



The Effect of Interpersonal Communication and School Leadership on the Performance of Junior High School Teachers in Kapuas Barat District of Kapuas Regency

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ABSTRACT

The objectives to be achieved in this study are to determine and analyze: (1) The effect of interpersonal communication on the performance of junior high school teachers in West Kapuas District, Kapuas Regency and (2) The influence of the Principal's Leadership on the performance of Junior High School teachers in Kapuas District West of Kapuas Regency. The method used in this study is the explanatory method with multiple regression techniques, with 55 teachers from 10 schools in West Kapuas District as respondents. In this research, to test the hypothesis using the SPSS program tool with a multiple regression approach. The results showed that there was a positive and significant influence between interpersonal communication and teacher performance where the significance value of the results of this study was 0.000 which is smaller than the level of confidence used 0.05. Likewise, the influence of the principal's leadership on the performance of the teacher council shows a significant effect with a significant result of 0.004 and is smaller than the 0.05 confidence level.

INTRODUCTION

Schools as educational units are said to be effective if the principal who leads the school has the right leadership and is in accordance with the wishes of the school in question. As a good school principal, the school he leads will be able to provide quality insights to students. Besides that, the school he leads will be able to play a role and function as an agent of reform, provide services, improve the quality of human resources, and become an integral part of society as a whole (Sutomo, 2017:35). As an educational leader, school principals should always be responsive to all existing problems and be good at adapting to any situation at the school they lead, especially in efforts to improve the quality of both students and schools. The school principal, by taking advantage of the existing situation, must be able to encourage the emergence of a strong will with enthusiasm and confidence for teachers, staff and students in carrying out their respective tasks. Also providing guidance and direction to teachers, staff and students as well as providing encouragement and standing in the front for progress and inspiring schools to achieve goals. Society's demand for good, inexpensive and quality education is a challenge that must be answered wisely, accurately, informatively and applicable by the school principal.

Rahmat (2016: 80-81) argues that theoretically a school principal is required to be professional so that the goals set can be achieved optimally. There are at least eight competencies that a school principal must have in any situation to be able to carry out their duties properly, including: having a great sense of responsibility for the implementation of everything, activities that support the achievement of school/education goals, having the ability to motivate people to carrying out their duties with full responsibility and sincerity, having self-confidence, high exemplary and authority, able to establish a harmonious influence with the community and can involve them actively in order to realize the school's goals, able to guide, supervise and foster subordinates so that each teachers get assignments according to their expertise, are big-hearted, are curious and have a far-sighted mindset, are brave and able to overcome difficulties, and, always innovate in everything that a school principal needs to have. The eight competencies above are ideal requirements for school principals in developing education amidst the demands of the times and the demands of society. If the eight ideal competencies cannot be fulfilled, then the minimum ideal for a school principal is to have ideals to advance the school according to possible situations, advance teacher professionalism, advance student creativity and build the soft skills of the school community they lead.

If the principal who leads a school is able to read the situation well and benefit all parties, then the general assessment given by teachers, students, staff and the community is sufficient to state that the principal is the ideal principal. From the explanation above, it can be understood that the principal's responsibilities are not only limited to internal school tasks but also tasks outside of school that influence and interact with the community and parents of students. In order to deal with various parties with different characteristics, the school principal needs to have an awareness of the differences that occur within

the group they are facing. The school principal must be able to lead situationally and become a mediator between the school and the community, by providing time for all parties to be able to dialogue and make agreements and consensus that reflect the expectations of the community and the school principal and parties to the school itself. Currently, the facts show that there are many factors inhibiting the achievement of situational leadership qualities for school principals, including; the process of appointing school principals is not transparent, the frequent changes of school principals are sudden and there are preschool principals without going through training or training. This was revealed from Effendy's opinion (2016: 33) that there is always an unofficial entrance to open a space for communication between those who have passed.

In line with this, the leaders or principals of both public and private public high schools in the national education environment are periodically given training or training in the hope that their human resources will increase and be able to lead organizations in their respective schools. Human resource development is an effort to improve the technical, theoretical, conceptual, and moral abilities of employees according to the needs of the job position through education and training (Hasibuan, 2017:11). The principal is a leader who is an organ that should be able to influence the attitudes and behavior of his subordinates. In this case the target is teachers who are expected to improve their work after receiving influence from their superiors. In order for the influencing process to run smoothly, leaders must treat individuals humanely. Humans in carrying out their activities are always influenced by different personalities, for example traits, attitudes, values, desires and interests, for this will affect their leadership as well as their work. leadership is a consistent pattern of behavior that is applied by leaders through other people, namely through the behavior shown by leaders when influencing others, as perceived by others. it is not a matter of how the leaders think about their own behavior in leading but how the perceptions of other people, especially their subordinates, about the behavior of their leaders who get a score of 61-70 as much as 13.51%.

The data above shows that the performance of junior high school teachers in Kapuas Regency is still weak, and will have an impact on the quality of student learning. Teachers as professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students for a certain level of education, are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy and have the ability to realize national education goals, expected to always maintain and improve its performance. The success of a teacher in carrying out tasks, also in solving various problems is an indicator of the achievement level of the teacher's own performance. Performance as the level of task implementation achieved by a person or an organization, by using existing capabilities and set limits as goals. Therefore teacher performance can be interpreted as work ability as seen from the level of attainment and completion of tasks for which they are responsible, whether it is in accordance with the predetermined requirements of a field of work, such as elementary school,

where graduate students can meet the required criteria to a higher level to fulfill compulsory education.

