

Interpersonal Communication and Work Motivation on Teacher Performance at SDI Insan Taqwa South Cikarang

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ABSTRACT

This research aims to examine the influence of interpersonal communication and work motivation on teacher performance at SDI Insan Taqwa South Cikarang. The population in this study were all teachers at SDI Insan Taqwa South Cikarang. The method in this research is a quantitative method with a population of all teachers at SDI Insan Taqwa South Cikarang with a sample of 47 respondents. Based on the research results in the Partial Test (T), the Interpersonal Communication Variable (X1) has a significant positive influence on Teacher Performance with $t \text{ count} > t \text{ table}$ ($5.889 \geq 1.67943$) with Sig. $0.000 \leq 0.05$. The Work Motivation variable (X2) has a positive and significant influence on Teacher Performance by obtaining $t \text{ count} > t \text{ table}$ ($2.811 \geq 1.67943$) with a Sig value. $0.003 \leq 0.05$. Furthermore, in the Simultaneous Test (F), the Interpersonal Communication and Work Motivation variables simultaneously have a positive effect on the Teacher Performance variable with a value (f count) of $9,072 > 3.209$ (F table) with a value of Sig. $0.001 \leq 0.05$. Then the Determination Test (R2) showed that 29.2% of teacher performance (Y) was influenced by Interpersonal Communication (X1) and Work Motivation (X2). Meanwhile, the remaining 70.8% was influenced by other variables not examined in this research.

Keywords: Interpersonal Communication, Work Motivation and Teacher Performance

INTRODUCTION

Education in Indonesia is developing rapidly. Modern and high-quality education is the main requirement for creating an advanced, modern, prosperous and prosperous country. Advanced, modern, prosperous and prosperous education will make us a great and great nation (Purnamasari, 2021).

Schools are formal educational institutions that provide education to achieve national education goals. Schools manage various existing resources, including curriculum, teaching staff, infrastructure and other resources, so that existing resources support each other to achieve the desired educational goals. Achieving educational goals, regardless of teacher resources, is very important (Santiari et al., 2020).

Teachers are human resources who encourage the achievement of learning goals. Therefore, the potential and abilities of educators as users of technical devices cannot be compared with educators as human resources. a place where you can see teachers doing their job to produce quality work. The only people in the world of education who have a professional attitude and all abilities are teachers (Nafisah et al., 2023).

Effective communication must exist during the process of implementing school duties and responsibilities. This includes communication between principals and teachers, teacher to teacher, and so on. As a result, it is important to establish good interpersonal communication to avoid miscommunication or conveying wrong information. Interpersonal communication can also help maintain friendship and increase

work productivity in completing assigned tasks and responsibilities (Suryati et al., 2022). This communication has two directions, namely reciprocal communication; for example, active communicators provide information about something new, so that if there is agreement there will be agreement, and if there is no agreement there will be conflict (Leriani et al., 2023). Even though we often don't realize it, everyone communicates with themselves. Almost every time when people want to take decisions and take action, intrapersonal or intrapersonal communication processes are involved (Hariyanto, 2021).

In an institution, interpersonal communication can help create and increase the effectiveness of each employee's role. Effective work can make it easier to achieve institutional or school goals (Delti Maini, 2020). Work results will be influenced by effective and appropriate teacher interpersonal communication (Amin et al. 2022).

Harmonious communication between teachers in personal delivery is an important component of an effective learning process. Therefore, teacher performance at SDI Insan Taqwa Cikarang Selatan is influenced by two factors: interpersonal communication and work motivation.

Apart from interpersonal communication, teachers' work motivation can also influence the quality of their learning. Motivation is very important and needed by everyone to do their work. This is because motivation is what can move an educator to achieve their goals, the encouragement of employee needs that must be met so that educators can adapt to their motivation to achieve. Therefore, it is clear that a teacher must have the highest level of motivation so that they can easily achieve their goals. When it comes to motivation to work, there are many needs that must be met. This includes the need to feel safe, the need to be accepted by others, the need for self-esteem, and the need to use one's abilities, opinions, or ideas (Simanjourang, 2023).

Without work motivation, it is clear that teacher performance will not go according to expectations (Arlita et al., 2020). Organization members must understand and accept the organization's goals. A person's work motivation influences their productivity or work performance. To ensure that all organizations can achieve their goals, members must understand the organization's expectations and accept them as employees. Organizations expect members to work diligently, comply with existing regulations, be disciplined, and produce good work performance (Famika, 2022).

