

The Influence of Communication and Leadership on the Performance of Teacher's Working Groups

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Abstract: This research aims: (1) to determine the effect of communication on the performance of teacher working groups in Cluster 1 Lempuing Jaya District; (2) to determine the influence of leadership on the performance of teacher working groups in Cluster 1 Lempuing Jaya District; (3) to determine the influence of communication and leadership together on the performance of teacher working groups in Cluster 1 Lempuing Jaya District. This research was carried out in the Lempuing Jaya District Teacher Working Group with a total research sample of 71 teachers. Data collection techniques were carried out through observation, documentation studies, and distribution questionnaires. The validity test uses construct validity, while the reliability test uses Cronbach's Alpha. Linearity Test and Normality Test. The results of this research show that: (1) there is a partially significant influence between communication on the performance of the teacher's working group; (2) there is a partially significant influence between communication on the performance of the teacher's working group; (3) there is a significant simultaneous influence between communication and leadership on the performance of the teacher's working group.

Keywords: Communication, Leadership, Teacher Working Group Performance

A. Introduction

Learning is not a simple task. To advance and play a significant role in the implementation of education, participation from all parties-the government, educational institutions, teaching and education staff, and the community-is required. Humans have an innate desire for education to survive. Education always undergoes modifications, advancements, and enhancements in line with advancements in time and as well as changes in all facets of life. Therefore, to be able to create good quality education, there need to be improvements in the field of education, especially in the field of education administrators such as teachers and education personnel, a revolution in curriculum tools, educational facilities and infrastructure, management of education providers, including more innovative learning methods and strategies. The goal of these attempts at revival, transformation, and development is to raise the standard of education in Indonesia.

Enhancing the quality of education is crucial for sustainable development in all facets of human life and for making the country's citizens more intelligent. The demands and developments that take place on a local, national, and international scale must always be taken into consideration when developing the national education system (Mulyasa, 2006).

Learning activities are inextricably linked to the educational process. As per Suprijono (2009), learning involves a variety of activities such as observation, reading, imitation, trying new things, listening, and following instructions. As a result, learning is a process that involves changing one's behavior actively, responding to the world around oneself, working toward a goal, acting through a variety of experiences, and witnessing, watching, and comprehending the learning process. The primary resource for national development, particularly in the area of the country's economy, will be educated human capital. This implies that the easier it will be to achieve national development goals, the better educated the human resources inside a nation. However, the human resources produced must be able to become leaders in all fields and be ready to face the challenges of current developments.

Education is akin to a worthwhile investment that can raise the caliber of human resources required for growth. A nation's quality rises with the level of education it receives. A good education will print and develop superior human resources. Establishing high-quality education in schools is crucial, according to the new paradigm that is taking shape. To construct and develop a fully formed human character, schools are a kind of modern civilization, as stressed by (Suprijono, 2009). Outstanding human resources are those who are conscious of the need to always better themselves. About human resources, it turns out that our human resources cannot yet be said to be quality human resources because education in this country has not been able to reach the level of quality human resources, one of the reasons is that education has not been able to produce such qualified graduates.

The principal of the school is in charge of putting high-quality education into practice. Despite their significant role in the educational field, teachers still need a leader or principal who can plan, coordinate, oversee, evaluate, and improve all of the activities that teachers engage in that are related to their effectiveness as teachers and the classroom learning process. School principals are the leaders in the field of education at the school level (Hamalik, 2011). The term "school principal" comes from the same root as "school principal", which refers to the person in charge of overseeing the school's administration or headship. Everything about the primary responsibilities and roles of a school principal is referred to as a principalship.

There are several titles besides "school principal", such as "school administrator", "school leader", and "school manager" (Ananda, 2018). Learning is not a simple task. To advance and play a significant role in the implementation of education,

participation from all parties—the government, educational institutions, teaching and education staff, and the community—is required. Humans have an innate desire for education to survive. Education always undergoes modifications, advancements, and enhancements in line with advancements in time and technology as well as changes in all facets of life. Therefore, to be able to create good quality education, there need to be improvements in the field of education, especially in the field of education administrators such as teachers and education personnel, a revolution in curriculum tools, educational facilities and infrastructure, management of education providers, including more innovative learning methods and strategies.

This revitalization and change and improvement efforts are aimed at changing the quality of education in Indonesia for the better. To make the nation's life more intelligent, improving the quality of education is very important for sustainable development in all aspects of human life. The national education system must always be developed according to the needs and developments that occur at the local, national, and global levels (Mulyasa, 2006). Learning activities and the educational process are intertwined. Suprijono (2009) defines learning as doing as follows: watching, reading, copying, trying something, listening, and following instructions. Thus, learning is a process of actively changing one's behavior, responding to the world around oneself, working toward a goal, acting through a variety of experiences, and perceiving, observing, and comprehending what is being learned. The primary resource for national development will be educated labor, particularly in the area of the country's economy. This implies that a nation's ability to successfully implement national development will increase with the level of education of its human resources. However, the human resources produced must be able to become leaders in all fields and be ready to face the challenges of current developments.

