



Jurnal BADATI

Vol 3 No 1 April 2021

P-ISSN : 1907 – 5340

E-ISSN : 2722 - 3248

Hal. : 33 -41

COMMUNICATION, WORK DISCIPLINE AND MANAGEMENT OF SCHOOL HEADS TO THE TEACHING PERFORMANCE OF HIGH SCHOOL TEACHERS IN AMBON CITY

Tehubijuluw Zacharias

Ilmu Kesejahteraan Sosial, FISIP, Universitas Kristen Indonesia Maluku

Email : tehubijuluwzacharias@yahoo.com

Abstract.

This study aims to analyze the influence of communication, work discipline and school principal management on the teaching performance of Ambon Public senior high school teachers. This research is applied research with associative explanatory level. The population in this study were all teachers in the Ambon Public senior high school as many as 44 people. Data were analyzed by multiple linear regression. The results showed that: (1) communication, discipline and management of school principals partially influenced the teaching performance of teachers, (2) discipline was the dominant variable that affected teacher teaching performance, (3) communication, discipline and management of principals simultaneously influenced on teacher teaching performance.

Keywords: communication, work discipline, principal management, teaching performance

BACKGROUND

Teaching performance is an achievement that is shown in the form of behavior. Performance is the quality and quantity of work achieved by a person in carrying out his duties in accordance with the responsibilities assigned to him. Teaching performance is teacher achievement as a result of encouragement shown in the form of behavior. In addition, performance can also be interpreted as a result of one's efforts achieved by the ability and actions in certain situations. According to Supardi (2013: 55), teacher performance has certain specifications. Teacher performance can be seen and measured based on the specifications or competency criteria that must be possessed by each teacher. These competencies include pedagogical competence, personal competence, social competence and professional competence. Teacher performance is not only shown by work results, but is directed by behavior at work. "With regard to the performance standards of teachers, as quoted by Kusmianto (1997: 49), he explained that:" Teacher performance standards are related to the quality of teachers in carrying out their duties such as : (1) working with students individually, (2) preparing and planning lessons, (3) utilizing instructional media, (4) involving students in various learning experiences, and (5) active leadership from the teacher.

The teacher is a teaching component that plays an important and major role, because the success of the teaching and learning process is largely determined by the teacher factor. The

teacher's task is to deliver subject matter to students through communication interactions in the teaching and learning process he does. The success of the teacher in delivering the material really depends on the smooth communication interaction between the teacher and the students. The lack of fluency in communication has an impact on the messages conveyed by the teacher. Communication has a very important role in improving work performance. Communication is a very important tool for improving individual achievement and operating results (Manullang, 2002). Likewise Supardi and Syaiful (2007) argue that communication can improve organizational and individual work performance of the people in it, because communication encourages others to have the ability to interpret opinions so that a common point of understanding is found.

Based on preliminary observations, it is known that the teaching performance of teachers in several SMANs in Ambon is still low, which is indicated by their low ability in terms of mastery of instructional media, lack of readiness and learning planning and passive class leadership. This is thought to be due to the lack of communication, discipline and conflict management of school principals that have not been properly managed.

Communication is the basis of the existence of a society and determines the structure of society. Relations between humans are built on the basis of communication. Communication is a means or media in the delivery of stimuli. In communication, humans influence each other, so that knowledge is formed about each other's experiences. Communication can shape human understanding, create friendship, maintain affection, influence attitudes which can eventually lead to real action. Human relations can be improved by understanding and improving communication will be easier to accept the messages conveyed by communicators.

In school, teachers who can instill a sense of discipline both in themselves and in their students can carry out their duties and responsibilities properly. Without the discipline of a teacher in carrying out his duties, it is not surprising that the end result of learning does not match what he aspires to. Low teacher work discipline will result in poor quality of education in schools. Discipline must be instilled in each individual, be it teachers or students. As an educator, all the attitudes and behaviors they do will certainly be seen and exemplified by their students. If a teacher has a disciplined attitude, then it cannot be blamed if his students also follow the disciplined teacher's behavior. Good work discipline reflects the amount of responsibility that must be assumed by a person for the tasks assigned to him, which encourages morale in realizing organizational goals.