In carrying out tasks, teachers are influenced by self-motivation within the individual and from outside the individual. The encouragement referred to here is motivation. Motivation can be assessed as the driving force that causes people to do something to achieve goals. From several views on motivation, everything is directed at the emergence of an urge to achieve goals. Student learning outcomes are less satisfactory if teachers are unable to build motivation as well learning situations that make it easier for students to learn the material introduced by the subject teacher.

Teacher performance is basically the achievement of school organizational goals which are achieved through the use of resources owned by educational organizations. Therefore, before an educational organization can use its resources, the organization must determine several requirements to be achieved (Sari et al., 2020).

Performance, also known as work performance, is the result of the actions a person has taken to achieve a goal. If a teacher meets the following requirements: mastering and developing learning materials, discipline in teaching and other tasks, creativity in teaching, cooperation with all school members, leadership that is a role model for students, and a good, honest and objective personality in guiding student. Apart from that, teacher performance can be considered good (Oktarina et al., 2020). School management must improve teacher performance to achieve school goals, fulfill the school's vision and mission, maintain sustainability, and maintain school extension in

today's increasingly competitive world of education (Ni Kadek Eli Meliantari et al., 2022).

Regarding poor teacher performance, questions arise about what variables can influence poor teacher performance. To answer this problem, researchers feel it is necessary to conduct a thorough investigation of various variables that are considered to have a relationship with teacher performance. Researchers consider it very necessary to study this problem at SDI Insan Taqwa South Cikarang.

From the phenomena that occur at SDI Insan Taqwa South Cikarang as follows: (1) There are still several teachers who are late in collecting learning materials for school and learning plans have not been made optimally, (2) In the implementation of learning, methods, media, approaches have not been used. and learning resources, (3) Sometimes not completing assignments according to target provided by the school, (4) Teachers' work motivation changes, (5) Less optimal in carrying out learning evaluations, (6) There are still some teachers who arrive late to class.

Starting from the problems that arise in the field, this research was conducted to investigate whether teacher engagement at SDI Insan Taqwa Cikarang Selatan is significantly influenced by interpersonal communication and work motivation on their performance. With the title "The Influence of Interpersonal Communication and Work Motivation on Teacher Performance at SDI Insan Taqwa South Cikarang", this research aims to determine the influence of each variable and its influence simultaneously. The problem formulation includes questions about the significance of the influence of interpersonal communication and work motivation on teacher performance separately and together. The research objectives include assessing the significance of the influence of interpersonal communication and work motivation on teacher performance, as well as its benefits for developing theory and practice in schools. For readers, this research provides new insight into the importance of interpersonal communication and work motivation in improving teacher performance, as well as providing a basis for further research and development in this field.

RESEARCH METHODS

This research uses an associative quantitative approach which aims to explore phenomena that occur and look for their relationships with other variables, in accordance with the philosophy of positivism which emphasizes concrete, empirical, objective, measurable, rational and systematic (Sugiyono, 2023)a. This quantitative method uses data in the form of numbers and applies statistical analysis to support the research process. Data was obtained through a questionnaire distributed to all 47 teachers at SDI Insan Taqwa South Cikarang as a form of primary data. The sample was taken using a non-probability sampling technique, namely the saturated sampling or census method, where all members of the population are used as samples. This research uses primary data from a questionnaire with a Likert scale to measure the variables Interpersonal Communication (X1), Work Motivation (X2), and Teacher Performance (Y). Secondary data in the form of documentation of the teachers who were the object of this research was also used. Data analysis was carried out using the Statistical Package for the Social Sciences (SPSS) version 26 software, including validity, reliability, classical assumption tests, and multiple linear regression analysis to test the research hypothesis.

RESULTS AND DISCUSSION

Hypothesis testing

t Test (Partial)

This test is used to test how much influence each independent variable (partially) has on the significance level of the dependent variable. If the significance level is ≤ 0.05 ,

then the independent variable has a partial effect on the dependent variable, namely Teacher Performance. The following is the basis for making T Test decisions:

1. The basis for decision making is based on the t-count value:
 - a. If t count > t table, then Ho is accepted, and Ha is rejected.
 - b. If t count < t table, then Ho is rejected, and Ha is accepted.
2. Basis for Decision Making based on probability values:
 - a. If the significance probability value is > 0.05 then Ho is accepted, and Ha is rejected.
 - b. If the significance probability value is <0.05 then Ho is rejected, and Ha is accepted.

Determining t table:

$$t \text{ table} = \alpha; df = n - k$$

$$0.05; df = 47 - 2$$

$$= 45$$

Then you can get a t table value of 1.67943 .

