Roesminingsih, 2014). Horizontal way mutation means a change in place or position of an employee but still in the

same rank within that organization includes place mutations and position mutations. This form of horizontal mutation is often carried out by the head of a public elementary school every specified period.

METHODS

This research uses the interpretative paradigm. Liliwari (2018) has quoted several explanations from several researchers, namely TC Reeves and JG Hedberg who have stated that the interpretative paradigm emphasizes the need to place research analysis in context because it deals with how to understand the world from individual subjective experiences. Interpretive research also uses meaning-oriented methodologies such as interviews and participant observation, which rely on subjective relationships between researchers and subjects. Liliwari (2018) has also quoted Kaplan and Maxwell by explaining that research interpretatively focuses on the overall complexity of human feelings that emerge as and in situations. It concludes that the interpretive paradigm aims to explain the subjective reasons and meanings behind social actions (Liliwari, 2018).

After establishing a paradigm, a study requires a research approach to collect information from various sources. Through the interpretative paradigm, the most appropriate approach for this research is qualitative assessment. According to Raco (2010), the qualitative approach actually treats the object under study as a subject rather than an object. It is providing enormous space to those studied and avoiding objectification by researchers. The research method used in this research is a case study. Yin in Tellis (1997) has proposed at least four application case study models; (1) to explain the link of complex causal links in real-life interventions, (2) to describe the real-life context in which the intervention occurred, (3) to describe the intervention itself, (4) to explore these situations where interventions that are being evaluated do not have a clear set of outcomes.

By using a qualitative approach, the data collection techniques in this research are through interviews, observation, and literature. In-depth interviews are intended not only by asking questions but getting an understanding of other people's life experiences until the researcher captures the meaning given by the subject interviewed on his/her experience (Raco, 2010). After the data is collected, the process of analyzing data from all information that has been obtained from the results of interviews, observation, and literature studies, is the most important part. This research uses descriptive data analysis techniques that aim to systematically describe the facts or characteristics of a particular population or specific field, both in the form of conditions, problems, attitudes, opinions, conditions, procedures, or factual and careful systems. Researchers, as observers, only make behavioral categories, record symptoms, do not adjust or manipulate variables. Descriptive research focuses on observation and scientific atmosphere (Soewadji, 2012).

Along with that, Liliwari (2018) has explained that descriptive research is used to describe various aspects of a phenomenon. Liliwari (2018) quotes Ethridge has said that descriptive research is characterized only as an attempt to determine, describe or identify something that is examined as it is. The units of analysis in this research are elementary teachers and principal in Cilandak sub-district.

RESULTS AND DISCUSSIONS

The education system in Indonesia is divided from the center, start from the Ministry of Education and Culture, and then divided into the provincial level. This is due to the existence of the regional autonomy system and the vast territory of Indonesia from Sabang to Merauke. Based on this division, the organizational structure of the education system is divided from the center to the lowest level, which is the sub-district. Under the sub-district will consist of several other regions wherein each region, there are approximately 6-10 schools. Figure 1 is an example of the organizational structure of the education system in Jakarta.

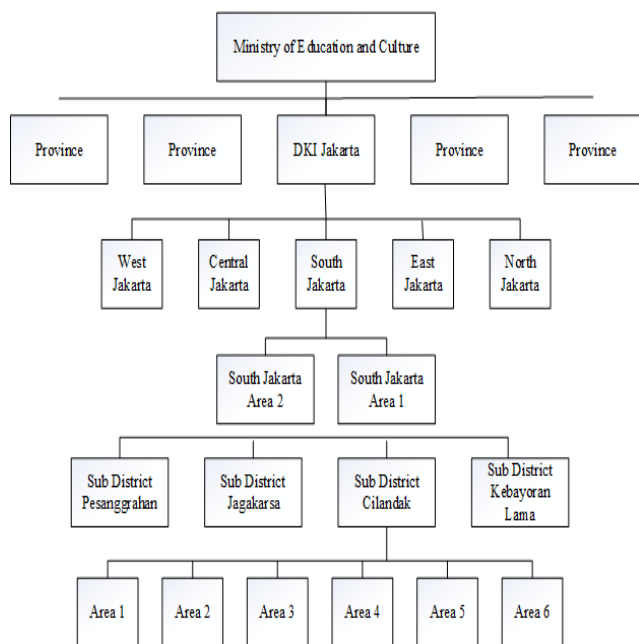


Figure 1 The Organizational Structure of Jakarta's Education System (Vusparatih, 2018)