Within the school environment, conflicts can be experienced by various parties, both internal conflicts, namely between students and students, teachers and teachers, students and school employees, school employees and teachers, or even external conflicts that occur between schools and schools or with the community. This happens because the school is a gathering place for all the different characteristics and attitudes, which meet and socialize with each other in the school. Of course, having various opinions or views with their wishes and hopes can be fulfilled through the attitudes and behaviors they exhibit, some of the problems above can cause conflicts in schools. To solve these problems, it is necessary to provide guidance or understanding of the problems at hand. Meanwhile, external conflicts in schools are usually more the factor of competition between schools. In this case we cannot escape the figure of a manager. According to Abi Sujak, a manager must be able to influence and direct the actions of a person or group of people in an organization in an effort to utilize human resources, material resources, technology, and financial resources in order to achieve organizational goals effectively. A manager if at school is the figure of the principal, the principal should be able to control everything that happens in the school, so that teachers can carry out their duties properly.

RESEARCH METHODS

Research Approach

Based on its objectives, this study is an applied research with an associative explanation level to determine the relationship between the independent variable and the dependent variable. Based on the method, the approach taken is a survey conducted on a population or sample so that relative incidents, distributions and relationships between variables are found.

Population and Sample

The population in this study were all 44 high school teachers in Lei Timur Selatan District, Ambon City (<https://dapo.dikdasmen.kemdikbud.go.id/>). Due to the relatively small number of population, it is determined as a saturated sample of 44 teachers.

Data analysis

Multiple linear analysis was carried out to see the effect of the independent variable on the dependent variable (Y). Before performing multiple regression testing, the regression test requirements must be met. The general form of the model used is

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e_i$$

Where :

Y = Teaching performance

b₀ = Constant

X₁ = Communication

X₂ = Work Discipline

X₃ = Principal Management

b₁, b₂ b₃ = regression coefficient of variables X₁, X₂, X₃

e = Standard error

RESULTS AND DISCUSSION

Result

The effect of the independent variables, namely communication, work discipline and principal management on the dependent variable, namely teacher teaching performance (Y), is known through multiple linear regression calculations. Based on the results of data processing using the "SPSS For Windows" program as presented in the attachment, the following table is obtained:

Table 1
Results of Multiple Linear Regression Analysis

Variable	Regression Coefficient	T.Count	Probability	R ² Partial
Communication (X1)	0,048	1,337	0,006	0,162
Work Discipline (X2)	0,714	6,305	0,000	0,613
Principal Management (X3)	0,390	4,178	0,000	0,457
Constant : 2,737	F. Ratio : 141,001			
R Square : 0,865	Prob. : 0,000			
Multiple R : 0,930	n : 44			

Source : Analysis Result, 2020

The results of the analysis show that the variables of communication, work discipline and principal management together have a significant effect on the teaching performance of public high school teachers in Ambon. This can be proven from the results of the calculation, it turns out that Fcount is 141,001, while Ftable is 3.40 at the 5% confidence level. The value of Fcount is greater than Ftable, in other words if Fcount is in the area of Ho's rejection, so from the results of the calculation it can be said that Ho is rejected and H1 is accepted, which means that all the independent variables jointly influence the dependent variable.