This test was carried out by processing the data using the SPSS 26 program. The results of the t test data (partial) can be seen in the following table:

Table 1 T Test (Partial)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardize	t	Sig.
		B	Std. Error	d Coefficients Beta		
1	(Constant)	32,734	5,031		6,507	,090
	INTERPERSONAL COMMUNICATION	,430	,163	,490	5,899	,000
	WORK MOTIVATION	,645	,229	,571	2,811	,003

a. Dependent Variable: TEACHER PERFORMANCE

Source: Research data processed, 2024

1. The Influence of Interpersonal Communication (X1) on Teacher Performance (Y)
Based on the results of table 4.12, it is known that the Interpersonal Communication variable (X1) has a significance level of 000 and the calculated t value is 5,889, so it can be concluded:
 - a. T count 5.889 ≥ T table 1.67943 then the result is Ho rejected and Ha accepted.
 - b. Significance 0.000 ≤ 0.05 means that the result Ho is rejected and Ha is accepted.
2. Influence of Work Motivation (X2) on Teacher Performance (Y)
Based on the results of table 4.12, it is known that the Work Motivation variable (X2) has a significance level of 003 and the T count is 2,811, so it can be concluded:
 - a. T count 2.811 ≥ T table 1.67943 then the result is that Ho is rejected and Ha is accepted.
 - b. The significance is 0.003 ≤ 0.05, then the result Ho is rejected and Ha is accepted.

f Test (Simultaneous)

The F test or also known as the Simultaneous Test is used to assess the dependent

variable Teacher Performance (Y) which is influenced by all the independent variables Interpersonal Communication (X1) and Work Motivation (X2). The following is the basis for making the decision:

- a. Decision making is based on the calculated F value
 - a. If $F_{count} \geq F_{table}$, then H_0 is rejected, H_a is accepted.
 - b. If $F_{count} \leq F_{table}$, then H_0 is accepted, H_a is rejected.
- b. Decision making based on probability values
 - a. If the significance of $F \leq 0.05$ then H_0 is rejected, H_a is accepted.
 - b. If the significance of $F \geq 0.05$ then H_0 is accepted, H_a is rejected.

To determine the F table, it is done by means of df (Number of samples – number of independent variables – 1) = $47 - 2 - 1 = 44$, so the f table value of 47 is 3.209 .

Table 2 F Tests (Simultaneous)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	372,970	2	186,485	9,072	.001 ^b
	Residual	904.519	44	20,557		
	Total	1277,489	46			
a. Dependent Variable: TEACHER PERFORMANCE						
b. Predictors: (Constant), WORK MOTIVATION, INTERPERSONAL COMMUNICATION						

Source: Research data processed, 2024

From the results of table 4.13, it is known that the calculated F value is 9,072 with a significance value of 0.001 so that the conclusion can be drawn:

- a. $F_{count} 9.072 > F_{table} 3.209$ then H_0 is rejected and H_a is accepted.
- b. Significance $0.001 \leq 0.05$ means H_0 is rejected and H_a is accepted.

Coefficient of Determination Test (R²)

The coefficient of determination shows how much influence the independent variable or independent variable has on the dependent variable or dependent variable. If the coefficient of determination value is close to 0 (zero), then the potential for the independent or independent variable to influence the dependent or dependent variable in the research is very limited. The capacity of the independent or independent variable to influence the dependent or bound variable is perfect if the coefficient of determination is close to one.

Table 3 Tests of the R2 Determination Coefficient

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,540 ^a	,292	,260	4,534
a. Predictors: (Constant), WORK MOTIVATION, INTERPERSONAL COMMUNICATION				
b. Dependent Variable: TEACHER PERFORMANCE				

Source: Research data processed, 2024

Based on table 3, the R square coefficient value is 0.292 or 29.2%. Thus it can be said that 29.2% of teacher performance is influenced by interpersonal communication and work motivation. Meanwhile, the remaining 70.8% is influenced by other variables not examined in this research.

Discussion of Research Results

Based on the results of tests that have been carried out on the Influence of Interpersonal Communication and Work Motivation on Teacher Performance at SDI Insan Taqwa South Cikarang, an explanation can be provided through discussion of the research results which refer to the objectives of the research, namely as follows:

1. The Influence of Interpersonal Communication on Teacher Performance in SDI Insan Taqwa South Cikarang

Based on the results of calculations through data processing in this study aimed at the first hypothesis (H1), partial testing (T Test) for the Interpersonal Communication variable obtained a calculated t value of $5.889 \geq 1.67943$ (T table) with Sig. $0.000 \leq 0.05$ or significance value smaller than 0.05. Apart from that, based on the 5 indicators of the Interpersonal Communication variable according to Ritonga said (Timur Sari, 2023) which were distributed by researchers through questionnaires, it can be shown that the most significant impact of the interpersonal communication variable on teacher performance at SDI Insan Taqwa South Cikarang, is influenced by indicator D support with the statement I will try to show my support for my colleagues , by producing a calculated r value of 0.842 which is greater than the r table value of 0.2876. Meanwhile, the smallest influence of interpersonal communication variables on teacher performance at SDI Insan Taqwa Cikarang Selatan is influenced by the Empathy indicator with the statement I can accept if a colleague makes a mistake, with the calculated r value of 0.396 which is greater than the r table value of 0.2876. So it can be concluded that H_0 is rejected or H_a is accepted, meaning that partially Interpersonal Communication has a positive and significant effect on Teacher Performance at SDI Insan Taqwa South Cikarang.

