
The influence of interpersonal communication and school climate on state elementary school teachers' performance

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Abstract

This research aimed to reveal the influence of interpersonal communication and school climate on teacher performance. This research employed a quantitative correlational design of an associative type. The population in this research consisted of all teachers with civil servant (ASN) status at elementary schools in Sungai Aur District, totaling 219 teachers from 20 elementary schools. The sample was determined using the Cochran formula. The sampling technique used was proportionally stratified random sampling. The research instrument used a Likert scale questionnaire with five alternative answers. The data analysis technique was done using multiple linear regression tests processed using SPSS version 25. The results of the research data analysis indicated that 1) interpersonal communication influenced teacher performance by 73.6%, 2) school climate influenced teacher performance by 74.2%, and 3) interpersonal communication and school climate influenced teacher performance by 79.3%.

Keywords

Interpersonal communication, school climate, teacher performance

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Introduction

Teachers are the key to human resources, and they need to be supported and consistently improved by the quality standards of educational resources. Teachers significantly contribute to the development of potential and quality human beings. Teachers are also important in education because they interact directly with their students. Therefore, teachers who perform well in carrying out their duties are needed.

Performance is an important way to optimize the realization of teacher abilities and responsibilities in carrying out their duties (Fatimah et al., 2023). Successful teacher performance is implementing a predetermined plan by a teacher with the skills, experience, sincerity, motivational competence, responsibility, and interest in achieving goals. Teacher performance is important in supporting educational goals. It must be considered and evaluated because a teacher carries out professional duties, meaning tasks can only be carried out with special competencies obtained through educational programs (Saondi & Suherman, 2012). Factors influencing teacher performance include interpersonal communication, the process of exchanging information between one person and another, or usually between two people who can communicate directly.

With the increasing number of people involved in communication, the perception of people in communication events increases, making communication more complex. Interpersonal communication is a form of relationship with others (Berger, 2014). Meuter et al. (2013) defined interpersonal communication as word-of-mouth in face-to-face interactions between several individuals. Many things influence teacher performance in schools; some state that two of the most dominant factors are interpersonal communication and school climate. According to Sukanto and Pardjono (2016), interpersonal communication positively influences teacher performance by 68.66, placing it in the “pretty good” category. These results indicate that interpersonal communication positively and significantly influences teacher performance.

Another factor that also influences teacher performance is school climate. A favorable school climate will positively influence teacher performance because it will help teachers carry out their duties. Support for teachers' comfort in their duties will also contribute to outstanding performance. This positive effect will enhance students' learning progress, ultimately leading to the development of reliable future generations. Therefore, one of the efforts to improve teacher performance is to create a conducive climate in a school, physically and non-physically (Sawianti et al., 2019). A conducive school climate can motivate students to work professionally and sincerely (Syafuruddin, 2021). School climate is a condition or atmosphere arising from relationships between school residents or behavioral patterns in the learning process. This working atmosphere can contribute to teachers carrying out their duties (Walef et al., 2023). School climate is critical in education because it can influence the learning process to run well. Creating a conducive school climate can spur enthusiasm in the teaching and learning process, which also supports increasing student achievement in learning and teacher achievement (Prayuda et al., 2021). Previous research was also conducted by Syafuruddin (2021), with the results of the regression analysis showing that the correlation coefficient figure was 0.765, which was in the range of 0.60-0.799 in the strong category. The

evidence demonstrates a robust correlation between the school climate and the teacher performance in learning at state elementary schools in Sungai Aur District.

In the field, problems related to school climate were found, such as (1) there is still a less harmonious relationship between the principal and teachers and the relationship between teachers; this is due to a lack of interpersonal communication and poor social relations, (2) there are still teachers who prefer to work alone and refuse to work together with other teachers even though the work given is completed together or collaboratively, this is due to the teacher's attitude of not fostering good social relations between fellow teachers, (3) there are still teachers who do not greet each other so that familiarity between teachers is not established which makes it difficult for teachers to work together, (4) there are still some teachers who do not get support from the principal in implementing extracurricular activities where teachers want to develop their students' talents and interests, (5) There are still teachers who do not feel comfortable in the school environment. The less conducive environment and inadequate facilities exacerbate this issue.

Methodology

Research design, site, and participants

This research used a quantitative correlational design with an associative type. The population in this research were all teachers with civil servant status at state elementary schools in Sungai Aur District, totaling 219 people from 20 state elementary schools. The sample in this research used the proportional stratified random sampling technique and obtained 62 teachers.