The results of the computer print out contained in the appendix show that the coefficient of determination (R²) is 0.865. This shows that 86.5% of the communication variables, work discipline and principal management jointly affect the dependent variable, namely the teaching performance of public high school teachers in Ambon. While the remaining 13.5% is influenced by other variables outside the model. The regression coefficient shows the influence of each independent variable (X1, X2, X3) on the dependent variable (Y) if the size of the other independent variables in the fixed model. Persamaan regresi yang diperoleh, yaitu :

$$Y = 2,737 + 0,048 X_1 + 0,714 X_2 + 0,390 X_3$$

The regression model equation can be analyzed as follows:

- The communication variable (X1) turns out to be positive, this means that if communication increases it will result in an increase in the teaching performance of the teacher. Furthermore, the regression coefficient is 0.048 which means that every increase of one unit of the communication variable will result in an increase of 0.048 units of teacher teaching performance, if the other variables are constant.
- The work discipline variable (X2) turns out to be positive, this means that if the discipline is better, the teaching performance of the teacher will also increase and the regression coefficient is 0.714 which means that every increase of one unit of work discipline variable will result in an increase of 0.714 units of teacher teaching performance, if other variables are constant.
- The principal management variable (X3) has a positive sign, this means that if the principal's management is better and more conducive, the teacher's teaching performance will also increase and the regression coefficient is 0.390 which means that every one unit

increase in the principal's management variable will result in an increase of 0.390 performance unit, when the other variables are constant.

The partial determination coefficient explains the effect of each change in the independent variable (X) on changes in the dependent variable (Y). From the results of data processing, it shows that the partial coefficient (r) for the communication variable is 0.162, work discipline is 0.613 and the principal management variable is 0.457. This means that:

- a. The communication variable can explain each variation of changes in teacher teaching performance of 0.162 with the assumption that other variables are constant, meaning that it shows that communication has a large enough correlation with teacher teaching performance of 16.2% assuming the other variables do not change.
- b. The work discipline variable can explain any variation of changes in teacher teaching performance of 0.613 with the assumption that the other variables are constant, which means that the work discipline variable is significantly correlated with the teaching performance of teachers by 61.3%, assuming the other variables do not change.
- c. Principal management variables can explain any variation of changes in teacher teaching performance of 0.457 with the assumption that other variables are constant, meaning that the principal management variable is significantly correlated with teacher teaching performance by 45.7% assuming the other variables do not change.

Testing the regression coefficients of the communication variables (X1), work discipline (X2) and principal management (X3) is significant or insignificant, testing the significance of the t price. The test was carried out by means of a two-way test, using a real level of 5%. The test results obtained tcount for communication of 1.337, work discipline of 6.305 and the principal management variable of 4.178. While the amount of t table at the 5% confidence level is ± 1.30 .

The values mentioned above can be explained that partially (individually), all variables have a significant effect on the prison performance of public high school teachers in Ambon, because the t value > t table value. The t value of the three independent variables is in the rejection area of H_0 , this means that the two regression coefficients are not equal to 0, in other words the two coefficients are significant. In the discussion of the effect of the two independent variables on the teaching performance of public high school teachers in Ambon, the greatest influence is derived from the discipline variable with the magnitude of the influence of 61.3%, because it has the largest correlation coefficient of the two other variables.

Discussion

In this section of the discussion, what needs to be elaborated are the results of the analysis and theoretical findings that are practically related to this research. Based on the results of descriptive analysis, it is known that the communication variables are in the high category. This shows that improving teacher teaching performance can be done through increased communication, in line with the research of Baharum, Joki and Balan (2007) that the results of the study show that there is a significant positive relationship between upward communication, horizontal communication and downward communication with the work performance of University employees. Malaysian nationality.

Based on the results of descriptive analysis, it is known that the discipline variable is in the high category. This shows that good discipline reflects a person's sense of responsibility for the tasks assigned to him. This encourages work passion, morale, and the realization of organizational, employee and community goals. Therefore, every principal always tries to make teachers have good discipline. A school principal is said to be effective in his leadership, if his

subordinates are well disciplined. Maintaining and improving good discipline is a difficult thing, because many factors influence it, as stated by Siagian (2014) states that the main objective of preventive discipline is to encourage employees to have high personal discipline, so that the leadership role is not too heavy with supervision, which can kill initiative, creativity and human resource participation.