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the activities that teachers engage in that are related to their effectiveness as teachers and the classroom learning process. School principals are the leaders in the field of education at the school level (Hamalik, 2011). The term "school principal" comes from the same root as "school principal", which refers to the person in charge of overseeing the school's administration or headship. Everything about the primary responsibilities and roles of a school principal is referred to as a principalship. Apart from the title school principal, there are also other titles, namely school administrator, school leader, and school manager (Ananda, 2018).

An effective communicator is essential for a school principal to be adaptable to changing circumstances. A school principal must consult with his subordinates and use scientific knowledge and judgment when making decisions, not only because of his position of authority. A good school principal is directly correlated with an excellent education. It should come as no surprise that a great head is a principal of a school with excellent interpersonal skills and high levels of competency. According to Wayudi (2012), a school principal's effectiveness is based on their level of competence, their managerial prowess, and their choice of leadership style that best suits the needs of the institution, particularly the maturity, and accountability of their teachers in completing academic duties.

Communication is crucial in education management for collaboration among educators, teachers, and school administrators. In Indonesia, government engagement is highly valued in basic education. To enhance the professionalism of elementary school teachers, Teacher Working Groups and guidelines for implementing professional development systems are implemented. The Teacher Working Groups prepare activities for a year and address issues faced during teaching and learning activities. Their goal is to support teachers in becoming more competent in their jobs. However, many Teacher Working Groups are not operating efficiently, and their effectiveness is still uncertain.

According to survey data from the Federation of Indonesian Teachers' Unions conducted in 20 regencies/cities between August and November 2019, around 62% of the 1,700 primary school teachers polled still felt they had received sufficient training to increase their professionalism in the performance of their jobs. & South Sumatra is one of these regions. This indicates that the teacher working group, one of the venues for professional development for teachers, is not yet operating at peak efficiency. This further demonstrates the poor performance of the teacher working group. Elementary school teachers have not been able to receive sustained professional development due to the subpar performance of the Teacher Working Group.

The primary goal of the teacher working group is to carry out sustainable professional development, as required by PAN Ministerial Regulation Number 16 of 2009 concerning teacher functional positions. Republic of Indonesia Law No. 14 of

2005 concerning teachers and lecturers, article 20 paragraph (b), mandates that teachers must continuously improve and develop academic qualifications and competencies in line with science, technology, and art to fulfill their professional obligations. Teachers encounter a variety of challenges daily, each with varying degrees of difficulty, so they require advice, solutions, and renewal to be able to enhance the quality of their instruction.

As a group of educators with a variety of backgrounds in the classroom, school administration, experience, material mastery, teaching strategies, and educational attainment, the Teacher Working Group should be able to facilitate professional development and serve as a resource for other educators by offering advice and ideas and conducting training sessions. Developing good communication among group members is one of the things that educators should focus on to support, encourage, and energize the Teacher Working Group, which still tends to be inactive. "Internal communication contributes 9.5% to the formation of the performance of the Teacher Working Group. This shows that the more effective internal communication is, the higher the performance of teachers (Wibowo, 2013).

One of the reasons for the current teacher working group ineffectual performance may be the team members' poor communication skills, which hinder coordination and prevent members from being candid with one another while sharing information, ideas, and concerns. vital information. Because no strong foundation of trust is established, this frequently results in relationships that are out of harmony with one another. The Teacher Working Group's poor performance may also be attributed to a lack of trust within the team. Because it will undoubtedly be difficult for each individual to collaborate effectively, especially with those they don't trust. The leadership of the school principal in overseeing the teaching staff in the institution is also critical to the implementation of education in schools as an expression of the teacher working group performance measures. The principal is regarded as having a major leadership impact as, as the top leader in the school, his policies and style will have a big impact on how well the teachers in the Teacher Working Group perform.

Since the principal is the most senior leader in the school, the direction the institution takes will be greatly influenced by, if not directly determined by, his style of leadership. How this influence manifests itself includes the application of competencies that are possessed, such as the application of managerial competencies in curriculum design, personnel management, facilities, and infrastructure management, and financial management; the application of personality competencies in creating a culture of noble character in schools; the application of supervision competence in organizing, carrying out, and monitoring supervision outcomes; and various other forms of implementation in implementing school principal competence will have a significant impact on teacher performance. In modern education, the leadership of the school principal is a very strategic position

to achieve educational goals (Badrudin et al., 2020). Realizing this, every school principal is faced with the challenge of carrying out targeted, sustainable educational development so that he can direct teachers to be able to achieve optimal performance, one of which is taking an active role in participating in teacher work groups.