Based on the organizational structure in Figure 1, it can be seen that the education system is under the coordination of the Ministry of Education and Culture, which is then divided into the province. Up to the provincial level, organizational arrangements begin to differ from one province to another. For DKI Jakarta as a special province, it is directly divided into five districts, namely South Jakarta, North Jakarta, West Jakarta, East Jakarta, and Central Jakarta.

At the provincial level itself, the Education Office is led by a Head of the Education Agency who oversees all districts. Each district is divided into two regions, which are regions 1 and 2 that are distributed based on geography. Then each region is divided into several sub-districts. The number of sub-districts is not the same but depends on the extent of the coverage area so that it determines the number of schools that are trained. Each sub-district is also divided into several regions that the division is also based on the geographical breadth of the territory.

In South Jakarta, the management for education is divided into two regions; South Jakarta 1 and South Jakarta 2. Each region is headed by a Head of District or Kepala Suku Dinas (Kasudin) namely Kasudin 1 and Kasudin 2. Under each of these Kasudin are divided into several sub-

districts. For South Jakarta 1, it is divided into four sub-districts, while South Jakarta 2 has more sub-districts. In each sub-district is headed by a Head of Implementing Unit (Kasatlak). A Kasatlak will oversee several regions in one sub-district. In Cilandak district, there are six regions. For the six regions, there is a regional coordinator for technical coordination, and each region has a regional coordinator.

It cannot be denied that mutation is an important part of the dynamics in the education field in Indonesia. As expressed in the law, namely the Government Regulation of the Republic of Indonesia No. 9 of 2003 concerning the authority to appointment, displacement and dismissal of its main civil servants/public employee in article 17, that every civil servant is indeed bound by the transfer from one government agency to another while still in the same province. Also, from the Ministry of Education regulation no. 28 year 2010, stated that the method of selection and appointment and regulating the term of office (periodization) of the principal for four years, is actually one of the strategies to improve the performance of principals and prospective school principals (Faisal, 2013). Hence, it can be concluded that the transfer process has become part of the risk of work and is a necessity to follow it. Moving from one school to another in the same district or different districts but still, in the same province, it is common for teachers and principals. So that, facing a new situation from starting on duty until later the term of office ends or retires, is a component that will be faced without being able to avoid. Therefore, the view that mutation must be seen as a challenge to be better is not seen as something negative. Because while still on duty and able to become a teacher or headmaster under the auspices of the government or the Ministry of Education and Culture, the mutation is a normal process that becomes a dynamic in the world of education.

Mutations themselves consist of two types, namely horizontal and vertical. Horizontal means mutations that are the same from the position side are only different institutions/schools. Vertical means mutations that move from the bottom up or vice versa as well as the transfer of institutions/schools. Horizontal mutations in principals often occur because there are rules that regulate them, as stated in the Regulation of the Minister of National Education No. 28 of 2010, that the transfer of school principals is carried out after a principal/*madrasah* has carried out a task of at least two years. If a school/*madrasah* head is transferred before the end of the term, then the assignment in the new place is cumulative with the previous term of service (Kusumastutik & Roesminingsih, 2014).

While horizontal mutations for teachers in certain cases occur because a teacher is considered good and achievers and then transferred to a better school in order to help maintain the quality of the good school. This often happens because of the request of the principal from another school who sees the teacher's performance. Alternatively, horizontal mutations can also occur at the request of the teacher for various reasons both official and personal.

