



## The Influence of School Principals' Interpersonal Communication on Teachers' Performance at SMK Negeri 2 Doloksanggul in 2025

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### ABSTRACT

*The purpose of this study is to determine the effect of the principal's interpersonal communication on teacher performance at SMK Negeri 2 Doloksanggul in 2025. The results of the study are to produce an analysis requirement test, namely testing whether there is a positive relationship obtained by the value of  $r_{xy} = 0.408$ . With a  $r_{table}$  value of 0.374, so that  $r_{count} = 0.408 > r_{table} = 0.374$  thus there is a positive relationship between variable X and variable Y, namely a positive relationship between the principal's interpersonal communication and teacher performance at SMK Negeri 2 Doloksanggul in 2025. This study uses an inferential quantitative research method using a sample of 30 teachers and a population of 75 teachers at SMK Negeri 2 Doloksanggul. Data were collected using a closed questionnaire that had been tested for validity and reliability, as many as 34 items for variable X and 30 items for variable Y. From the regression test obtained: a) This regression equation shows that in a constant state = 63.65 then for each implementation of the principal's interpersonal communication will increase teacher performance by 0.65. b) From the determination coefficient test obtained the value of  $r^2 = 0.338$  from the determination value ( $r^2$ ) it can be seen that the percentage of the influence of the principal's interpersonal communication on teacher performance at SMK Negeri 2 Doloksanggul in 2025 is:  $(r^2) \times 100\% = 0.338 \times 100\% = 33.8\%$ . From the hypothesis test obtained the value from the variance analysis list above obtained the  $F_{count}$  value = 38.73 and this value is greater than  $F_{table}$  with  $dk$  numerator =  $k = 2$  and  $dk$  denominator =  $n - 2 = 75 - 2 = 73$  which is 3.34. Thus,  $F_{count} > F_{table}$ , namely  $38.73 > 3.34$ , the research hypothesis is accepted, namely that there is a positive and significant influence between the principal's interpersonal communication on teacher performance at SMK Negeri 2 Doloksanggul in 2025.*

**Keywords:** Communication, interpersonal, principal, teacher performance

## INTRODUCTION

Teacher performance, as the spearhead of the learning process, plays a crucial role in achieving these goals. Teachers must be able to act as a medium for producing high-achieving graduates, both in terms of knowledge and character for each student. According to Djamarah, as quoted by Azizah, teachers fulfill many roles as educators, or anyone who has become a teacher. These roles include corrector, inspirator, informant, organizer, motivator, and initiator. However, in practice, various obstacles often hinder the improvement of teacher performance. Successful teacher performance is inseparable from the active role of all components within the school environment, which will contribute to the success of learning. Therefore, collaboration is needed between the principal and teachers, teachers and teachers, teachers and administrative staff, teachers and parents, and teachers and students. This is where the principal is required to actively address the issues teachers face. As a leader, a principal must be able to improve teacher performance so that teachers can educate effectively. According to Irwan Fahdli, based on their duties and responsibilities, teachers must continually pursue self-development, particularly in innovation and creativity in line with current developments.

Based on observations through interviews conducted by researchers at SMK Negeri 2 Doloksanggul, some teachers are unprofessional in carrying out their duties, such as: 1) During lessons, teachers are often late, which impacts classroom learning. 2) When preparing lesson plans, teachers only utilize lesson plans from previous years. 3) Teachers' teaching techniques are not varied. 4) Learning must be conducted using learning practices and media that can motivate students to study harder. These issues are highly detrimental to schools, and they certainly impact the principal's interpersonal communication. This is supported by Syarif's opinion, as quoted by Rojifah, stating that a principal who is unable to develop interpersonal communication between himself and his subordinates will find it very difficult to implement their programs without a harmonious relationship. The key to successfully implementing a teaching program is the principal's willingness and ability to foster good relationships with subordinates (teachers). Interpersonal communication is the exchange of ideas or thoughts between individuals. Interpersonal communication can be verbal. It's not just about what is said and what is received, but also about how it's said, the body language used, and the facial expressions used. Teacher performance is the result of a teacher's work in carrying out their duties, including managing learning, class management, preparing teaching materials, learning methods, learning media, learning resources, and assessing both the process and outcomes. Good interpersonal communication can significantly impact teacher performance. Teachers are a crucial component of education. Therefore, a teacher's presence is required to perform their work effectively, demonstrating their work performance, namely the effective and efficient application of ideas, concepts, and concepts in the teaching and learning process to achieve educational goals. Therefore, with communication within the school environment, teacher performance is expected to improve.