The Gugus 1 Teacher Working Group in the Lempuing sub-district has been observed to have low communication between teachers and other teachers. This is due to a lack of mutual understanding, a lack of intensity in meetings, and some teachers who are not good at communication. The implementation of teacher working group activities has not been optimally run, with a lack of structured face-to-face meetings and a lack of participation from teachers. The head of SD Negeri 1 Muara Burnai 2 also reported that two teachers who participated in teacher working group activities have not shown optimal results in improving learning activities. The principal of the school did not support the implementation of performance of teacher working groups activities, as the teacher in question was always leaving the class to teach. Many teachers do not implement the results obtained from teacher working group activities in real learning, resulting in a lack of quality learning. The teacher working group activities are only a formality to fulfill the obligation to collaborate between teachers and education in one area.

Based on several findings that indicate low performance of the Teacher Working Group, this is still just the author's assumption, therefore the author wants to conduct more in-depth research regarding improving the performance of the Teacher Working Group in Cluster 1, Lempuing Jaya sub-district by entitled this research "The Influence of School Principal Communication and Leadership on Teacher Working Groups".

B. Methods

This research was conducted in Cluster 1, Lempuing Jaya subdistrict, at Muara Burnai SD Negeri 3, Lempuing Jaya Subdistrict, Ogan Komering Ilir Regency, South Sumatra Province. The research method that researchers used in this research is quantitative research methods. According to Sugiyono (2010) quantitative research methods can be defined as research methods that are based on the philosophy of positivism, used to research certain populations or samples. Meanwhile, according to According to Riduwan (2013), quantitative research is a thorough examination of issues based on attempts to verify preexisting theories, which contain factors that can be measured with numerical data and statistically evaluated to ascertain the validity or invalidity of a theory's generalization.

The whole Gugus 1 teacher working group in the Lempuing Jaya sub-district, which numbered 71, served as the study's population. Riduwan (2014) defines a population as a generic region made up of items or individuals with particular attributes and

features that are used by researchers to investigate and make inferences. Arikunto (2010) defines the sample as a subset or representative of the population under study. The 71 members of the Teacher Working Group Cluster 1 in the Lempuing Jaya subdistrict served as the sample for this study. The following are some of the approaches the author employs to acquire data:

1. Observation

According to Arikunto (2019), the act of monitoring attention to an object through the use of all sense organs is referred to as observation, or simply observing.

2. Documentation

Documentation, according to Sugiyono (2019), is a method of gathering information from a variety of sources, including books, archives, records, written numbers, and photos that can be utilized to support research.

3. Survey

According to Umar (2019), the Likert scale is used to rate assertions reflecting a person's attitude toward various topics, such as good or bad, agree-disagree, and happy-displeased.

C. Results and Discussion

1. The Influence of Communication on the Performance of Teacher Working Groups in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency.

The author used the t-test technique to test this hypothesis. The t-test is used to determine whether there is a significant partial influence between one independent variable on one dependent variable. In this hypothesis we can see that the t value = 2.631 is greater than the t-table value of 1.980 with a significance level = $0.002 < (\alpha) 0.05$, this shows that H_0 is rejected and H_a is accepted, which means that partially the communication variable has a significant influence on the group performance variable. Teacher Work in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency, thus this hypothesis is proven. This evidence shows that it is true that one of the factors that determine the level of success and quality of the Teacher Working Group in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency is the communication carried out by the school principal to the teachers. The success of the principal in establishing communication with teachers at school will improve teacher performance through teacher working group activities in creating quality learning activities. Hardjana (2016) defines communication as an action in which a person uses a certain medium to transmit a message to another person, and the other person replies to the message after receiving it. According to Mulyana (2014), communication is the process by which two or more people exchange information through spoken and nonverbal cues. According to Sikula (2017), communication is the act of transmitting information, directly or indirectly, from one person to another to send a message.

Findings from a study by Ulfa et al. (2021). The study's findings show that the principal has implemented interpersonal communication with teachers in the best possible way, both formally and informally. The principal has done a good job of implementing the components of effective interpersonal communication, which include openness, empathy, a supporting attitude, a positive attitude, and togetherness. The findings of Nilasari et al. (2020) research show that the results of this study indicate that there is a partially and simultaneously significant effect of interpersonal communication and work discipline on the performance of teachers in SMA Negeri 21 Palembang. Research conducted by Ulfa et al. (2021) & Nilasari et al. (2020) has similarities with this research in that communication has a significant influence on the performance variable of the Teacher Working Group in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency.

2. The Influence of Leadership on the Performance of Teacher Working Groups in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency.