To improve teacher performance, a leader figure is needed who can apply appropriate leadership based on the existing situation and can motivate well. From the theoretical studies, empirical studies and preliminary studies mentioned above, it clearly appears that to carry out these many and varied tasks, a school principal who is able to lead situationally is needed. The important principle is that teaching and learning activities are in accordance with the job and the hours they have fulfilled are enough for them. There is a possibility that the phenomenon of low performance of some junior high school teachers in Kapuas Barat District, Kapuas Regency is caused by the leadership of the Principal who is less situational and does not please the teachers and the interpersonal communication factor of the principal who is less communicative, besides other factors. This research discusses the influence between communication and performance which is bridged by leadership, where communication in leadership is a very important element in achieving the success of the goals to be achieved by an organization.

THEORETICAL REVIEW

Teacher Performance

Performance is a translation from English, work performance or job performance, but in English it is often shortened to just performance. Performance in Indonesian is also called work performance. Performance or work performance (performance) is defined as an expression of ability based on knowledge, attitudes, skills and motivation in producing something. At first glance, performance can be interpreted as work behavior, appearance or work. According to Mulyasa (2014: 32) Performance or performance can be interpreted as work performance, work implementation, work achievement, work results or work performance. In line with this, Smith, quoted by Mulyasa, stated that performance is "output drive from processes, human or otherwise", so performance is the result or output of a process. In the world of education, the teacher is an educator, mentor, trainer and curriculum developer who can create conducive learning conditions and atmosphere, namely a fun, interesting learning atmosphere, gives a sense of security, gives space for students to think actively, creatively, and innovatively in exploring and elaborate on his abilities.

It can be concluded that what is meant by teacher performance or work performance is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience and sincerity as well as time with the output produced being reflected well. Based on the above understanding, teacher performance is the behavior of working, looking for the work of humans who are assigned to guide, teach, train students in learning activities. What is meant by performance in this study is a result of work shown by someone in carrying out their work duties during a certain period. Related on teacher performance, the intended form of behavior is the teacher's activities in the learning process, namely how a teacher: (a) plans learning, (b) carries out learning activities, and (c) assesses learning outcomes. Indicators that influence

are: (1) Mental attitude, in the form of motivation, discipline, and work ethics; (2) Education, in general people who have higher education will have broader insights, especially the appreciation of the importance of productivity; (3) Skills, the more skilled, the more educated staff will be able to work and use the facilities properly; (4) Management, defined as matters relating to the system implemented by the leadership to manage and lead and control educational staff; (5) Opportunities for achievement can generate psychological motivation to increase dedication and utilization of potential in increasing work productivity.

Interpersonnel Communication (X1)

Communication interpersonal is the influence of work between the principal and his subordinates in the form of verbal and non-verbal which is carried out actively by individuals in the symbolic processing of messages, then an individual becomes both a sender and a recipient of messages, providing feedback for himself in a continuous internal process. The indicators used are according to Vito in Sartika & Sulistyarningsih, (2012) said there are five aspects for interpersonal communication to be effective, namely: (1) Aspects of openness, the attitude of being able to accept input from others, and being willing to convey important information to others. In other words, openness means the willingness to open up to reveal information that is usually hidden. An attitude of openness is characterized by honesty in responding to all communication stimuli and not telling lies. With openness, interpersonal communication will take place in a fair, transparent, two-way manner, and can be accepted by all parties who communicate; (2) The Empathy aspect is feeling what other people feel, being able to understand something which includes eye contact, attentive posture and physical closeness as well as active involvement with that person through facial expressions and appropriate gestures; (3) Aspects of Supportive Attitudes Effective interpersonal relationships are relationships where there is a supportive attitude (supportiveness). This means that each party who communicates has a commitment to support the implementation of open interactions. (4) Aspects of a positive attitude shown in the form of attitudes and behavior. In the form of attitude, namely the parties involved in interpersonal communication must have positive feelings and thoughts, not prejudice and suspicion. In the form of behavior, namely the actions chosen are those that are relevant to the goals of interpersonal communication, namely actually carrying out activities for the establishment of cooperation; (5) The aspect of equality is in the form of acknowledgment or awareness and willingness to place oneself as equal. In order to make a difference because of this inequality, the communicant must be able to appreciate the differences that exist and not bring down the position of the other person.

Principal Leadership

In this study, leadership is a method or technique of the principal in his role as a leader influencing teachers to act. The indicators used are according to Mulyadi (2012: 65) influencing leaders and subordinates reciprocally, namely:

(1) Personality, past experiences and expectations of leaders, this includes values, background and experience will influence the choice of . For example, if he has ever been successful by appreciating subordinates in fulfilling their needs, they tend to apply leadership that is subordinate/people oriented; (2) Appreciation and superior behavior, for example superiors who clearly use task-oriented, managers tend to use it; (3) Characteristics, expectations and behavior of subordinates, affect the leadership of managers. For example, high-ability employees will usually need less of a directive approach from the leader; (4) Task requirements, each subordinate's task will also affect the leader, for example subordinates who work in the data processing section (R & D) prefers more task-oriented directions; (4) Organizational climate and policies affect the expectations and behavior of subordinates. For example, policies in awarding rewards, rewards with salary scales supported by other incentives (pension funds, bonuses, leave) will affect subordinates' work motivation; (5) Expectations and behavior of colleagues, for example managers form friendships with colleagues in the organization. Some of their attitudes damage their reputation, they don't want to cooperate, compete for resources, thus influencing the behavior of their colleagues.

