



## THE EFFECT OF PRINCIPAL LEADERSHIP AND INTERPERSONAL COMMUNICATION ON TEACHER PERFORMANCE AT SMAN 18 TANGERANG REGENCY

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**Abstract:** The problems in this research are: (1) is there any influence of principal's leadership on teacher performance at SMAN 18 Tangerang Regency; (2) is there any influence of Interpersonal Communication on teacher performance at SMAN 18 Tangerang Regency; (3) is there any influence of principal leadership and interpersonal communication together on teacher performance at SMAN 18 Tangerang Regency. Based on the theoretical study and the formulation of the problem, hypotheses were made, namely (1) there was a positive and significant influence between the principal's leadership on teacher performance at SMAN 18 Tangerang Regency. (2) there is a positive and significant effect of Interpersonal Communication on teacher performance at SMAN 18 Tangerang Regency. (3) there is a positive and significant influence between the principal's leadership and interpersonal communication together on the performance of teachers at SMAN 18 Tangerang Regency. The aims of this research are: (1) To find out, understand and analyze the influence of principal's leadership on teacher performance at SMAN 18 Tangerang Regency; (2) To find out, understand and analyze the influence of interpersonal communication on teacher performance at SMAN 18 Tangerang Regency; (3) To find out, understand and analyze the magnitude of the influence of the principal's leadership and interpersonal communication together on the work motivation of teachers at SMAN 18 Tangerang Regency. The population in this study were all teachers of SMAN 18 Tangerang Regency, totaling 45 teachers, with a sample of 45 people and using a saturated sampling technique of total population. The method used for data collection is a questionnaire method. The data analysis used was descriptive analysis, prerequisite test and hypothesis testing which included multiple linear regression analysis to determine the effect of teacher working group activities and academic supervision on teacher performance. Data analysis used SPSS 24 for Windows program. The results showed; (1) the tcount value of the principal's leadership variable is 3.105 with a significant level of 0.003 meaning the principal's leadership has a significant effect on teacher performance; 2) the tcount of interpersonal communication is 3.658 with a significant level of 0.001 meaning that the interpersonal communication variable has a significant effect on teacher performance; 3) the F value of the principal's leadership and interpersonal communication on teacher performance is 56.004 with a significant level of 0.000. The test criteria are if Fcount > F table and significant level

$< 0.05$  so it can be concluded that the principal's leadership and interpersonal communication on teacher performance have a significant effect on teacher performance.

**Keywords:** Leadership, Principal, Interpersonal Communication, Teacher Performance, Learning.

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## INTRODUCTION

Education is an important factor in human life. Through education, we can prepare, create, and transfer knowledge and skills to students so that they are able to absorb, assess and develop independently the knowledge that students learn.

Along with the times, the success of a school institution is strongly influenced by the performance of teachers. The level of teacher performance can be influenced by several factors. One of the influencing aspects is the leadership of the principal, meaning that the role of the principal's leadership is needed by showing an attitude of caring, enthusiasm for work, high discipline, exemplary and human relations in the context of realizing a cool and conducive work climate, usually teachers will provide good performance and so on. on the contrary. To be able to work optimally with high performance, it is also necessary to work. Therefore, it is not surprising that teachers who have usually have high performance as well. Another factor that affects performance is interpersonal communication, namely by having openness in communication, a sense of empathy and support for everything that is around the worker, which can affect him in carrying out his duties. In connection with the above description, it is necessary to conduct an assessment related to employee performance.

One of them by doing research. The purpose of this study, researchers want to know whether the principal's leadership and interpersonal communication affect employee performance, and whether it affects teachers.

## LITERATURE REVIEW

### Principal Leadership

The principal as a leader has the authority and policies to improve the quality of education (Asvio et al, 2019). Efforts to increase human resources are an integrated effort to improve the quality of education (Kristiawan et al, 2017).

