

The Effect of Communication Climate on Teacher Performance in Islamic Senior High School

Apriani Riyanti¹, Nathaniel Antonio Parulian²

¹Universitas Binawan, Jl. Dewi Sartika No.25-30, Kalibata, Kec. Kramat jati, Kota Jakarta Timur, Daerah Khusus Ibukota Jakarta

²Universitas Multimedia Nusantara, Jl. Scientia Boulevard, Curug Sangereng, Kec. Klp. Dua, Kabupaten Tangerang, Banten
apriani.riyanti@binawan.ac.id

Abstract

The purpose of this study is to ascertain how the the school's communication atmosphere affects teacher performance. This study employs quantitative and descriptive methodologies and approaches. The population as a whole is sampled in this study using a saturated sample method. This is frequently done in studies that aim to make generalizations with extremely tiny flaws or when the population is quite small—less than 30 participants. The instructors of the school make up the study's population. To support the findings of the study data, questionnaire techniques and document examinations were conducted. According to the study's findings, the communication climate at one Islamic School in West Java has an impact on teachers' performance. The results of the statistical testing of the t-test using data processing from SPSS Version 23 show that the T_{count} value is 3.985 and the T_{table} is 2.080, with a significance level of 0.001. According to the test requirements, H_0 is disregarded and H_a is acceptable if $T_{count} > T_{table}$ and the significance (0.05). As a result, teacher performance is significantly influenced by the communication climate. After calculating the coefficient of determination, it is known that other factors that were not included accounted for 56.9% of the variance, with the communication atmosphere having a 43.1% impact on teacher performance. According to the findings of these calculations, the communication climate at school has a considerabl impact on teacher performance.

Keywords: Communication Climate, School, Teacher, Teacher Performance

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana suasana komunikasi sekolah mempengaruhi kinerja guru. Penelitian ini menggunakan metodologi dan pendekatan kuantitati dan deskriptis. Populasi secara keseluruhan dijadikan sample dalam penelitian ini dengan menggunakan metode sample jenuh. Hal ini sering dilakukan pada penelitian yang bertujuan untuk membuat generalisir dengan kesalahan yang sangat kecil atau bila jumlah populasi cukup kecil-kurang dari 30 partisipan. Para pengajar di sekolah menjadi populasi penelitian ini. Untuk mendukung temuan data penelitian, teknik kuesioner dan pemeriksaan dokumen dilakukan. Berdasarkan temuan penelitian, iklim komunikasi di sekolah berdampak pada kinerja guru. Hasil pengujian statistik uji t dengan menggunakan pengolahan data dari SPSS Versi 23 menunjukkan bahwa nilai T_{count} sebesar 3,985 dan T_{table} sebesar 2,080, dengan tingkat signifikansi 0,001. Sesuai dengan persyaratan pengujian, H_0 ditolak dan H_a diterima jika $T_{count} > T_{table}$ dan signifikansi (0,05). Hasilnya, kinerja guru dipengaruhi secara signifikan oleh iklim komunikasi. Setelah menghitung koefisien determinasi, diketahui bahwa faktor-faktor lain yang tidak dimasukkan menyumbang 56,9% dari varians, dengan iklim komunikasi memiliki dampak 43,1% pada kinerja guru. Berdasarkan hasil perhitungan tersebut, iklim komunikasi di sekolah memiliki dampak yang cukup besar terhadap kinerja guru.

Kata Kunci: Iklim Komunikasi, Sekolah, Guru, Kinerja Guru

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Corresponding author: Apriani Riyanti

Email Address: apriani.riyanti@binawan.ac.id (Jl. Dewi Sartika No.25-30, Kalibata, Kec. Kramat jati)

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INTRODUCTION

One of the key pillars in the existence of a society, country, and state is educatio. Education plays a significant role in development efforts since it is a human resource-educational activity. This can be seen in the essence of education as stipulated in Law Number 20 of 2003 concerning the National Education System Article 1 paragraph (1) In order for students to actively develop their

potential for religious spiritual strengt, self-control, personality, intelligencies, noble characters, and skill needed by themselfe, society, nations, and states, educations is a process of conscious and planned efforts to create a learning environment and learning process.

In the context of educational institutions, schools serve as one of the direct conduits for achieving broad educational objectives. Schools are organizations that coordinate a variety of existing resources, including infrastructure, teaching personnel, curriculum, and other resources, in order to support one another in achieving the desired educational objectives. The fundamental element in achieving desired educational objectives is teacher resources (Rokhani, 2020).

Teachers are the essential factor in the educational process at schools, so it is important that they fully grasp their responsibilities and carry them out. The primary responsibility of instructors is to instruct, mentor, lead, direct, train, evaluate, and assess their students. This is in compliance with Law No. 14 of 2005's Article 1 paragraph (1) regarding Teachers and Lecturers, which sets forth the relevant regulations. Teacher performance can be assessed by seeing how they carry out these four skills, or it can be said to be the actualization of teacher competence in carrying out their obligations. If the school environment and teachers' personalities are supportive, then teachers can perform well. Teachers and the competency development mentioned above are an integral part of the education system (Aisah, 2020).

The conditions or environmental atmosphere that exists in an organization cannot be isolated from the empowerment and growth of teacher competencies in schools (Lailatussaadah, 2015). People will be better equipped to reach their potential in a relaxed environment. Organizational success is greatly influenced by organizational climate, which is a manifestation of the qualities of the organizational environment as seen by organizational members (Hasan, 2017). This is so because the process of establishing an atmosphere and the impressions that teachers form of a supportive work environment are intimately tied to the organizational climate. Teachers are anticipated to fulfill institutional objectives with the assistance of a supportive work environment, which will ultimately raise the standard of the organization as a whole. As a result, it is possible to say that teacher performance has improved.