Relevant Studies

Tantri Dan Kumara. 2017 The influence of school principals' communication on organizational climate in Probolinggo City Public Senior High Schools. The role of the school principal is needed to manage human resources in the school organization, both teachers, staff and students. The principal will deal with individuals who have different characters in each individual. Principals must be able to create a conducive school environment. A conducive learning environment allows the people in it to participate and utilize and develop their potential as optimally as possible. Effective communication is very important to explain school programs, efforts to implement them, and the results to be achieved and those that have been achieved. The principal at least often holds meetings with relevant officials and also with parents/guardians of students. All of this will create a harmonious atmosphere within a school organization, which will facilitate the achievement of a school's vision and mission. The school organizational climate must also be able to support the progress of education.

Harmonious organizational conditions will be able to improve the performance of each personnel and will continue to develop the quality of work in order to achieve educational goals. In this case, the principal also has a very important role for the organizational climate of the school. This can be seen in the discipline and attitude of a school principal towards school personnel. The results of the study show that: (1) the intensity level of the principal's communication at SMA Negeri Probolinggo is in the high category; (2) the condition of the organizational climate in Probolinggo State Senior High School is included in the qualifications that are conducive; (3) the principal's communication has a significant influence on the organizational climate that exists in SMA Negeri Probolinggo. Kintako Utomo 2016. The Influence of Interpersonal Communication Intensity Between Principals and Teachers on

Teacher Productivity at SMK Pembangunan 1 Kutowinangun, Kebumen, Central Java. Educational organizations are required to be able to compete in improving the quality of education in it.

This competition is needed to foster quality continuously for the development of generations of students. One organization that is able to compete is SMK Pembangunan I Kutowinangun, where there are various factors that are less supportive in improving the quality of education including lack of teacher discipline, inadequate supporting equipment facilities in teaching and learning activities and the school so far has not been able to provide adequate rewards. better for teachers and employees who excel at work. This study aims to determine the significance of the effect of the intensity of interpersonal communication between the principal and teachers at Development 1 Vocational School, Kutowinangun, Kebumen, Central Java on teacher productivity. The theory used in this research is learning theory. According to this theory, a person learns from interactions with other people, learns from observing the attitudes and behavior of others. The learning process that exists in interpersonal communication can affect changes in attitudes and behavior. This type of research is quantitative research, namely to determine the effect of interpersonal communication between school principals and teachers on teacher productivity.

This study uses survey research methods, namely research that takes samples from one population and uses a questionnaire as the principal data collection tool. The research variables were measured using a questionnaire which had previously been tested for validity using the product moment formula and reliability testing using the Cronbach Alpha formula. The results of this study indicate that interpersonal communication between school principals and teachers has a positive and significant effect on teacher productivity at SMK Pembangunan 1 Kutowinangun Kebumen, Central Java by 36.7%, while the rest is influenced by other factors. It can be interpreted that the more intensive the interpersonal communication between the principal and the teacher, the higher the teacher's productivity. Sayusdi 2016. The Influence of Emotional Intelligence and Persuasive Communication with Organizational Citizenship Behavior (OCB) State Middle School Teacher in Gunung Mas Regency. The results showed: (1) There is a positive and significant influence between emotional intelligence Organizational Citizenship Behavior state junior high school teachers in Gunung Mas Regency, (2) there is a positive and significant influence between persuasive communication Organizational Citizenship Behavior public junior high school teachers in Gunung Mas Regency, and (3) there is a jointly positive and significant influence between emotional intelligence and persuasive communication with Organizational Citizenship Behavior State Middle School teacher in Gunung Mas Regency.

Relations between Variables

To achieve this goal or success, the key is the ability of the principal. The school principal as the top leader in an education unit must play a role in decision making, managing conflict, and building a solid team. In order for the principal to be able to take on the role effectively and efficiently, the principal is

required to have the ability to lead, and have good communication skills with teachers and other school members. Teacher performance is influenced by three factors, including high loyalty and commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and other assignments, creativity in implementing teaching, cooperation with all school members, leadership that is a role model for students, good personality. , honest and objective in guiding students, and responsibility for their duties. Style of leadership will affect the effectiveness of a leader.

The application of situational leadership will have a good impact on motivation so that it can direct the achievement of individual goals or organizational goals. The dimensions of situational leadership by the Principal are achievement-oriented leadership, directive leadership, supportive leadership, and participatory leadership. With poor situational leadership it will reduce teacher achievement motivation, organizational goals will be neglected, and teachers can feel irritated, anxious, rebellious, and dissatisfied thereby decreasing performance. Leadership in the field of education, namely the figure of the Principal is very strategic. Because with a high commitment from a leader to improve the quality of his subordinates, the performance and work achievements of his subordinates will also increase. Theoretically, there is a very close influence between situational leadership and the principal's interpersonal communication. Through leadership carried out by the principal which is applied effectively in accordance with the conditions and needs of the teachers he leads, it will make teachers motivated to work so that their performance also increases.