From the statements of the informant, it is concluded that every person who experiences mutations has his/her own perspective. Although almost all have said that it is a refresher, but the purpose of mutation can be because of promotion or to transfer teachers or principals who are considered unable to adjust or are considered incompetent in the school where he/she is assigned. However, mutations are also intended for those who are outstanding, so they get the promotion. Therefore, it is revealed that the mutation occurs because of performance and achievement. Achievements

can be seen from daily performance or it could be because of the initiative of the teacher himself/herself to take part in the quality improvement competition as a teacher such as the 'Guru Berprestasi' or 'Guru Teladan' competition, or take advantage of the opportunity to become the principal by taking the test to become the headmaster held by the government. In essence, mutations because achievement really depends on individuals who take the initiative to develop their abilities and improve their careers.

Besides, transfers can also be caused by requests from better principals from schools. Requests arise because they see and assess the existence of teachers who excel and have good performance so that it is felt to be more beneficial if they are placed in better schools from their original schools. However, there are also mutations that are transferred from schools with lower quality than the previous ones which can be caused by the teacher's own requests with various goals and strategies to improve quality so that it can be better. In some cases, the transfer to schools that are below the quality of the original school is precisely at his/her own request with the aim of being able to be more accomplished and prominent.

From those facts, it can be said that the mutation is also intended to improve the quality of schools that receive it both at personal request and requests from school principals from better schools. Even better or lower quality can be caused by various factors and conditions. Besides that, mutations can apply between different schools in the sub-district. This is because mutations must be immediately implemented while there are no vacant positions between schools in the same sub-district. Or it could be because of a personal request from the principal or teacher who will be transferred.

In some cases, as explained by the informant, mutations are indeed a common process that can occur to anyone. Mutations can occur from various causes, here are a few reasons; (1) there is a request from another school principal who sees the performance of teachers from different schools. The teacher's performance is considered good, and it is recommended to move to better schools so that their skills are more honed and help the best schools to maintain their quality. School principals from the best or superior schools have the right to choose teachers from other schools. In addition, there is also a request from the teacher from the original school. (2) There is a request from the original school principal who intends to move his/her teacher to another school because he/she feels that he/she is unable to collaborate with other teachers and is unable to follow the culture in the school. Various coaching has been carried out, but it has not produced results so that the teacher is difficult to adjust to the environment to be the most appropriate solution so that it can create a more conducive work environment for others. (3) There is a personal request from the teacher or the principal itself. There are a number of cases where the teacher or headmaster asks for a transfer to a particular school, in the sense that the person in question chooses the school in question, for personal reasons whether they are family interests or the interests of his career development. Teachers or principals in certain cases can also ask the district where the destination school is located. However, not all personal requests can be received by superiors or policymakers on transfers. (4) There is promotion because of the achievement of competition or self-improvement test on knowledge and skills as educators such as achieving teachers, exemplary teachers, or exams being principals. Another achievement is because it is successful

in improving the quality of the school being led, usually occurring with the principal. The achievement of the self-improvement media provides an opportunity for teachers to get promoted, causing a vertical mutation, namely being the principal. However, it is possible for the results of this achievement only to cause horizontal mutations, namely to remain a teacher but move to a better school. Mutations of the results of achievement usually come from authorized policymakers, especially for those who are promotional. However, for horizontal mutations, it can also come from the request of the principal from the destination school or because of the success of improving the quality of the previous school so that it is transferred to a better school. (5) The Minister of National Education Regulation No. 28 of 2010 that the transfer of school principals is carried out after a principal/madrasah has carried out a task of at least two years. If a school/madrasah head is transferred before the end of the term, then the assignment in the new place is cumulative with the previous term of service (Kusumastutik & Roesminingsih, 2014).

These causes of mutations can be said very diverse between one teacher or headmaster with another teacher or headmaster. The situation and conditions both from the side school and the individual concerned also influence the occurrence of these mutations. As quoted from Rinaldi, Sani, and Martono (2018), if mutations and promotions are carried out simultaneously, it will affect employee performance. Even mutations are caused by promotions positively impact on employee satisfaction.