### Interpersonal Communication

Arni (2015: 159) interpersonal communication is the process of exchanging information between two or more people whose feedback can be known directly. Good communication is a bridge to achieve a goal in the world of education, as well as the influence of organizational interpersonal communication in encouraging teacher performance and satisfaction which feels very important, because teachers will be consistent with their work. Communication is a bridge to achieve the desired goal, so good cooperation between the principal and the teacher is needed. Professional teachers are believed to be able to make students think, behave and act creatively (Ruslan et al, 2020).

### Teacher Performance

Supardi (2017: 73) explained that teacher performance indicators are as follows: (a) ability to prepare lesson plans; (b) the ability to carry out learning; (c) the ability to establish interpersonal relationships; (d) the ability to carry out assessment of learning outcomes; (e) the ability to carry out enrichment; (f) the ability to implement remedial.

### Previous research

Ade Meliana, Matin, and Heru Santosa (2021) found indicators of the positive

influence of principal's leadership on performance, positive influence of interpersonal communication on performance and positive and significant influence of interpersonal communication principal's leadership variable simultaneously on vocational teacher performance

### Conceptual framework

Regardless of the background of the problem, and the results of previous research, it can be seen according to the image below which represents the conceptual framework

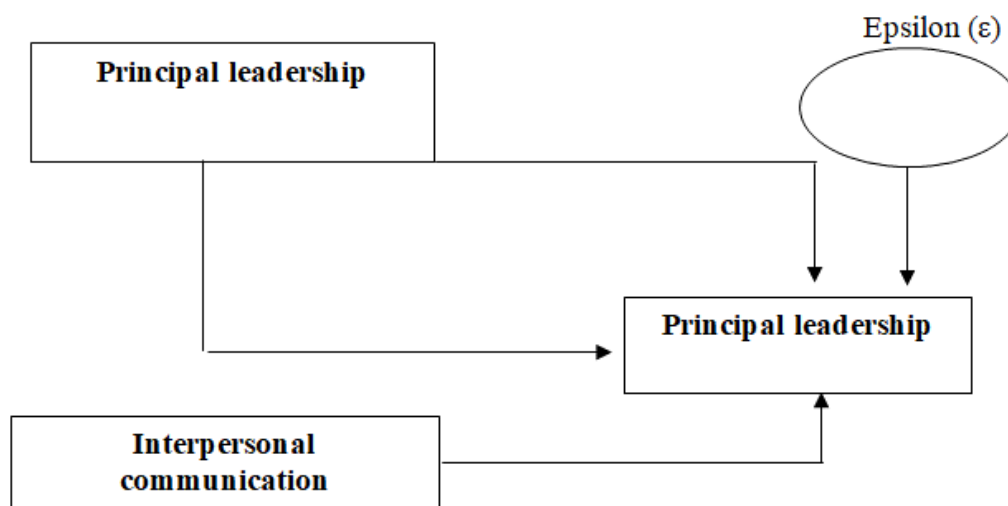


Figure 1. Conceptual Framework

### Hypothesis

From the outline of the theoretical framework above, research speculation is:

H1 : Principal leadership affects teacher performance.

H2 : Interpersonal communication affects teacher performance

H3 : Principal leadership, and interpersonal communication together affect teacher performance.

### RESEARCH METHODS

As a quantitative approach, we used a questionnaire in this journal to collect data. The independent variables in this study were the principal's leadership, and interpersonal communication, while the dependent variable was teacher performance. measurement using a Likert scale. The population in this study were all teachers at SMAN 18 Tangerang Regency. The number of respondents in this study was 45 teachers. sampling method saturated all teachers.

The data analysis method uses multiple linear regression analysis as a reference for assessing the research hypothesis

### FINDINGS AND DISCUSSION

#### Validity and Reliability Test

the results of the validity test look at each variable indicator, the principal's leadership variable has an r-count value between 0.376 - 0.835, the interpersonal communication variable indicator has an r-count value between 0.334 - 0.872, and the task indicator of the teacher work variable has an r-count value between 0.515 – 0.805. if viewed mainly based on information, the calculated r cost is greater than the rtable cost, which is 0.294, then all

research indicators are declared valid or valid.