This is in line with research conducted by (Sabuhari et al., 2021) showing that communication in the workplace will build relationships between fellow employees and employee relationships with superiors related to various responsibilities, which will benefit both employees and the organization. This means that the actions or communication of all staff will help achieve the goal. Effective use of interpersonal communication can increase employee morale and performance. With good performance, company goals can be achieved more easily.

2. The Influence of Work Motivation on Teacher Performance at SDI Insan Taqwa South Cikarang

Based on the results of calculations in this study which are referred to as the second hypothesis (H2), partial testing (T Test) for the Work Motivation variable obtained a calculated t value of $2.811 \geq 1.67943$ (T table) with Sig value. $0.003 \leq 0.05$ or significance value smaller than 0.05. Apart from that, based on 4 indicators of the Work Motivation variable, according to Hamzah's opinion (Fatmawati et al., 2022) which was distributed by researchers through a questionnaire, it can be shown that the most significant impact of the work motivation variable on teacher performance at SDI Insan Taqwa South Cikarang, is influenced by the Personal Development indicator with the statement I try to improve my skills so I can carry out task better , producing a calculated r value of 0.834 which is greater than the table r value of 0.2876. Meanwhile, the smallest influence of the work motivation variable on teacher performance at SDI Insan Taqwa Cikarang Selatan is influenced by the Independence indicator with the statement I feel capable if given more responsibility, with the calculated r value of 0.324 which is greater than the r table value of 0.2876. So it can be concluded that H_0 is rejected or H_a is accepted, meaning that partially work motivation has a positive and significant effect on

teacher performance at SDI Insan Taqwa South Cikarang.

This is in line with research conducted by (Mahfud, 2020) which states that highly motivated employees usually do their work with enthusiasm and energy, because they have certain goals and motivation to do it. He has motivation that drives him to be willing and willing to work hard. So, teacher performance and work motivation are related. This means that teachers who have higher work motivation have better results, and teachers with lower work motivation have worse results.

3. The Influence of Interpersonal Communication and Work Motivation on teacher performance in SDI Insan Taqwa South Cikarang

Judging from the results of calculations in this research aimed at the third hypothesis (H3), simultaneous or joint testing (F Test) shows that the calculated F value is $9,072 > 3.209$ (F table) with a Sig value. $0.001 \leq 0.05$ or significance value less than 0.05. So it can be concluded that H_0 is rejected or H_a is accepted, which means simultaneous interpersonal communication (X1) and Work Motivation (X2) simultaneously or together influence Teacher Performance at SDI Insan Taqwa South Cikarang.

According to (Rinda et al., 2022) , the influence of interpersonal communication and motivation on employee performance shows that these two factors influence teacher performance as a whole. The results of this research are supported by research (Irawan et al., 2023) , (Durrotunnisa et al., 2020) which states that the variables Interpersonal Communication and Work Motivation have a positive and significant effect simultaneously on the dependent variable Teacher Performance.

CONCLUSION

From the results of research regarding the Influence of Interpersonal Communication and Work Motivation on Teacher Performance at SDI Insan Taqwa South Cikarang, it can be concluded that Interpersonal Communication (X1) partially has a positive and significant effect on teacher performance, indicating that the higher the level of interpersonal communication, the higher the performance. Teacher. Apart from that, Work Motivation (X2) also has a positive and significant influence on teacher performance, which indicates that the better the work motivation, the better the teacher's performance. Together, Interpersonal Communication (X1) and Work Motivation (X2) have a positive and significant influence on teacher performance at SDI Insan Taqwa South Cikarang, confirming that increasing interpersonal communication and work motivation can support teacher performance in achieving educational goals. Based on these results, the advice that can be given to SDI Insan Taqwa Cikarang Selatan is that school management needs to pay attention to the importance of building good interpersonal communication between teachers, as well as increasing work motivation through improvement programs such as competency training, routine evaluation, supervision, and system implementation. rewards and punishments. In addition, future researchers are advised to explore other factors that influence teacher performance, such as leadership style, competency, work discipline, work environment, organizational culture, and workload.

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