The instrument used to collect data for the three research variables is a questionnaire compiled with a Likert scale model with five alternative answers, namely Always (A), Often (O), Sometimes (S), Rarely (R), and Never (N). This research used a closed questionnaire, with the answers provided, and the research sample only needed to choose one of the available alternative answers. Data collection in this research was carried out after the results of the research instrument testing were declared valid and reliable. Thereafter, descriptive analysis was carried out, testing the analysis requirements in this case: the normality test, homogeneity test, and multicollinearity test. Hypothesis testing was also carried out, namely the simple linear regression test and the multiple regression test.

Based on the formulation of the problem, research objectives, theoretical studies, and framework of thought that have been put forward in this research, a hypothesis, or temporary answer, is first formulated for the researcher, namely:

- Interpersonal communication has a significant influence on teacher performance.
- School climate has a significant influence on teacher performance.
- Interpersonal communication and school climate significantly influence teacher performance.

Findings

Normality test

The normality test in this research was conducted by looking at the Kolmogorov-Smirnov. The normality test of the teacher performance variable score (Y), interpersonal communication (X1), and school climate (X2) was conducted using the SPSS Version 26.0 program. Data can be normally distributed if KS has a significance level (Asymp.Sig) > 0.05; conversely, if the significance level (Asymp.Sig) < 0.05, then the data are not normally distributed. The results of the examination can be seen in Table 1.

Table 1. *Summary of normality test results*

KS test	Teacher performance	Interpersonal communication	School climate
Test Statistics	0.082	0.111	0.091
<i>p</i> = asymp sic value	0.200	0.057	0.200

Table 1 shows that the significance value of each variable is greater than alpha 0.05. This means that the data are normally distributed, meeting the second requirement of the research. Normal distribution of data is important, as it allows for specific statistical tests and ensures the validity of the results.

Homogeneity test

The homogeneity test was conducted to determine the similarity of variance in the dependent variable of teacher performance (Y) in each group of independent variables, including interpersonal communication (X1) and school climate (X2). This test is important, as it ensures that the variance of the data groups is consistent, which is a key assumption of the statistical test used in this research.

Table 2. *Summary of homogeneity test results*

Variables	Levene statistics	df1	df2	Sig	Note
Interpersonal communication (X1)	0.635	1	122	0.427	Homogeneous
School climate (X2)	0.416	1	122	0.520	Homogeneous

Based on Table 2, the results of teacher performance analysis (Y), which includes interpersonal communication (X1) and school climate (X2), are homogeneous, which means the data variance group Y over X1 and X2 is homogeneous. This means that the homogeneity requirement is fulfilled.

Multicollinearity test

The multicollinearity test states that the independent variables must be free from multicollinearity symptoms (correlation symptoms between independent variables) to test the presence or absence of multicollinearity. This can be seen through the Variance Inflation Factor (VIF) < 10 and Tolerance > 0.1. The results of the multicollinearity test can be seen in Table 3.

Table 3. *Summary of multicollinearity test results*

Model	Colinearity Statistics	
	Tolerance	VIF
1	(Constant)	
	X1 (Interpersonal communication)	0.554
	X2 (School climate)	0.554

Table 3 above shows that the interpersonal communication variable has a VIF value of 1.807 and a tolerance of 0.554, and the school climate has a VIF value of 1.807 and a tolerance of 0.554. This means that both independent variables' VIF (Variance Inflation Factor) value is <10 and the tolerance value is >0.1. Thus, there is no multicollinearity problem or relationship between the independent variables: digital leadership and work motivation.

Linearity test

The last requirement is testing the regression line of the independent variable against the dependent variable. This regression line test is carried out to see whether the interpersonal communication and school climate variables tend to form a linear relationship against the teacher performance variable. The decision on whether the linear regression line is tested by the F test with a significance level of 0.05 means that the regression line is linear. However, if the significance value of F is smaller than alpha 0.05, the regression line is not linear. The summary results of the linearity test between X1 and X2 against Y are presented in Tables 4 and 5.

Table 4. *Summary of results of linearity test analysis of x1 against y*

Source	Sum of squares	df	Mean square	F	ρ
Deviation	4739.090	37	307.015	1.169	.294
In group	917.750	23	262.544		
Total		61			

Table 4 indicates that the f-value is 1.169 with a significance level of 0.294 ($\rho > 0.05$), which means that the regression equation is linear.

Table 5. Summary of results of $\times 2$ linearity test analysis against y

Source	Sum of squares	df	Mean square	F	ρ
Deviation	2061.018	35	58.886	1.432	.176
In group	1027.917	25	41.117		
Total		61			

In Table 5, the F value is 1.432, and the significance level is 0.176 ($\rho > 0.05$). This means that the regression equation is linear.