An organization spends substantial costs and time on socialization and technical training for employees. This is done because it is considered as an investment. However, because the training is very expensive, an organization or company must really carry out appropriate and have appropriate training so that it can prepare employees who are able to be successful (Acevedo & Yancey, 2011). It can be said that from the standpoint of the organization itself, preparing a program for the dissemination and training of new employees is very important and is an investment to achieve the organization's goals. If the socialization and training program for employees has just been very important for an organization, then what about the employees themselves? The analogy using the perspective of the organization is intended to illustrate that knowing about a new work environment is an important point for new employees.

The process of mutation undertaken by teachers and principals is basically the process of moving to a new workplace. It can be interpreted that the teacher and the principal must move to a new work environment. If the mutation is promotional, the movement is not only in terms of the work environment but also the transfer of responsibility and authority. As for the organization that accepts new employees/residents, the new occupants are also obliged to know more about the new organization to be visited. Or in the context of this mutation case, the teacher and headmaster who are transferred must know various information about the school intended. The information in question is about the character and quality of the school, the occupants (teachers, students, parents, and operational support staff), the environment around the school, and the target of the school when he/she comes to his/her new school.

Trying to get to know each other between the new organization/community in the school intended and the teacher or headmaster who is transferred is important because

it can be interpreted that both parties do not know each other. This condition causes an uncertain situation between the two parties. This uncertain situation is necessary and must be reduced so that they can work together to achieve school targets and improve work performance and careers of teachers and principals who are transferred. In the context of Communication Science, it is referred to as uncertainty reduction theory. Running new things mean running things that have never been done before, has never been known, there has been no previous experience in the new place and may not have known all the residents of the school.

In the context of the transfer of teachers and principals in Indonesia, it is indeed not entirely the migrant, and the recipient really does not know the new environment and the community within it because the displacement is usually still in the same district or the furthest is the different districts. It is rarely happened in different provinces except at the request of the person concerned. Therefore, usually, both parties have little information about who will come or who will be found in a new place. However, little information is not enough because it will only give a misperception, misunderstanding, and lead to conflict.

It is natural for these things to happen because indeed the parties transferred to the recipient do not know each other. Even those who are left behind could have conflicts. Naturally, humans do not like new things, getting out of a comfortable area, and learning to adjust to new things. The most appropriate solution to ensure that everything is going smoothly by knowing each other so that they can reduce frictions when they start. Both parties must try to reduce the causes of conflict that might occur due to ignorance. To reduce uncertainty by filling in the things that are previously unknown, it is in accordance with the implementation of Uncertainty Reduction Theory (URT). The primary way to reducing uncertainty is by information seeking-the more information people have about each other, the more certain they are about each other's attitudes and behaviors (Paul & Morrison, 2017).

URT explains that in undergoing the process of interaction with people who have previously been met, humans usually try to reduce the uncertainty that is felt so that interactions can run smoothly. URT helps provide solutions to gather as much information as possible before the initial interaction begins so that the sense of uncertainty can be reduced and more or less can help predict the behavior or actions that will receive from the other person who has just met. Predictions or estimates can be generated from the message that is conveyed in the interaction process. URT explains that there are two important areas, namely information seeking strategies to reduce uncertainty and motivation to reduce uncertainty in the initial stages of conversation (Miller, 2005). Strategies consist of passive, active, and interaction.

Reviewing the definitions and explanations of URT, the informants who have experienced mutations unwittingly carry out URT strategies and motivations. They do two of the three strategies or even do the three strategies. Two explanations from resource person 1 has explained how the process through mutation from the beginning of the process of receiving mutations decree is transferred as a teacher again (horizontal mutation). Informant 1 is already familiar with the teachers at the mutation destination school, although not too close. This is because he has previously joined the teacher group, where he could interact with teachers from other schools. Besides, he also inadvertently carries out a passive strategy, which is observation, which is then useful

when getting a transfer to the destination school. When experiencing a vertical mutation, namely the promotion of movement from teacher to headmaster, resource of person 1 tries to reduce uncertainty in the new place and new position. He carries out active and interactive strategies before moving to the intended school with his new position as headmaster. In fact, he has a very intensive motivation, namely by going directly to the teachers and principals who are located adjacent to the mutation destination school.