The communication process that takes place within the company is one of the dynamics that need to be take into considerations when building various teacher competences. Human communication is the process that occurs when someone sends a message using signs, symbols, or other contextual signals in an effort to convey their intentions by sending information in a way that the recipient can also understand (Hoy & Miskel, 2013).

Communication is a means of socialization in human life (Muslih, 2020). Communication is a social process, meaning it occurs or runs between people. Human relationships and interaction or connectedness are facilitated by communication (Atzori et al., 2010). Because humans are referred to as social creatures that cannot exist alone, there are no humans who are not engaged in communication (Oe & Yamaoka, 2022). Many facets of life are impacted by communication because

it is important for everyone to recognize that effective communication prevents misunderstandings and misunderstandings between people.

The low performance of teachers in every educational institution is a common thing, it is caused by various factors including the lack of training for teachers provided by the school, the methods used by each teacher are less effective, and the motivation to teach is still not increasing (Pianda, 2018). The decline in teacher performance can affect the quality of students in a school because teachers are the most important factor in the development and improvement of the quality of students themselves (Kartowagiran, 2011). The teacher's ability to deliver materiil to student has an important role in improving the quality of knowledge and skills related to learning. Therefore, teachers must have methods that are suitable for students. The lack of analysis carried out by teachers of students, this is the cause of the teacher's difficulty in determining methods that are in accordance with the needs of students.

Furthermore, communication in an educational institution play an important role in running the system that applies in the educational institution. Misunderstandings that occur between school members are usually caused by a lack of interpersonal communication in an educational institution. The principal in this case becomes the main role, this is because the school staff needs direction from the leader, and needs guidance from a leader. The low motivation of teachers in carrying out teaching activities can be caused by the lack of communication carried out by the leadership, and the low performance of each teacher is also influenced by the lack of principals in implementing interpersonal communication.

METHOD

This research uses a quantitaf approach. Data was obtained using a questionnaire with a Likert scale for each variable. Before the questionnaire was used, the questionnaire was tested for validity and reliability first and obtained 45 questionnaire items for the communication climate, and 47 questionnaire items for teacher performance. The traditional assumption test or Ordinary Least Squares, which in this test unquestionably applies normality to multicollinearity tests to reach the next testing step, is used to test the data in this study. The t test and f test, which are a component of the coefficient of determination test and the Ordinary Least Squares test, are used to test hypotheses. Descriptive statistic are used in the data presentation.

The research was conducted at one Islamic school in West Java. The population in the study were 23 teaching teachers and also sampled with saturated sampling due to the relatively small population (Yusuf, 2017).

RESULT AND DISCUSSION

Based on the results of the normality test, it is found that the data on the communication climate variable and the Teacher Performance variable have a good significane value of 0.077 and

0.453, respectively. So it can be concluded that the data is normally distributed because the Shapiro-Wilk significance value is more than 0.05.

To ascertain if there is a linear connection or significance between two variables, the linearity test is utilized (Nasehudin & Gozali, 2012). The significance level for the linearity test was set at 0.05. And after doing the linearity test obtained, the significance value in Deviation From Linearity is $0.336 > 0.05$, we can know if the significance value in the table is more than 0.05 or ($0.05 < sig$), it can be concluded that there is a linear relationship between the variables.

Based on the result of linear regression, it can be seen that the constant number of unstandardized coefficients. From the output above, the value is 75.637. This can be interpreted if the communication climate is 75.637. In addition, the regression coefficient number is 0.724.

This figure implies that for every 1% increase in communication climate (X), teacher performance (Y) will increase by 0.724. Because the regression coefficient value is positive (+), it can be said that the communication climate (X) had a positive effect on teacher performances (Y). So the regression equation is $Y = 75.637 + 0.724 X$.

T_{table} can be seen in the statistic table with a significance value of 0.05: 2 = 0.025. Table (2-sided test) with degrees of freedom (df) $n-2$, namely $df = 23-2 = 21$, the result obtained for T_{table} are 2.080. 21, the result obtained for T_{table} is 2.080. Based on table 2, that can be seen that $T_{count} (3.985) > T_{table} (2.080)$, then H_0 is rejected. So it can be concluded that there is an influence between the communication climate on teacher performance. It can also be seen that the significance value is $0.001 < \alpha (0.05)$, then H_0 is rejected and H_1 is accepted. So that can be concluded that there is an influence between the communication climate on teacher performance.

The coefficient of determination is used to predict how much influence the independent variable has on the dependent variable (Unaradjan, 2019). From the output results above, it is known that the coefficient of determination (R Square) is 0.431. This figure means that the communication climate affects teacher performance by 43.1%. While the remaining $100\% - 43.1\% = 56.9\%$ is influenced by other factors not examined.

CONCLUSION

Based on the discussion of the research results, it can be stated that there is a positive correlation between the communication climate and teacher performance at school. This is addressed by the significance result of $0.001 < 0.05$ and $T_{hitung} 3.985 > T_{table} 2.080$ and a significance value of 0.05, so the decision in this study is that H_0 is rejected. So that there is a significant influence between the communication climate on teacher performance. Based on these findings, it can be concluded that teacher performance can be improved through various ways and media, one of which is by streamlining the communication climate. Thus, in order for teachers to perform at their best, principals need to create good interpersonal communication.

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