Based on the results of descriptive analysis, it is known that the principal management variable is in the high category. This shows that in general, teacher performance is good, because it is able to carry out the teaching and learning process despite facing various obstacles, as stated by Djafri (2017) that the principal is one of the components of education that plays the most role in improving the quality of education. As stated in Government Regulation Number 28 of 1990 article 12 paragraph 2 that: The principal is responsible for the implementation of educational activities, school administration, fostering other educational personnel and the utilization and maintenance of facilities and infrastructure. Thus, in managing schools, the principal has a very large role. . The principal is the driving force in determining the direction of policy towards the success of schools and education at large.

Based on the results of multiple linear regression analysis, it is known that the influence of the independent variables simultaneously is 86.5% which indicates that the communication, discipline and management of the principal simultaneously affect the dependent variable, namely teacher teaching performance. While the remaining 13.5% is influenced by other variables outside the model. This indicates that there are other variables, apart from those mentioned above, which influence performance, which were not studied. This is in line with Anggraeni's research (2017) with the research title "The Influence of Principal Instructional Leadership, Professional Learning Community on Teacher Teaching Performance and Its Impact on Learning Effectiveness at Madrasah Aliyah Se Bandung Raya" concluded the results of the study that instructional leadership has not been effective, PLC in the MA has not been formed and teacher performance is considered insufficient. The effectiveness of learning in MA has not shown indicators as effective learning. All indicators in each variable can explain latent variables. There is an influence of instructional leadership and PLC on teacher performance. The effectiveness of learning is influenced by the performance of teachers who act as class managers, leaders and professionals. The conclusion of the study is that the weak instructional leadership and the PLC that have not been formed have a significant effect on teacher performance which in turn has an impact on less effective learning in MA.

Also Sulistyio's research (2015) which concludes that teachers are not easy to carry out their duties and develop their potential because they are faced with various problems in their lives and the lack of facilities provided in teaching so that in carrying out their duties as an educator in providing learning material to students is not accompanied by preparations. careful preparation, let alone add insight and knowledge from other sources so that it will lead to less productive performance of educators.

Ahmad Rohani (2004: 3) argues that teaching is not a simple task, teaching activities are very urgent because they are related to efforts to change, develop, and mature students. Therefore, teachers in teaching are required to work professionally and be disciplined in carrying out their duties. Discipline is very important in the learning process, without good discipline, the school atmosphere is less conducive, positively discipline supports a calm and orderly environment for the learning process. Work discipline is defined as an attitude, behavior and actions in accordance with the regulations of the organization in written or unwritten form.

Discipline is a form of training that enforces the regulations that have been set by an organization (Nitisemito, in Darmawan, 2013). Discipline is the willingness of a person who arises with his own awareness to follow the rules that apply in the organization. According to B. Siswanto Sastrohadiwiryono (2002; 291) Work Discipline is an attitude of respect, respect,

obedience and obedience to the applicable regulations, both written and unwritten and able to carry out them and not avoid receiving sanctions if he violates his duties. and the authority given to him. From the above statement it is clear that discipline is very important and must be possessed by a teacher in order to support the success of the learning process.

CONCLUSION

Based on the results of the analysis and discussion, several conclusions were obtained, including:

1. Communication, discipline and management of school principals partially affect the teaching performance of public high school teachers in Ambon.
2. Discipline is the dominant variable that affects the teaching performance of public high school teachers in Ambon.
3. Communication, discipline and principal management simultaneously affect the teaching performance of public high school teachers in Ambon.

