The Relationship between Interpersonal Communication and Organizational Commitment with Teacher Performance

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Abstract: *The purposes of this study was to determine the relationship between interpersonal communication and organizational commitment to teacher performance.Penelitian ini adalah survei, dengan populasi penelitian adalah semua guru di SMP Negeri Kota Bengkulu. Sampel dipilih dengan teknik acak, dan Jumlah sampel dalam penelitian ini adalah 100 guru. Pengumpulan data dilakukan menggunakan tiga instrumen kuesioner. Data dianalisis dengan menggunakan statistik inferensial. The results were the interpersonal communications which have a direct positive effect on teacher performance. Also, the organizational commitment has a direct positive effect on teacher performance. Finally, the path coefficient is very significant, which means that interpersonal communication has a direct positive effect on teacher performance.*

Keywords: Interpersonal communication, organizational commitment to teacher performance

1. Introduction

The government, community and various institutions have made efforts to improve the quality of teacher performance. The government seriously improves teacher competency, ranging from improvements from the regulatory aspect to the implementation level(Susnaini & Gusri, 2018)(Marjon & Nugroho, 2018). All of this has become a program to increase teacher professionalism. This ensures that teachers have legal certainty as a profession. But until now, complaints about low teacher performance still exist. As (Suryahadi & Sambodho, 2017)states that currently only 37% of teachers have teaching qualifications as stipulated by the Teacher Law of 2005, and around 15% of teachers are absent from teaching on every working day throughout Indonesia.According to World Bank(World Bank, 2010), deficiencies in the school system, and not because of the conditions of the household students concerned, are the main contributors to the low performance of education in Indonesia.Herawaty (Herawaty, 2016) stated that there were 17% of junior high school teachers in Bengkulu Province having low category performance.The study of (Herawaty, 2015) resulted in the conclusion that the lowest competency of junior high school mathematics teachers in Kota Bengkulu was in Professional Competence. According to him, there are approximately 30% of teachers have poor professional competence.This description is the concern of the author to look for factors that influence the quality of teacher performance. These include interpersonal communication (Stewart, 1999)(Marchalina & Ahmad, 2017)(Anonymous, 2015b)(Anonymous, 2015a) and organizational commitment (Matin, Hamidizadeh, & Jandaghi, 2010)(Devendra & Theavaranjan, 2016).

The communication competence is a variable that has a positive effect on employee performance.The results of the study (Ridwan, Hardhienata, & Entang, 2016)show that the contribution of interpersonal communication to the performance of the principal is 30.4%, organizational commitment 20.6%, and supervision of 21.9% shows the

highest individual contribution to the performance of the principal is interpersonal communication.According to (Marchalina & Ahmad, 2017) there is a significant relationship between internal communication and employee commitment to change in affective commitment, ongoing commitment and normative commitment based on the empirical results found. Therefore, internal communication influences employee attitudes to be involved and committed to the organization. Findings from(Rapareni, 2013), the communication competence variables have a significant effect on employee performance with a coefficient of determination (R2) of 72.7%.The study (Karenina Parastika, 2016) also found that the interpersonal communication variables have a positive effect on teacher performance. The determination coefficient is 0.292. This means that 29.2% change in teacher performance was influenced by interpersonal communication.According to (Devi Nur Anggraini, 2017), the value of C.R. (t count) is 2,020 with a probability value (p) of 0.045 <0.05, meaning that affective commitment has a significant effect on performance.

Teacher performance is an important factor in efforts to improve the quality of education in Indonesia. According to Barber and Mourshed; Nye, Konstantopoulos, and Hedges in (Suryahadi & Sambodho, 2017), that teachers are the single most important component of maintaining the quality of teaching because individual teacher knowledge and skills greatly influence students' learning and achievement.Therefore, teacher commitment and interpersonal communication must be improved.These two variables have a positive effect on teacher performance(Rapareni, 2013)(Marchalina & Ahmad, 2017). Improving teacher performance has a positive effect on the quality of education in Indonesia. According to (Suryahadi & Sambodho, 2017), the development of the education sector has contributed significantly to Indonesia's development and the achievement of status as a middle-income country.