**Table 1. Validity Test Results**

Variable	Indicator	r- r-calculated	Results
Principal Leadership	X1.1 – X1.20	0.376 – 0.835	Valid
Interpersonal Communication	X2.1 – X2.20	0.334 – 0.872	Valid
Teacher Performance	Y1 – Y20	0.515 – 0.805	Valid

Based on reliability exams of research variables, it indicate that if all variables and values cronbach alpha > 0.60 then the belief is reliable.

**Table 2. Reliability Test Results**

Variable	Alpha	Results
Principal Leadership	0.915	Reliabel
Interpersonal Communication	0.888	Reliabel
Teacher Performance	0.930	Reliabel

### Classic Assumption Test

Judging from the consequences of the normality test based at the residual distribution is said to be normal, regarding the signification cost of greater than zero.05 (Asymp. Sig. 0.00).

**Table 3. Data Normality Test Results**  
**One-Sample Kolmogorov-Smirnov Test**

		Principal Leadership	Interpersonal Communication	Teacher Performance
N		45	45	45
Normal Parameters <sup>a,b</sup>	Mean	80.4222	81.8222	79.2667
	Std. Deviation	9.67304	8.55275	8.63766
Most Extreme Differences	Absolute	.117	.118	.090
	Positive	.117	.118	.090
	Negative	-.088	-.079	-.089
Test Statistic		.117	.118	.090
Asymp. Sig. (2-tailed)		.138 <sup>c</sup>	.134 <sup>c</sup>	.200 <sup>c,d</sup>

a. Test distribution is Normal.  
b. Calculated from data.  
c. Lilliefors Significance Correction.  
d. This is a lower bound of the true significance.

1) Reject H<sub>0</sub> if the value of sig < 0.05 means that the distribution is not normal.

2) Accept H<sub>0</sub> if the value of sig > 0.05 means that the distribution is normal.

Based on the results of the above calculations, the sig figures for all variables in Kolmogorov Smirnov are all greater than 0.05, it can be concluded that the sample data is above normal. For more details can be seen in the following table:

**Table 4. Recapitulation of Normality Test Results**

Variable	Nilai Sig	Condition	Decision	Conclusion
Principal Leadership (X <sub>1</sub> )	0,138	0,138 > 0,05	Accept H <sub>0</sub>	Normal
Interpersonal Communication (X <sub>2</sub> )	0,134	0,117 > 0,05	Accept H <sub>0</sub>	Normal
Teacher Performance (Y)	0,200	0,064 > 0,05	Accept H <sub>0</sub>	Normal

### Multiple Linear Regression Analysis

The regression equation is the result of a statistical test with a 5% signification level.

$$Y = 9,391 + 0,369 X_1 + 0,492 X_2$$

From the regression may be concluded beneath:

- 1) The constant value of 9.391 means that if the principal's leadership style (X1) and interpersonal communication (X2) are fixed (constant) then the change in the teacher's performance variable (Y) is positive
- 2) Every 1 increase in the score of the principal's leadership variable has an effect on increasing the teacher performance variable at SMAN 18 Tangerang Regency by 0.369 score with the assumption that the principal's leadership variable is constant.
- 3) Each increase in the score of 1 interpersonal communication variable has an effect on increasing the teacher performance variable at SMAN 18 Tangerang Regency by 0.492 score with the assumption that the interpersonal communication variable has a constant value.