SUGGESTION

Based on the above conclusions, the following are suggested:

1. Improve communication between teachers and between teachers and school principals.
2. To make effective leadership style through communication between principals and teachers, so that any problems that exist are immediately resolved.
3. Striving for the creation of a conducive work climate by improving the quality of relationships between teachers and school principals, fellow teachers, communication with parents of students and relationships between teachers and students.
4. Efforts are made to create and nurture performance, meaning from other aspects outside of communication, discipline and management of school principals that must also be considered, for example individual characteristics including age, education, experience and so on.

BIBLIOGRAPHY

- Adler dan Rodman. 2007. *Understanding human communication* (10 th ed.). New York: Oxford University Press.
- Adam. 2007. *Pengaruh Komunikasi terhadap Prestasi kerja Pegawai Dinas Informasi dan Komunikasi Propinsi Maluku*. Tesis Tidak Dipublikasikan. Pascasarjana, Makassar : Unhas.
- Anggraeni. 2017. *Pengaruh Kepemimpinan Instruksional Kepala Sekolah, Professional Learning Community Terhadap Kinerja Mengajar Guru Dan Dampaknya Terhadap Efektivitas Pembelajaran Di Madrasah Aliyah Se Bandung Raya*. Tesis. Tidak Dpublikasikan.
- Atmodiwirio. 2013. *Manajemen Pendidikan Indonesia*. Jakarta:Ardadizya Jaya
- Baharum, Joki dan Balan. 2007. *Hubungan Komunikasi Organisasi, Kepuasan Kerja dan Prestasi Kerja Pegawai Universitas Kebangsaan Malaysia*. (<http://www.fppsm.utm.my/jurnal>)
- Baedawi. 2014. *Pengaruh Gaya Kepemimpinan Demokratik, Konsultatif Dan Delegatif Dengan Kinerja*. Tesis Tidak Dipublikasikan. Pascasarjana, Makassar : Unhas.