When traced interpersonal communication has complete indicators to contribute to employee performance. According to(Anonymous, 2015b), interpersonal communication is a key life skill and can be used to: give and collect information, influence the attitudes and behaviour of others, form contacts and maintain relationships, make sense of the world and our experiences in it, express personal needs and understand the needs of others, give and receive emotional support, make decisions and solve problems, anticipate and predict behaviour, and regulate power. Also, (Anonymous, 2015a) state that interpersonal communication was a lifelong project. The effectiveness of interpersonal relationships depends on the extent to which we practice and exhibit interpersonal skills.Organizational commitment is the employees' state of being committed to assist in the achievement of the organization's goals, and involves the employees' levels of identification, involvement, and loyalty.While, (Peter Drucker, 2005) state that the organizational commitment is the employees' state of being committed to assist in the achievement of the organization's goals, and involves the employees' levels of identification, involvement, and loyalty. Therefore, we believe that organizational commitment and interpersonal communication have a positive effect on teacher performance. Thus, we want to know the relationship between interpersonal communication and organizational commitment with teacher performance.

2. Methods

The research was a survey. The population of the study was all teachers in Junior High School Kota Bengkulu. The sample was selected by the random technique. Number of sample in this study was 100 teachers. Data collection was carried out using the three instruments of questionnaire.It is used to measure of performance, interpersonal communication, and organizational commitment. The first instrument was filled by the head master, and the last two instruments were filled by the teacher as the respondent. To make it easier to fill, instruments were made online which can be filled through each gadgets. The data were analyzed by using the inferential statistics.

3. Results and Discussions

Based on data analysis about interpersonal communication, organizational commitment and teacher performance, the results are as follows.Data normality testing was carried out by the Liliefors test. Testing the normality of regression estimates error dependent variable on free variables is used to determine whether the population data of these two variables are normally distributed or not by fulfilling the statistical hypothesis as follows:
H0: Data comes from a population with normal distribution.
H1: Data comes from a population not normally distributed.

The variables tested were interpersonal communication (X1), organizational commitment (X2), teacher performance (X3). Ho is accepted if L_ count is smaller than L table, then the distribution is normal. If L_count is greater than L_tabel, then the data is not normally distributed.

Based on the results of calculations for teacher performance variables on interpersonal communication, the teacher of Kota Bengkulu State Junior High School obtained the regression equation X3 = 2.037 + 0.985X1.The results of the analysis are obtained L_count = 0.0683 when compared with the critical value at n = 100 at the significant level α = 0.05 is Ltabel = 0.0886, then L_count<L table. Thus the research data comes from a population that is normally distributed and the direction of X3 regression over X1 is significant.

Based on the results of calculations for Teacher performance variables on organizational commitment of Teachers of Kota Bengkulu State Junior High School, the regression equation X3 = 7.531 + 0.873X2 is obtained.

The results of the analysis obtained L_count = 0.651 when compared with the critical value at n = 100 at the significant level α = 0.05 is L_tabel = 0.0886, then L_count<L table. Thus the research data comes from a population that is normally distributed and the direction of X3 regression over X2 is significant.

Based on the results of calculations for the variable organizational commitment on interpersonal communication, the teacher of Kota Bengkulu State Junior High School obtained the regression equation X2 = 5.375 + 0.897X1. Based on the analysis obtained L_count = 0.0781 when compared with the critical value at n = 100 at a significant level α = 0.05 is Ltabel = 0.0886, then L_count<L table. Thus the research data comes from a population that is normally distributed and the direction of regression X2 over X1 is significant.

Furthermore, testing the Linearity of research data is proposed hypothesis:
H0: Distribution of the test pairs of endogenous variables on exogenous variables with linear pattern
H1: The distribution of the test pairs of endogenous variables for exogenous variables is not linear

Based on the analysis of teacher performance (X3) regression equation for interpersonal communication (X1) with anava calculation of significance and linearity test as follows. F count = 8.31, with degrees of freedom (dk = 1, 98), and for the real level α = 5% obtained F table = 3.95, and F table = 6.93, for the real level α = 1%. Because F arithmetic> F table respectively for α = 5% and α = 1%, it can be concluded that the regression coefficient is very significant. While to determine the linearity of the regression equation X3 = 2,037 + 0,985X1, F count = 1,51, and for the real level α = 5% obtained F table = 1,61, and F table = 1,96, for the real level α = 1 %. Because F count = 1.51 <F table for both α = 5% and α = 1%, it can be concluded that the regression equation X3 = 2.037 + 0.985X1 is a linear model.