The author used the t-test technique to test this second hypothesis. The t-test is used to find out whether there is a significant partial influence between one independent variable and one dependent variable. In this hypothesis we can see that the t-count = 2.941 is greater than the t-table value of 1.980 (df (n-2) 71 - 2 = 69 is 1.980) with a significance level = $0.002 < (\alpha) 0.05$, this shows that H_0 is rejected and H_a was accepted as meaningful. Partially, the leadership variable has a significant influence on the performance variable of the Teacher Working Group in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency, thus this hypothesis is proven.

This proof shows that it is true that one of the factors that determine the level of success and quality of the Teacher Working Group in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency is the leadership of the school principal in providing optimization to teachers in the Teacher Working Group in Cluster 1 Subdistrict, Lempuing Jaya, Ogan Komering Ilir Regency. Leadership that can influence teachers will certainly improve teacher performance in carrying out their duties through teacher working group activities. When the Teacher Working Group in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency increases, you will get a lot of positive images regarding the quality of learning carried out by members of the Teacher Working Group in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency for their students. According to Fahmi (2016), leadership is a science that thoroughly investigates how to oversee, guide, and persuade others to do duties in compliance with prearranged directives. In the meantime, leadership, according to Kartono (2013), is the act of persuading others to desire to collaborate in light of one's skills to mentor others toward a variety of objectives that the group wishes to accomplish.

According to Jaliah et al. (2020) research, teacher performance was positively and significantly impacted by the principal's leadership in 2020. The professional

competency of SMP/MT teachers in the Sanga Desa sub-district, both private and public, is significantly impacted by the leadership of the school principal, according to research conducted by Ningsih et al. (2020). Similar studies by Fransiska et al. (2020) also demonstrated a substantial relationship between teacher performance (Y) and the principal's visionary leadership variable (X1). Findings from studies conducted in 2020 by Jaliah, Happy Fitria, Alfroki Martha, Era Kurnia Ningsih, Happy Fitria, and Yessi Fitriani

3. The Influence of Communication and Leadership on the Performance of Teacher Working Groups in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency.

In testing this fourth hypothesis, the author uses the f-test technique. The f-test is used to determine whether there is a significant simultaneous influence between more than one independent variable on one dependent variable. In this hypothesis we can see that by testing using SPSS 25 for Windows, it can be seen that the Fcount obtained is $6.736 > f\text{-table} = 2.74$, where $df = n - k - 1 = 71 - 3 - 1 = 68$ is equal to 2.74. and the level of simultaneous significance is $0.001 < (\alpha) = 0.05$ so H_0 is rejected and H_a is accepted. this means that it shows that together (simultaneously) the independent variables, namely communication and leadership, have a significant simultaneous influence on the dependent variable on the performance of the Teacher Working Group in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency, this means that the truth and hypothesis have been proven. acceptable.

This evidence demonstrates that the effectiveness of the Teacher Working Group in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency, is determined in part by examining the communication channels and the principal's leadership in providing support to teachers. The performance of the Teacher Working Group in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency, will also be better when teachers are satisfied with communication with the principal and are influenced by the principal's good leadership role. This will raise the caliber of the schools that are members of the working group teachers. Therefore, communication and leadership between school principals and teachers as members of the Teacher Working Group in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency should be well established, so that the quality of learning outcomes for students and teacher performance can be improved.

Findings from research According to Rahyono & Alansori (2021), communication (X2) and leadership (X1) have a major impact on worker performance (Y). Findings from Rahyono's research. In that both the independent variables-communication and leadership-have a significant simultaneous influence on the dependent variable-the performance of the Teacher Working Group in Cluster 1, Lempuing Jaya District, Ogan Komering Regency-Apip and the research findings are similar in this regard. Ilir

D. Conclusion

1. There is a partially significant influence between communication on the performance of teacher working groups in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency, where the calculated t value is greater than the t-table ($2.631 > 1.980$). The results of this research show that there is a significant influence between communication carried out by leaders on the performance of the Teacher Working Group in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency. With good communication between leaders and teachers, performance can be improved.
2. There is a partially significant influence between leadership on the performance of teacher working groups in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency, where the calculated t value is greater than the t-table ($2.941 > 1.980$). The principal's leadership plays an important role in achieving the desired school goals. Therefore, school principals must be able to apply a leadership style that can motivate teachers to carry out their duties well. If a teacher feels comfortable under the leadership of the principal, then he will work well and always try to demonstrate his performance which is oriented towards achieving the goals desired by the principal.
3. There is a significant simultaneous influence between communication and leadership on the performance of teacher working groups in Cluster 1, Lempuing Jaya District, Ogan Komering Ilir Regency, where the calculated f value is greater than f-table ($6.736 > 1.66$). The form of communication and leadership shown by the school principal greatly influences the performance of teachers in carrying out their duties, therefore the principal must try to establish good communication with teachers and apply leadership that can influence teachers to work together to achieve the desired educational goals.

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