Hypothesis testing

The influence of interpersonal communication on teacher performance

The first hypothesis tested in this research is that interpersonal communication influences teacher performance. In testing this hypothesis, the correlation analysis of interpersonal communication scores with teacher performance can be seen in Table 6.

Table 6. Summary of the results of the correlation analysis between interpersonal communication (x_1) and teacher performance (y)

Model Summary				
Model	R	R-square	Adjusted R-square	Std. Error of the estimate
1	.858 ^a	.736	.731	7.266

a. Predictors: (Constant), Interpersonal Communication

The calculation results in Table 6 show that the correlation coefficient between the interpersonal communication variable and the teacher performance variable is 0.858, and the determination coefficient is 0.736. This means that interpersonal communication influences teacher performance by 73.6%. The figure of 73.6% is obtained by applying the formula proposed by Usman (2010), which stated that the independent influence value on the dependent variable can be calculated using the formula coefficient determination = $r^2 \times 100\%$. It can be calculated that the coefficient of determination is $0.736 \times 100 = 73.6\%$. Thus, interpersonal communication significantly correlates with teacher performance at 73.6%.

A simple regression analysis was conducted to determine whether the relationship is predictive. The results of the simple regression analysis produced the regression equation $\hat{Y} = 75.623 + 0.569 X_1$. This equation was then tested for significance using the F test. Table 7 summarizes the analysis results that test the significance of the equation.

Table 7. *Summary of the significance of the regression equation for interpersonal communication on teacher performance*

Source	Sum of squares	df	Mean square	F-count	ρ
Regression	8811.757	1	8811.757		
Residue	3167.920	60	52.799	166,894	0.000
Total	11979.677	61			

Table 7 shows that the f-count value of 166,894 equals ρ value = 0.000 < α = 0.05. This means that the regression equation $\hat{Y} = 75.623 + 0.569 X_1$ is significant and can be used to predict teacher performance. The summary of the analysis results can be seen in Table 8.

Table 8. *Summary of the results of the interpersonal communication coefficient test on teacher performance*

Source	Coefficient	T	Sig.
Constants	75,623	11,764	.000
Interpersonal Communication	.569	12,919	.000

In Table 8, the regression coefficient is 12.919, and the significance level is 0.000. This means that the regression coefficient of 0.569 is significant and can be used to predict teacher performance. The predictive power of the regression model found above is determined by the direction coefficient of 0.569. This means that every increase in interpersonal communication by one scale will influence interpersonal communication by 0.569. At the same time, the teacher's performance value is already 75.623 on the scale without interpersonal communication. For example, suppose the interpersonal communication score is 100; then the teacher's performance can be predicted at $75,623 + 0.569 \times 100 = 132.523$.

Based on the tests carried out above, all of them are significant, so the hypothesis that interpersonal communication influences teacher performance can be accepted at a confidence level of 73.6%.

The influence of school climate on teacher performance

The second hypothesis tested in this research is that school climate influences teacher performance. Correlation analysis is used to determine the influence of school climate on teacher performance. According to the calculation results, the correlation coefficient of school climate is 0.888. The results of the correlation analysis of school climate scores on teacher performance can be seen in Table 9.

Table 9. *Correlation results of school climate on teacher performance*

Model Summary				
Model	R	R-square	Adjusted R-square	Std. Error of the Estimate
1	.861 ^a	.742	.738	7.175

a. Predictors: (Constant), School Climate

The calculation results in Table 9 show that the correlation coefficient between the school climate variable and the teacher performance variable is 0.861, and the determination coefficient is 0.742. This means that the school climate influences teacher performance by 74.2%. The figure of 74.2% is obtained by applying the formula proposed by Usman (2010), which states that the independent influence value on the dependent variable can be calculated using the formula coefficient determination = $r^2 \times 100\%$. It can be calculated that the coefficient of determination is $0.742 \times 100 = 74.2\%$. Thus, the school climate significantly correlates with teacher performance, at 74.2%. A simple regression analysis was conducted to determine whether the relationship's form is predictive. The results of the simple regression analysis produced the regression equation $\hat{Y} = 22,756 + 0.906 X_2$. This equation was then tested for significance with the F test. A summary of the results of the analysis to test the significance of the equation can be seen in Table 10.

Table 10. *Summary of the significance of the regression equation for school climate (x2) on the teacher performance variable (y)*

Source	Sum of squares	df	Mean square	F _{count}	ρ
Regression	8890.743	1	8890.743		0.000
Residue	3088.935	60	51.482	172,695	
Total	11979.677	61			

Table 10 shows that the f-count value 172.695 equals ρ value = $0.000 < \alpha = 0.05$. This means that the regression equation $\hat{Y} = 22.756 + 0.906 X_2$ is significant, so it can be used to predict teacher performance. The summary of the analysis results can be seen in Table 11.