Based on the analysis of teacher performance regression equation (X3) on organizational commitment (X2), the regression equation X3 = 7.531 + 0.873X2 is obtained, with anava calculation significance and linearity test that F count = 3582.49, with degrees of freedom (dk = 1, 98), and for the real level α = 5% obtained F table = 3.95, and F table = 6.93, for the real level α = 1%. Because F count = 547.31> F table for both α = 5% and α = 1%, it can be concluded that the

regression coefficient is very significant. Whereas to determine the linearity of the regression equation X3 = 7.531 + 0.873X2, it can be seen from the table above that the source of variation in tuna is suitable obtained F count = 1.47, and for the real level α = 5% obtained F table = 1.61, and F table = 1.96, for the real level α = 1%. Because F arithmetic = 1.47 <F table both for α = 5% and α = 1%, it can be concluded that the regression equation X3 = 7.531 + 0.873X2 is a linear model.

The hypothesis testing

Testing about the effect of interpersonal communication (X1) on Teacher performance (X3) is tested using the pair of hypotheses as follows:
H0: $\beta 31 \leq 0$.
H1: $\beta 31 > 0$.

Based on the calculation, the path coefficient X1 to X3 is 0.126; with t count = 2.239, t table (α = 0.05, dk = 95) = 1.6607. Because t count> t table (α = 0.05, dk = 95), means that reject Ho, and accept H1. Thus it can be concluded that the path coefficient is very significant, which means that interpersonal communication has a direct positive effect on teacher performance. This means that increasing interpersonal communication will lead to teacher performance improvements.

Testing about the effect of organizational commitment (X2) on teacher performance (X3) was tested by using the following hypothesis pairs:
H0: $\beta 32 \leq 0$.
H1: $\beta 32 > 0$.

The results show that the path coefficient X2 to X3 is 0.215 with t count = 3.734, t table (α = 0.05, dk = 95) = 1.6607. Because t count> t table (α = 0.05, dk = 95), means that reject Ho, and accept H1. Thus it can be concluded that the path coefficient is very significant, which means that organizational commitment has a direct positive effect on teacher performance. Thus, increasing organizational commitment will lead to teacher performance improvements.

Testing about the influence of interpersonal communication (X1) on organizational commitment (X2) was tested by using the pair of hypotheses as follows:
H0: $\beta 21 \leq 0$
H1: $\beta 21 > 0$

Data analysis shows that the X3 to Y path coefficient is 0.157; with t count = 3.697, t table (α = 0.05, dk = 95) = 1.6607. Because t count> t table (α = 0.05, dk = 95), means that reject Ho, and accept H1. Thus it can be concluded that the path coefficient is very significant, which means that interpersonal communication has a direct positive effect on teacher performance. This means that increasing interpersonal communication will lead to an increase in organizational commitment.

The results of this study support previous studies, among othersthere is a positive and significant direct effect between the interpersonal communication, organizational commitment and supervision to principal's performance(Ridwan et al., 2016).

According to Devendra1 &Theavaranjan(Devendra & Theavaranjan, 2016), the Interpersonal Skills of managers that influencing on Organizational Commitment in relation to Ceylinco Insurance, Janashakthy Insurance, Union Assurance, HNB Assurance, Sri Lanka Insurance Corporation and AIA Insurance. This study empirically examines the significant relationship between Interpersonal Skills (IS) as the independent variable and Organizational Commitment (OC) as the dependent variable. Both the variables individually have high level attributes, the Pearson's correlation analysis explores a positively significant linear relationship between IS and OC. This implies that the OC can be predicted with the nature of IS. The correlation coefficient between the IS and OC indicates that the IS is useful to explain the variation in OC.

4. Conclusion

Thus it can be concluded that the path coefficients are very significant for interpersonal communication variables which have a direct positive effect on teacher performance. This means that increasing interpersonal communication will lead to teacher performance improvements. Also, organizational commitment has a direct positive effect on teacher performance. The meaning is that increasing organizational commitment will lead to teacher performance improvements. Finally, the path coefficient is very significant, which means that interpersonal communication has a direct positive effect on teacher performance. Therefore, the improvement of interpersonal communication will lead to an increase in organizational commitment.

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