Framework of Thinking

As it is known that there is an Influence of Interpersonal Communication and Principal Leadership on Teacher Performance in Middle Schools in Kapuas Barat District, Kapuas Regency, this can be described through the following framework:

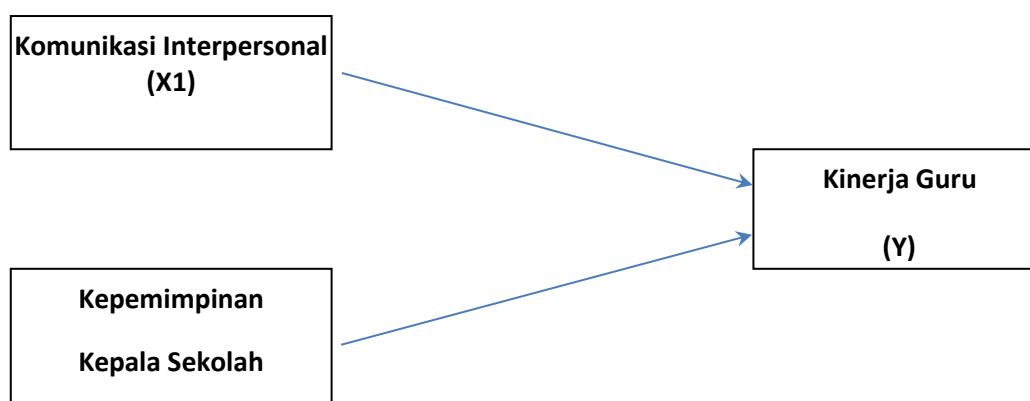


Figure 1. Conceptual Framework

Based on the picture, it can be seen that the independent variables consist of Interpersonal Communication (X1) and Principal Leadership (X2)

which affect teacher performance (Y). SMP Kapuas Barat District, Kapuas Regency.

METHODOLOGY

Research Design

The method used in this study is the explanatory method with regression techniques. The research variables include two independent variables and one dependent variable. The two independent variables are: Principal interpersonal communication (X1) and Principal Leadership (X2), the dependent variable is: Teacher Performance (Y). The approach used is a type of associative research, which discusses the relationship between variables. The population in this study were junior high school teachers in West Kapuas District, Kapuas Regency totaling 114 people from 10 state junior high schools in West Kapuas District, for data analysis techniques using SPSS for Windows version 23.0 software.

Data Collection Techniques

Data collection in this study used: (1) a data collection questionnaire which was carried out by conveying a list of questions to the respondents to be answered with the assumption that the respondents understood the list of questions submitted and then gave answers according to what the employees did; (2) Interviews, namely data collection carried out in connection with respondents about something that is relevant to the questions that have been submitted; (3) Documentation, namely to collect data in the form of figures, either directly from the respondent or from the institution concerned; (4) Observation, namely data collection through direct observation of the scope of research to see how far the work activities carried out by respondents.

Furthermore, in this study, respondents were asked to choose one of five alternatives which were given a score of 1-5 according to the Likers scale. In principle, research is to carry out indicators, so there must be a good measuring tool. Measuring instruments in research are usually called research instruments. According to Sugiyono (2012: 119) a research instrument is a tool used to measure observed natural and social phenomena. Instrument testing techniques are carried out to find out whether the data is valid and reliable or not, to measure the validity and reliability must be tested first.

Research Instrument Test (Validity and Reliability Test)

To test the validity of the research instrument, the researcher tested the validity by using data collected by 10 respondents with a critical r (significance level) of 0.632. The value of 0.632 is obtained from the auxiliary table for the value of r Pearson Moment. In determining the value of r if the correlation price ≤ 0.632 , it can be concluded that the item statement is not valid. Reliability or trust implies whether an instrument can measure something that is measured consistently from time to time (Sugiyono, 2014). In making reliability decisions, an instrument is said to be reliable if the value $\alpha > 0.60$ (Imam Ghozali, 2011). According to Sugiyono (2014: 130) reliability relates to the degree of consistency

and stability of data or findings. In a quantitative positivist view, a data is said to be reliable if two or more researchers in the same object produce the same data, or the same researcher at different times produces the same data, or a group of data broken into two shows data that is not different. Reliability also shows an understanding that a measuring instrument is trusted enough to be used as a data collection tool, because the tool is good. In this study, internal reliability techniques were used with the alpha coefficient formula. Criteria for a research instrument is said to be reliable by using this technique, if the reliability coefficient (r_{11}) $> 0,6$. Formulas for total variance and item variance.

Descriptive Statistics

Descriptive statistics are statistics that function to describe or give an overview of the object under study through sample or population data as it is, without conducting analysis and making conclusions that apply to the public (Sugiyono, 2012:29). In descriptive statistics the presentation of data can be in the form of tables, graphs, pie charts. Meanwhile, the purpose of descriptive analysis is to make a systematic description of factual and accurate data regarding facts and relationships between the phenomena investigated or studied (Riduwan and Sunarto, 2013: 38).

Inferential Statistics

According to Sugiyono (2010: 148) inferential statistics is a statistical technique that functions to analyze a sample data and the results are applied to the population. Inferential statistics are applied to the entire population based on sample data so that the truth is called probability. In this study, inferential statistics used multiple regression analysis.

Multiple Linear Regression Test

In this study, because the independent variables consist of 2 variables, namely Interpersonal Communication and Principal Leadership, multiple linear regression is used, namely the analysis of forecasting the value of the influence of two or more independent variables on the dependent variable to prove whether or not there is a functional relationship or a causal relationship between the two variables. or more (Riduwan and Sunarto, 2013:108). The benefit of the results of the regression analysis is to make a decision whether the increase and decrease in the dependent variable can be done by increasing the independent variable or not (Sugiyono, 2012: 260).

Hypothesis Testing

The accuracy of the sample regression function in estimating the actual value can be assessed by the Hypothesis Test/Goodness of Fit (Imam Ghozali, 2011). Statistically, Goodness of Fit can be measured from the F test value, t test value, and the coefficient of determination.