In other cases, Informant 2 has previously known the residents of the school in the destination school both the teacher and the principal. Besides, the displacement is in the same position, making him do not feel have to make much preparation. However, the condition is different when it is transferred vertically, where he gets promotion from a teacher becomes a principal in a different school. He pursues a passive, active, and interaction strategy before moving to a new school with his position as headmaster. It seems that he does a URT strategy and more intense preparation in vertical mutations compared to horizontal mutations when he is still a teacher. However, unlike the two informants, Informant 3, she does not carry out active and interactive strategies before preparing to move to the destination school even though she sees and feels how the other teachers do URT business before their transfer.

Of the three informants who begin their careers as a teacher, they have experienced transfers from teacher to teacher until the transfer from the teacher to the principal that indicates they carry out various URT actions. Each of them makes a choice strategy based on their situation and condition. Besides, achievements, characters, and communities around them also influence their choice of URT strategies before moving to new schools.

Last but not least, to implement URT as one of many ways to reduce uncertainty, it is needed a good interpersonal communication competence. Okoro, Washington, and Thomas (2017) have quoted that the impact of interpersonal communication competence on organizational effectiveness has been the subject of much discussion and analysis. It is because of the emphasis in employers have developed for recruiting and evaluating job applicants, especially new college graduates. As graduating students prepare for the globalized workforce, the importance of communication (oral and written) becomes overly critical for employability and promotion. The essential/soft skills which business organizations require has been expanded to include critical thinking, problem-solving, comprehension and attention to details, leadership, and teamwork skills (Okoro, Washington, & Thomas, 2017).

CONCLUSIONS

Mutations are a part that cannot be released by educators in Indonesia both as teachers and principals. The cause of mutation can come from the teacher or the headmaster himself/herself either for personal gain or for the interests of increasing career or school interests. However, the cause of mutation can also be due to the achievements and performance of the concerned so that the government represented by policymakers feels the need for mutations to increase the number of schools that have good quality or maintain schools that are of good quality. Mutations are also aimed at equalizing the quality of schools in a sub-district so that no schools are left behind. One way is to improve the quality of human resources.

Naturally, humans do not like change and feel anxiety when facing a new environment, especially regarding work. Therefore, various efforts are made to reduce fears and be calmer in undergoing changes due to mutations even though there are several mutations actually give positive side. The effort taken is the implementation of the Uncertainty Reduction Theory strategy (URT). Through passive, active, and interactive strategy, each teacher or headmaster who has experienced mutations has made various efforts to gather information about the intended school, including about the residents of the school. The school community often meets in various forums, so that even if they are not in one school at least if they are in the same sub-district or district, it allows them to get to know each other. This forum is enough to help teachers and school principals in carrying out passive strategies which can eventually become provisions when transferred to certain schools that are still in one sub-district. By implementing various strategies from URT, teachers and principals can be more confident in carrying out work routines in new environments or new schools. They can also avoid conflicts with the old residents in the intended school where the old residents must adapt themselves to the new residents. Both parties learn from each other to adapt and share the URT strategy to reduce uncertainty. This is reasonable because the mutation process influences the daily routine activities related to work, namely their source of income.

However, this research has limitation since the URT only depend on how each person individually does something to reduce the uncertain situation facing the new environment and people/colleague. The result might be different if others try to learn the culture of the original resident in the new place. The reaction of the recipient will give impact to the newcomer particularly for the effort of reducing uncertainty. It is recommended to do another research in the future that focuses on the organization culture of the new environment that might give impact or influence the mutation process.

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