- Bakri. 2012. Hubungan Motivasi Dan Gaya Kepemimpinan Dengan Kinerja di Sekretariat Daerah Kabupaten Maros. Tesis Tidak Dipublikasikan. Pascasarjana, Makassar : Unhas.
- Barnawi dan Arifin. 2014. Kinerja Guru Profesional: Instrumen Pembinaan, Peningkatan dan Penilaian. Jogjakarta: AR-RUZZ MEDIA
- Cahyono, A. 2014. Analisa Pengaruh Kepemimpinan, Motivasi, Dan Budaya Organisasi Terhadap Kinerja Dosen Dan Karyawan Di Universitas Pawyatan Daha Kediri. jurnal.stiepas.ac.id/index.php/jebe/article/view/118
- Commings, Paul. 2014. Manajemen Terbuka (Open Management). Seri Manajemen No. 49. Jakarta: P.T.Pustaka Binawan Pressindo.
- Cushway, Barry dan Derek Lodge, 2006. Perilaku dan Desain Organisasi. Terjemahan, PT. Elex Media Komputindo, Jakarta.
- Flippo, Edwin B. 2014. Personnel Management, 5 th Edition. Singapore : Mc Graw Hill International Company.
- Gibson, James L., Jhon M. Ivancevich dan James H. Donnelly, 1996. Organisasi , Perilaku, Struktur dan Proses, Edisi 8. Terjemahan, Penerbit Binarupa Aksara, Jakarta.
- Ginting, Magdalena. 2010. Pengaruh Komunikasi Internal Terhadap Kinerja Tenaga Kesehatan Rumah Sakit Umum Herna Medan. Tesis Tidak Dipublikasikan. Universitas Sumatera Utara, Medan.
- Gomes, Faustino C., 1999. Manajemen Sumberdaya Manusia. Penerbit Andi Offset, Yogyakarta.
- Griffin. 2013. Manajemen, alih bahasa Gina Gania, Erlangga, Jakarta
- Hasibuan, Malayu, 2010. Manajemen Sumberdaya Manusia. Penerbit PT. Gunung Agung, Jakarta.
- Jannah, Roydathul. 2014. Fungsi Komunikasi Vertikal Dalam Meningkatkan Produktifitas Kerja Pegawai Di PT. Telkom Kandatel Bandung. Tesis, Universitas Pasundan, Bandung.
- Kartono, Kartini. 2012. Pemimpin dan Kepemimpinan. Jakarta: RajaGrafindo Persada.
- Katherine . 2012. A First Look At Communication Theory (5th ed.). Boston: Mc-Graw-Hill
- Kompri. 2014. Manajemen Sekolah: Teori dan Praktik. Bandung: ALFABETA
- Manullang dan Marihot. 2008. Manajemen Sumber Daya Manusia. BPFE, Yogyakarta.
- Mangkunegara. Anwar Prabu. 2000. Manajemen Sumber Daya Manusia. Andi Offset. Yogyakarta.
- Martoyo, Susilo. 1998. Manajemen Sumber Daya Manusia. BPFE.. Yogyakarta.
- Moekijat. 2010. Manajemen Sumber Daya Manusia. Jakarta : Ghalia
- Muhammad, Arni. 2007. Komunikasi Organisasi. Bumi Aksara, Jakarta.
- Mulyana, Deddy. 2014. Ilmu Komunikasi Suatu Pengantar. PT Remaja Rosdakarya
- Nawawi, Hadari, 2007. Manajemen Sumberdaya Manusia Untuk Bisnis Yang Kompetitif. Gadjah Mada University Press, Yogyakarta
- Nitisemito, Alex. 2009. Manajemen Personalialia. Jakarta: Ghalia Indonesia
- Purwaningrum, Hastuti, Dkk. 2013. Pengaruh Komunikasi Internal, Kompensasi, Lingkungan Kerja Terhadap Kinerja Karyawan Melalui Motivasi Pada CV.Medinda Semarang. Jurnal Ilmu Administrasi Bisnis Jurusan Ilmu Administrasi Bisnis, Undip Semarang.
- Priansa, Donni Juni. 2014. Kinerja dan Profesionalisme Guru. Bandung: Alfabeta.
- Rachmawati, , Tutik. 2013. Penilaian Kinerja Profesi Guru dan Angka Kreditnya. Yogyakarta: GAVA MEDIA
- Rivai, Veithazl. 2014. Kepemimpinan dan Prilaku Organisasi. Jakarta: Rajawali Pers
- Robbins, Stephen P., 2007. Perilaku Organisasi ; Konsep, KontroversI dan Aplikasi. Penerbit PT. Prenhallindo, Jakarta.

- Risnawatiririn. 2012. Konsep Kinerja Guru. Yogyakarta : UPP STIM YKPN
- Sasa Djuarsa S. 2008. Teori Komunikasi, Universitas Terbuka, Jakarta.
- Siagian, Sondang. 2013. Sumber Daya Manusia dan Produktifitas Kerja. Ilham Jaya, Bandung.
- Simamora, Henry. 2009. Manajemen Sumber Daya Manusia. STIE YKPN, Yogyakarta.
- Soekarto Indrafachrudi. 2013. Dasar-dasar Administrasi dan Manajemen. Ghalia Indonesia, Jakarta.
- Supardi. 2013. Aplikasi Statistika Dalam Penelitian: Konsep Statistika Yang Lebih Komprehensif. Jakarta: Prima Ufuk Semesta.
- Thoha, Miftha, 2007. Perilaku Organisasi, Konsep Dasar dan Aplikasinya. Penerbit PT. Raja Grafindo Persada, Jakarta.
- Tjutju dan Suwatno. 2009. Manajemen Sumber Daya Manusia. Bandung : Alfabeta
- Umar, Husein, 2007. Riset Sumberdaya Manusia Dalam Organisasi. Penerbit PT. Gramedia Pustaka Utama, Jakarta.
- Uno, Hamzah B dan Nina Lamatenggo. 2012. Teori Kinerja dan Pengukurannya. Jakarta: Bumi Aksara.