Classic Assumption Test

A good regression model must be free from data deviations consisting of normality, heteroscedasticity, multicollinearity, autocorrelation (Ghozali, 2017: 78). The classical assumption test is carried out to find out whether the estimation model meets the geometric criteria in the sense that there are no serious deviations from the required assumptions. These tests include:

Normality Test

The normality test is useful to find out whether the dependent, independent and both variables are normally distributed, close to normal or not. If the data is normally distributed, parametric analysis including regression models can be used. (Umar, 2015:77).

Autocorrelation Test

The autocorrelation test is useful to find out whether in a linear regression model there is a strong positive or negative relationship between the data in the research variables. (Umar, 2016: 84) To find out whether or not autocorrelation occurs in a regression model, use *Durbin Watson Test* (Santoso, 2016:218). The basis for making decisions using the DW test is (Santoso, 2016: 220):

Heteroscedasticity Test

The heteroscedasticity test was carried out to find out whether in a regression model, there is an unequal variance from the residuals of one observation to another. If the variance from the residual of one observation to another observation remains, it is called homoscedasticity, while for different variances it is called heteroscedasticity. (Umar, 2015: 82). The expected pattern is the dots that occur to form an increasing distribution pattern that is continuously moving away from the zero line.

Multicollinearity Test

The multicollinearity test is useful to find out whether the proposed regression model has found a strong correlation between the independent variables. (Umar, 2016: 80). If there is a high correlation between the independent variables, then the relationship between the independent variables and the dependent variable becomes disrupted. To see whether there is multicollinearity in this study, it will be seen from the multicollinearity variance inflation factor (VIF) using the VIF formula (Umar, 2016: 81).

RESULTS

Validity Test

Validity testing was carried out with the help of a computer using the SPSS for Windows Version 23.0 program. In this study, validity testing was only carried out on 20 respondents. Decision making is based on the value of r_{count} (Corrected Item-Total Correlation) $>$ r_{table} of 0.378, for $df = 20 - 2 = 18$; \square

= 0.05 then the item/question is valid and vice versa. Based on the results of the calculation of the validity test of variable X with 5 question items are as follows:

Table 1. Variable Validity Test Results X1

	Scale Mean if Item Deleted	R table	Corrected Item-Total Correlation	Information
X1.1	12.4000	0,378	.770	Valid
X1.2	12.0000	0,378	.431	Valid
X1.3	12.1000	0,378	.651	Valid
X1.4	12.0500	0,378	.644	Valid
X1.5	12.0500	0,378	.516	Valid

Based on In the table above, it can be seen that all questions for variable X1 have a valid status, because the value of rcount (Corrected Item-Total Correlation) > Rtable of 0.378. Based on the results calculation the validity test of variable X2 with 6 question items is as follows.

Table 2. Variable Validity Test Results X2

	Scale Mean if Item Deleted	R table	Corrected Item-Total Correlation	Information
X2.1	15.4000	0,378	.900	Valid
X2.2	15.5500	0,378	.801	Valid
X2.3	15.7500	0,378	.628	Valid
X2.4	15.1500	0,378	.594	Valid
X2.5	15.2500	0,378	.823	Valid
X2.6	15.4000	0,378	.646	Valid

Based on From the table above, it can be seen that all questions for variable X2 have a valid status, because the value of rcount (Corrected Item-Total Correlation) > rtable of 0.378. Based on the results of calculating the validity test of variable Y with 5 question items are as follows.

Table 3. Variable Validity Test Results Y

	Scale Mean if Item Deleted	R table	Corrected Item-Total Correlation	Information
Y1	12.4500	0.378	.793	Valid
Y2	12.4000	0.378	.715	Valid
Y3	12.4500	0,378	.793	Valid
Y4	12.3500	0,378	.780	Valid
Y5	12.3500	0,378	.780	Valid

Based on the table above, it can be seen that all questions for variable Y have a valid status, because the value of rcount (*Corrected Item-Total Correlation*) > rtable of 0.378.

Reliability Test

Test Reliability carried out on question items that are declared valid. A variable is said to be reliable or reliable if the answers to questions are always consistent. The reliability coefficient of the instrument is intended to see the consistency of the answers to the statement items given by the respondents. The analysis tool uses the halved method (split half) by correlating the total score odd versus even, then the reliability is calculated using the formula "Alpha Cronbach". Calculations were carried out with the help of the SPSS program computer. Based on the calculation results test the reliability of variable X1 with 5 question items is as follows.

Table 4. Variable Reliability Test Results X1

Cronbach's Alpha	N of Items	Information
.800	5	Reliable

Based on the table above. A reliability test was carried out on question items that were declared valid. A variable is said to be reliable or reliable if the answers to questions are always consistent. So the result of the instrument reliability coefficient for variable X1 is = 0.800, it turns out to have a value of "Alpha Cronbach" is greater than 0.600, which means that the instrument is declared reliable or meets the requirements. Based on the results of the calculation of the reliability test of the X2 variable with 6 question items are as follows.

Table 5. X2 Variable Reliability Test Results

Cronbach's Alpha	N of Items	Information
.888	6	Reliable

Based on the table above. A reliability test was carried out on question items that were declared valid. A variable is said to be reliable or reliable if the answers to questions are always consistent. So the result of the instrument reliability coefficient for variable X2 is rll = 0.888, it turns out to have a value of "Alpha Cronbach" is greater than 0.600, which means that the instrument is declared reliable or meets the requirements. Based on the results of the calculation of the Y variable reliability test with 5 question items are as follows.