**Table 5. Multiple Linear Regression Test**

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	9.391	6.743		1.393	.171
	Kepemimpinan	.369	.119	.413	3.105	.003
	Komunikasi	.492	.134	.487	3.658	.001

a. Dependent Variable: Performance

- 1) The results of the t-test of principals' leadership with the t-value of the principal's leadership (X1) is 3.105 on the degrees of freedom (df) at the 95% confidence level ( $\alpha = 0.05$ )  $t(\alpha/2; n-k-1) = t(0.025; 45-2-1) = t(0.025; 42) = 2,018$ . Because  $t$  arithmetic ( $3.105 > t$  table ( $2.018$ )), for a sign value of  $0.003 < 0.05$ , it was decided that the regression coefficient was significant, or the principal's leadership had a significant effect on teacher performance at SMAN 18 Tangerang Regency at the 95% confidence level.
- 2) The value of  $t$  count on interpersonal communication (X2) is 3.658 on the degrees of freedom (df) at the 95% confidence level ( $\alpha = 0.05$ )  $t(\alpha/2; n-k-1) = t(0.025; 45-2-1) = t(0.025; 42) = 2,018$ . Because  $t$  count ( $3.658 > t$  table ( $2.018$ )), for the sign value  $0.001 < 0.05$ , it was decided that the regression coefficient was significant, or interpersonal communication had a significant effect on teacher performance at SMAN 18 Tangerang Regency at the 95% confidence level.
- 3) while the calculated  $F$  value is 56.004 which is greater than the  $F$  table value (3.22) and the cost of Sig. 0.000 less than Sig. cost table (zero.05). So collectively the principal's leadership and interpersonal communication variables have a broad influence on teacher performance.

**Table 6. F Test Analysis Results**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2387.543	2	1193.771	56.004	.000 <sup>b</sup>
	Residual	895.257	42	21.316		
	Total	3282.800	44			

a. Dependent Variable: Performance

b. Predictors: (Constant), Communication, Leadership

From the Model Summary table,  $R = 0.853$ , indicating that 0.853 or 85.3% teacher performance at SMAN 18 Tangerang Regency is strongly influenced by the variables of the principal's leadership and interpersonal communication together. Judging from the

coefficient of determination above, it is known that the level of diversity of R Square = 0.727 or 72.7% This means that the performance of teachers at SMAN 18 Tangerang Regency is caused by the diversity of principal leadership factors and interpersonal communication is an important factor in improving teacher performance at SMAN 18 Regency. Tangerang, where only 27.3% of teacher performance is influenced by other factors which in this study were not analyzed such as work environment, work discipline, education, organizational culture and many other factors.

Std. Error of the Estimate (Standard Deviation) means measuring the variation of the predicted value. In this study the standard deviation of 4.61689. The smaller the standard deviation means the better the model.

**Table 7. Coefficient of Determination Test Results**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.853 <sup>a</sup>	.727	.714	4.61689

a. Predictors: (Constant), Komunikasi, Kepemimpinan

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

As research conducted in the educational environment, conclusions can be drawn in the field of education as well as further research, in connection with this it can be drawn as follows (1) Partially the t-test of the principal's leadership has a positive and significant effect on the performance of SMA Negeri 18 teachers. Kabupaten Tangerang. (2) Partially, the t-test of interpersonal communication has a positive effect on the performance of teachers at SMA Negeri 18, Tangerang Regency. (3) Simultaneously the F-test Principal leadership and interpersonal communication have a positive and significant effect on the performance of teachers at SMA Negeri 18 Tangerang Regency. These two variables contribute to the teacher's performance variable

### Suggestions

Based on the conclusions above, there are several suggestions that can be given as follows: (1) To improve the leadership of the principal, the delegation of authority based on the ability of the teacher to simplify rules/procedures, resolve conflicts and other obstacles to support the task of the teacher, Provide direction, guidance and consultation and explain what is expected of the principal's leadership Appreciate the contribution of each teacher and provide motivation to develop their potential to the fullest. (2) Encouraging teachers to dare to express opinions, suggestions or provide criticism on various occasions, facilitating teachers in planning and making decisions. (3) Not taking responsibility that is under the authority of the teacher, Having the initiative and ready to face risks, Acting realistically and guided by the values of truth in realizing the school's vision. (4) Improved communication, being more open and communicating with teachers more, so that teachers can feel that their existence is recognized and that their opinions are influential and will have an impact on leadership decisions and policies.

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