## METHODS

This research employs a scientific approach that aims to systematically gather, analyze, and interpret data to answer specific research questions. The methodology chosen for this study is the quantitative inferential method, which allows the researcher to examine numerical data and draw conclusions that extend beyond the immediate data set. In essence, this method is particularly effective when the goal is to determine relationships, effects, or patterns among variables within a defined population. According to Sugiyono (2017), the quantitative inferential method involves the use of statistical techniques to analyze sample data and make generalizations about the larger population from which the sample is drawn. This means that, rather than simply describing the characteristics of the sample, inferential statistics enable researchers to infer the likelihood that the observed patterns or relationships exist within the broader population. By applying this method, the researcher can provide evidence-based conclusions with a measurable degree of confidence. The application of the quantitative inferential method in this study is intended to examine the influence of school principals' interpersonal communication on teachers' performance. Interpersonal communication is considered a critical variable in educational management, as it directly affects the motivation, satisfaction, and productivity of teachers. By using inferential statistical techniques, the researcher can not only identify trends in the collected data but also assess the strength and significance of the relationship between communication practices and teacher performance. Data collection in this method typically involves structured instruments such as questionnaires, surveys, or standardized tests, which produce quantifiable results. These data are then subjected to statistical analysis, which may include correlation, regression, or other relevant tests depending on the nature of the research questions. The use of such rigorous statistical procedures ensures that the findings are reliable, valid, and capable of supporting sound educational recommendations. The quantitative inferential method provides a robust framework for conducting research that seeks to understand cause-and-effect relationships within a population. By focusing on measurable variables and employing statistical analysis, this approach allows researchers to produce generalizable findings. In the context of this study, it enables an objective evaluation of how the interpersonal communication skills of school principals impact teachers' performance, providing valuable insights for educational policy and practice.

## RESULT AND DISCUSSION

Good performance is an indicator of how successfully someone completes tasks and meets organizational goals. Performance assessments are typically conducted periodically, so they can serve as a reference for developing strategies to improve performance. According to Tjutju and Suwatno, as cited by Barnawi and Mohammad Arifin, performance is the tangible achievements displayed by an individual after carrying out their duties and roles within the organization. Performance is the achievement a person displays after carrying out their duties and roles within an organization. It is an observation that indicates how successful or unsuccessful someone is in carrying out assigned tasks. Teachers are a crucial element in an education system. Teachers are a crucial part of the education system. This is because teachers play a crucial role in helping

students understand the material and improve their abilities. Teachers are also tasked with developing students' skills in various areas, such as communication, creativity, and comprehension. Furthermore, teachers play a role in organizing and managing the educational format, such as managing student interest and learning success. The more teachers actively participate in the education system, the more effective and efficient it will be in preparing students for modern life and work. Based on the three theories above, it can be concluded that indicators can serve as benchmarks or methods for measuring teacher performance indicators. Teacher performance indicators are benchmarks used to assess the extent to which a teacher has carried out their duties and responsibilities in the learning process. These indicators cover various aspects, from planning and implementing learning to assessing learning outcomes. By using appropriate performance indicators, it can be ensured that each teacher provides the best for their students. Therefore, teacher performance will be considered good if they have provided a good education to students. Interpersonal communication occurs between two or more people through dialogue. Dialogic is communication that occurs reciprocally, meaning that one person speaks and the other person responds directly in turn. In this communication, one person has a dual role, namely as a speaker and a listener. In the dialogic communication process, there appears to be an effort from the communication actors to achieve mutual understanding and empathy. Interpersonal communication brings the communicator closer to the recipient, making the communication more personal. This is what is called personal contact. According to Supratiknya, our effectiveness in interpersonal relationships is determined by our ability to clearly communicate what we want to convey, create the desired impression, or influence others according to our will. Based on the theory above, it can be concluded that effective interpersonal communication is a very important skill in everyday life. By understanding the basic principles of communication and applying them in life, we can build better relationships, solve problems more effectively, and achieve goals. Interpersonal communication between the principal is the exchange of information, ideas, and feelings between the principal as a leader and the school community, resulting in changes in attitudes, resulting in a good relationship, thus establishing a good relationship between the principal and teachers.

## CONCLUSION

Based on the theory and research results, it can be concluded that good interpersonal communication from the principal can improve teacher performance at SMK Negeri 2 Doloksanggul in 2025. Effective interpersonal communication allows for a positive reciprocal relationship between the principal and teachers, thus creating a harmonious, open, and mutually respectful work atmosphere. A principal who is able to provide clear directions, listen to teachers' opinions, and provide constructive feedback will encourage teachers to be more motivated in carrying out their duties. This is in line with the theory that states that supportive and effective interpersonal communication can increase trust, a sense of belonging, and work enthusiasm in an educational organization. The findings of this study confirm that teachers who feel heard, appreciated, and guided by good communication will be more committed in carrying out their responsibilities, both in the learning process and in overall school activities. Based on the research results according to the item that has the lowest weight, namely item number 4 with a score of 123 and an

average value of 3.5, namely the principal should accept suggestions or criticism, the principal responds with an open attitude. Based on the research results according to the item that has the lowest weight, namely item number 52 with a score of 113 and an average value of 3.8, namely teachers should involve students in choosing the learning methods used. These results are in accordance with Danim's theory, namely mastering teaching methods and strategies by involving students to find out what learning methods students prefer to make them easier to understand. This finding provides an illustration that the learning process still tends to be teacher-centered and has not fully accommodated the needs, interests, and learning styles of students. In fact, according to Danim's theory, mastering effective teaching methods and strategies requires student involvement in determining methods that suit their preferences, because thus students will more easily understand the material and be motivated to learn.

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