Table 6. Variable Y Reliability Test Results

Cronbach's Alpha	N of Items	Information
.909	5	Reliable

Based on the table above. A reliability test was carried out on question items that were declared valid. A variable is said to be reliable or reliable if the answers to questions are always consistent. So the result of the reliability

coefficient Y is $r_{ll} = 0.909$, it turns out to have a value of "Alpha Cronbach" is greater than 0.600, which means that the instrument is declared reliable or meets the requirements.

Classic Assumption Test

The classic assumption test in this study used normality, heteroscedasticity and multicollinearity tests. The following are the results of the normality test in this study.

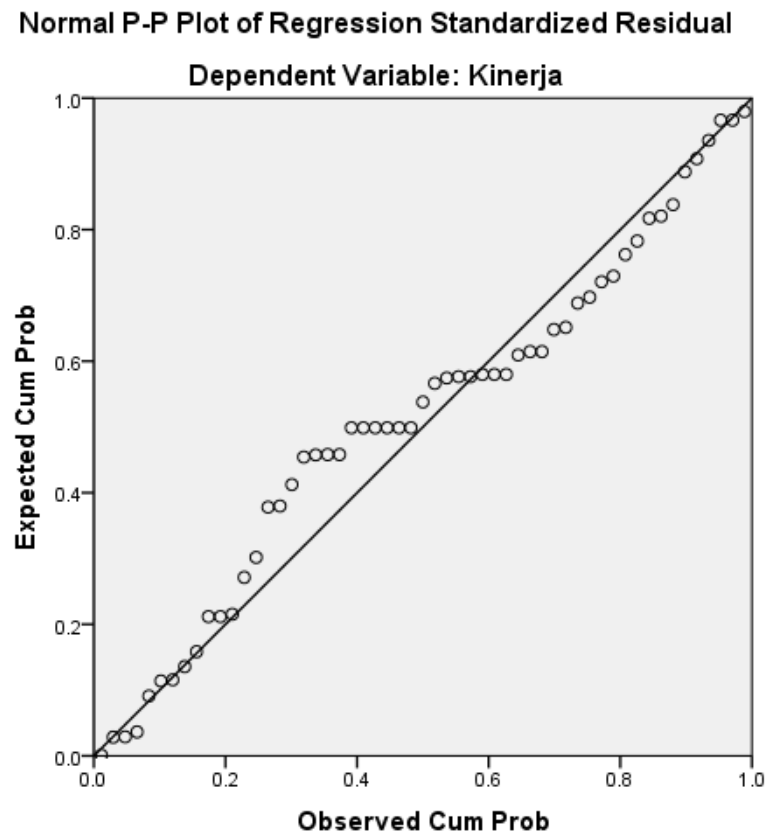


Figure 2. The Normality Test is Useful to Find out whether the Dependent, Independent and Both Variables are Normally Distributed

The normality test is useful to find out whether the dependent, independent and both variables are normally distributed, close to normal or not. If the data is normally distributed, parametric analysis including regression models can be used. (Umar, 2015:77) To test it, a normality test tool will be used, namely by looking at the normal *P-P Plot of Regression Standardized Residual*. In the picture above it can be seen that the data spreads around the diagonal line and follows the direction of the diagonal line, so the regression model meets the assumption of normality;

Heteroscedasticity Test

The heteroscedasticity test was carried out to find out whether in a regression model, there is an unequal variance from the residuals of one

observation to another. If the variance from the residual of one observation to another observation remains, it is called homoscedasticity, while for different variances it is called heteroscedasticity. (Umar, 2015: 82) Then the data was tested using the heteroscedasticity test. The results of the heteroscedasticity test using the Scatter Plot are as follows:

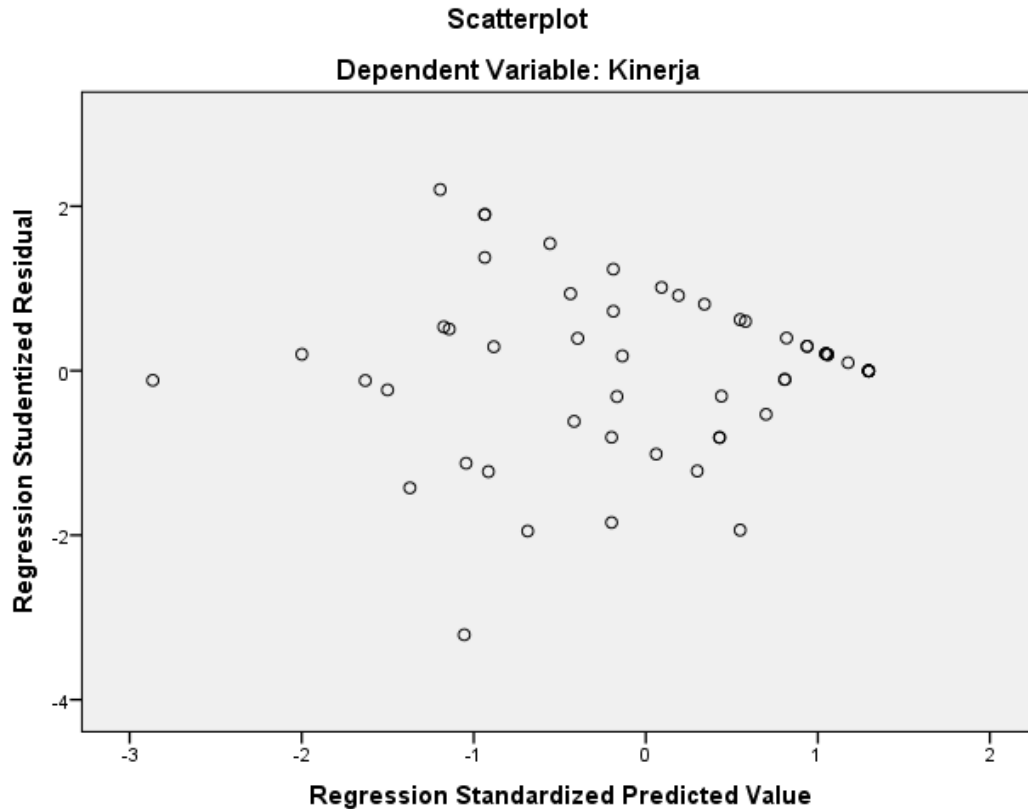


Figure 3. The Results of the Heteroscedasticity Test Using the Scatter Plot

Based on the scatter plot, visually the data reflected from the dots shows a scattering image. This means that the data is heterogeneous and meets the criteria for the heteroscedasticity test.

Multicollinearity Test

Furthermore, to ensure that this research model is free from correlations between independent variables, a multicollinearity test is performed. The following are the results of the multicollinearity test in this study:

Table 7. Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
COMIN	.962	1.040
Leader	.962	1.040

Based on the results of the multicollinearity test, it is known that the tolerance value of the independent variables in this study is $0.962 > 0.1$ and the VIF value is $1.040 < 10$, which means that all independent variables in this study

are free from multicollinearity. The results of hypothesis testing using multiple linear regression are as follows

Determination Coefficient Test (R2)

The coefficient of determination used to calculate the contribution of the independent variable to the dependent variable, the following results are obtained from the SPSS processing results.

Table 8. Determination Coefficient Test

Mo del	R	R Squa re	Adjusted R Square	Std. Error of the Estimate	Durbin- Watson
1	.642 ^a	.412	.390	1.98727	2.161

a. Predictors: (Constant), Leader, COMIN
a. Dependent Variable: Performance

From the table above it is known that the magnitude of the contribution of interpersonal communication and principal leadership variables to the performance of the teacher council at Kapuas Middle School by looking at the results of Adjusted R Square or (Adjusted R2) = 0.412 This means that the communication variable interpersonal and Principal leadership explains changes in teacher performance variables by 41.2% while the remaining 58.8% is explained by other factors outside the model.

Multiple Linear Test

Table 9. Multiple Linear Test

Model		Sum of Squares	Df	Mean Square	F	Say.
1	Regressi on	143.986	2	71.993	18.230	.000 ^b
	Residual	205.360	52	3.949		
	Total	349.345	54			

a. Dependent Variable: Performance
b. Predictors: (Constant), Leader, COMIN

Based on the ANOVA output above, it is known that the significance value in the F test is 0.000. Because $\text{sig } 0.000 < 0.05$, as the basis for decision making in the F test it can be concluded that X1 and X2 simultaneously influence Y, or have a significant meaning. Thus, the requirement that we can interpret the value of the coefficient of determination in multiple linear regression analysis has been fulfilled. As for the magnitude of the results of the multiple linear regression test on the effect of interpersonal communication and principal leadership, the F-count is 18.230 with a significance value of $0.000 < 0.05$, which means that together the interpersonal communication and principal leadership variables have a significant effect on the performance of the teacher board.

Simple Linear Test (T Test)

Table 10. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
	(Constant)	8.994	2.323		3.873	.000
1	COMIN	.407	.090	.491	4.525	.000
	Leader	.195	.064	.329	3.034	.004

a. Dependent Variable: Performance

Based on the table above it is known that the effect of interpersonal communication on teacher performance obtained a t-count value of 4.525 with a significance value of 0.000 < 0.05, which means that there is a positive and significant influence between interpersonal communication on the performance of the teacher council. Thus the first hypothesis which states that interpersonal communication has a positive and significant effect on teacher performance is proven true and can be accepted. Likewise for the leadership of the school principal on the performance of the teacher council obtained a t-count value (3.034) with a significance value of 0.004 < 0.05, which means that there is a positive and significant influence of the school principal's leadership on the performance of the teacher council. Thus the second hypothesis which states that the principal's leadership has a positive and significant effect on teacher performance is proven true and can be accepted.

DISCUSSIONS

The Effect of Interpersonal Communication on Increasing Teacher Performance

The results of the research that have been processed with SPSS 23 for windows show that the regression coefficient value of interpersonal communication has a significant value of 0.000, this value is smaller than 0.05 or the sig value < α and a t-count value of 5.855 is obtained, thus H_a is accepted and H_o is rejected and there is significant influence between interpersonal communication on improving the performance of junior high school teacher boards in Kapuas Barat Kapuas District. The effect of interpersonal communication on teacher performance shows that good communication can improve mutual understanding and cooperation among members of the organization to achieve organizational goals. The meaning of multiple regression in the results of this study, that is, if interpersonal communication is added by one unit, it will cause an increase in teacher performance, which is equal to 0.47. The results of testing the first hypothesis are consistent with the opinion of Siagian (1993) who argues that communication is a vital activity and is widely practiced in an organization. Communication is intended to convey

information both orally and symbolically and is carried out by 2 or more people.

In the school environment, communication occurs in the form of vertical communication, namely between the principal and the teacher. Horizontal communication occurs between teachers regardless of position in the school organization. Diagonal communication occurs between teachers in the context of the teacher being seen as a figure holding organizational structural positions such as school treasurer, head of library and head of laboratory. Formal communication occurs between teachers officially such as school meetings. Informal communication occurs every day between teachers whose topics and themes are sometimes related to work problems and other problems outside of work. While non-formal communication occurs every day, it can be in the form of official or unofficial but still has something to do with school work problems. The existence of a positive and significant influence between interpersonal communication on teacher performance indicates that the higher the effectiveness of communication patterns both vertical, horizontal, diagonal, formal, informal and non-formal indicates that the higher the teacher's performance is reflected by the high ability of the teacher in managing the teaching and learning process.

The ability to make updates in the learning process, the ability to be objective in the teacher's assessment of students, communicate with students, be empathetic and work together with colleagues in the school. From these results it can also be interpreted that internal communication has an important role for teachers to carry out their duties in the teaching and learning process both in terms of professional abilities, personal abilities and social abilities. The results of this study are in line with research conducted by Saputra (2012) which states that partially organizational communication has a significant positive effect on academic staff performance. In addition, this research is also in line with research conducted by Rudianti (2011) which states that there is a relationship between organizational communication and the performance of nurse practitioners with the most influential variables on performance being supervision and direction. Through supervision and direction carried out in accordance with the guidelines can improve organizational communication so that with increased communication it will also produce good performance.

The Influence of the Principal's Leadership on Increasing Teacher Performance

The results of the research that have been processed using SPSS 23 for windows show that the regression coefficient value of the Principal's leadership has a significance level of 0.004, this value is smaller than 0.05 or the sig value $< \alpha$ and the t count value is 3.034 while the t table is 1.988, this means stated that H_a was accepted and H_o was rejected and there was a significant influence between the leadership of the Principal on improving teacher performance in Junior High Schools in West Kapuas District. In the results of these calculations it is found that, if there is no interpersonal communication and there is no leadership factor, then the teacher's performance is 8.994, in the regression equation there is an error, namely the contribution contributed by the two variables is reduced by one hundred percent, then the error is still large.

The results of this study are in line with the Contingency Theory of Leadership put forward by Fiedler and Hersey Blanchard in the book *Leadership and Organizational Behavior* by Rivai and Mulyadi (2012) which states that there is an influence between leadership styles and certain situations that are required. This means that a leader will be more effective if his leadership style is adapted to the situation that occurs and the level of maturity of the members of the organization. The assumption used based on this approach is that there is no single leadership style that is right for every leader in all conditions. Therefore, through this theoretical approach, a leader will apply a certain style based on consideration of factors such as leaders, followers, and situations. Leader, follower and situation factors are critical interrelated variables. The results of this research support the research conducted by Rudi Erwandi (2019) which states that there is a significant influence between the principal's leadership and work motivation on teacher performance by 96.8%. The two variables, namely the principal's leadership and work motivation go hand in hand with the teacher's performance variable, meaning that the better the principal's leadership and work motivation, the higher the teacher's performance.

CONCLUSIONS AND RECOMMENDATIONS

The results of testing the first hypothesis produce a regression equation $Y = 8.994 + 0.407 X_1$. Thus the hypothesis which states that there is a positive and significant influence between interpersonal communication and teacher performance is accepted. The significance value of the research results is 0.000 and this value is smaller than the level of confidence used by 5% (0.05). This indicates that interpersonal communication has an influence on the formation of teacher performance. This shows that the more effective the interpersonal communication, the higher the teacher's performance. The results of testing the second hypothesis produce a regression equation $Y = 8.994 + 0.195 X_2$. Thus the hypothesis stating that there is a positive and significant influence between the principal's leadership and teacher performance is accepted. The significance value of the research results is 0.004 which is smaller than the confidence level used by 5% (0.05). This result indicates that the principal's leadership has an influence on the formation of teacher performance. This shows that the more effective the principal's leadership, the higher the teacher's performance.

Because the two variables used in this study, namely interpersonal communication and the leadership of the principal have a positive and significant influence on teacher performance, interpersonal communication in the Kapuas Barat District Public Middle School environment needs to be maintained its effectiveness, as well as the principal's leadership must increase its role in motivating teachers in carrying out the learning process. This research still has deficiencies or limitations in both the use of variables and the object of research, especially from the number of samples used, therefore for future researchers who wish to conduct research in the same scope it is necessary to add new variables such as work environment, facilities and infrastructure as well as other variables. teacher competence, and besides that it is also necessary

to use different analysis techniques so that there is more variety in the repertoire of research in the field of education. Given the importance of the influence of interpersonal communication on teacher performance, it is suggested that for the recruitment of prospective school principals one can consider the emotional intelligence competence of the prospective principal.

FURTHER STUDY

Furthermore, in this study, respondents were asked to choose one of five alternatives which were given a score of 1-5 according to the Likers scale. In principle, research is to carry out indicators, so there must be a good measuring tool. Measuring instruments in research are usually called research instruments. According to Sugiyono (2012: 119) a research instrument is a tool used to measure observed natural and social phenomena. Instrument testing techniques are carried out to find out whether the data is valid and reliable or not, to measure the validity and reliability must be tested first.

Therefore for future researchers who wish to conduct research in the same scope it is necessary to add new variables such as work environment, facilities and infrastructure as well as other variables. teacher competence, and besides that it is also necessary to use different analysis techniques so that there is more variety in the repertoire of research in the field of education. Given the importance of the influence of interpersonal communication on teacher performance, it is suggested that for the recruitment of prospective school principals one can consider the emotional intelligence competence of the prospective principal.

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