Table 11. *Summary of the results of the school climate coefficient test (x2) on teacher performance (y)*

Source	Coefficient	t	Sig.
Constants	22.756	2.206	.031
School climate	.906	13.141	.000

In Table 11, the regression coefficient is 13.141, and the significance level is 0.000. This means that the regression coefficient of 0.906 is significant and can be used to predict teacher performance. The predictive power of the regression model found above is determined by the

direction coefficient of 0.906. This means that every increase in school climate on one scale will influence teacher performance by 0.906. At the same time, the teacher's performance value is already 22.756 on the scale without a school climate. For example, suppose the school climate score is on a 100-point scale; then the teacher's subsequent performance can be predicted by $22.756 + 0.906 \times 100 = 113.756$.

Based on the results of the tests that have been carried out above, all of which are significant, the hypothesis stating that school climate influences teacher performance can be accepted at a confidence level with an influence of 74.2%.

The influence of interpersonal communication and school climate on teacher performance

The third hypothesis tested in this research is that interpersonal communication and school climates simultaneously influence teacher performance. A multiple correlation analysis was carried out to test this hypothesis. After being analyzed, the multiple correlation coefficient of interpersonal communication and school climate, simultaneously with teacher performance, was 0.895. The results of the multiple correlation calculation of interpersonal communication and school climate simultaneously with teacher performance can be seen in Table 12.

Table 12. *Summary of the results of the correlation analysis between interpersonal communication and school climate variables on teacher performance*

Model summary				
Model	R	R-square	Adjusted R-square	Std. Error of the estimate
1	.895 ^a	.801	.794	6.361

a. Predictors: (Constant), school climate, interpersonal communication

The calculation results in Table 12 show that the correlation coefficient (Ry1.2) is 0.895 with $\rho = 0.000 < 0.05$ and a determination coefficient of 0.801. This means that the influence of interpersonal communication and school climate on teacher performance is 80.1%. The figure of 80.1% was obtained by applying the formula proposed by Usman (2010), which stated that the influence of the independent variable on the dependent variable can be known by calculating with the following formula: coefficient determination = $r^2 \times 100$. It can be calculated that the coefficient of determination is $0.801 \times 100\% = 80.1\%$. Thus, interpersonal communication and school climate are significantly related to teacher performance.

Multiple regression analysis was conducted to determine the predictive relationship between interpersonal communication and school climate on teacher performance, and the regression equation was obtained: $\hat{Y} = 39.407 + 0.301X_1 + 0.503X_2$. The equation needs to be tested for significance. A summary of the results of the analysis of the significance test of the equation can be seen in Table 13.

Table 13. Summary of the results of the regression analysis between the variables interpersonal communication and school climate on teacher performance

Source	Sum of squares	df	Sum of squares	F-count	ρ
Regression	9592.412	2	4796.206		
Residue	2387.266	59	40.462	118.536	0.000
Total	11979.677	61			

Table 13 indicates that the F-count is 118,536 and the ρ value is 0.000, which is less than 0.05. This means that the regression equation $\hat{Y} = 39.407 + 0.301X_1 + 0.503X_2$ is significant, so it can be used to predict teacher performance. Furthermore, a significance test of the regression coefficient was carried out. A summary of the analysis results can be seen in Table 14.

Table 14. Summary of the results of the regression coefficient test of interpersonal communication and school climate on teacher performance

Source	Coefficient	T	Sig.
Constants	39,407	3.948	0.000
Interpersonal communication	.301	4.164	0.000
School Climate	.503	4.392	0.000

In Table 14, the t-value of the regression coefficient of interpersonal communication is 4.164, and the significance level is 0.000, while the t-value of the regression coefficient of school climate is 4.392, and the significance level is 0.000. This means that the regression coefficients of 0.301 and 0.503 can be used to predict teacher performance.

The regression equation model $\hat{Y} = 39.407 + 0.301X_1 + 0.503X_2$ explains that the X1 direction coefficient is 0.301 and the X2 direction coefficient is 0.503. This means that an increase of one scale in interpersonal communication (X1) will raise the teacher performance value (Y) by 0.301, while an increase of one scale in school climate (X2) will raise the teacher performance value (Y) by 0.503. Previously, the teacher performance value was a constant of 39.407 on the scale without the influence of the two predictors. For example, if the score of interpersonal communication style and school climate is known to be on a 100-point scale, then the teacher performance value can be predicted by $\hat{Y} = 39.407 + 0.301 + 0.503 \times 100 = 90.008$. Based on the test results above, it can be concluded that the influence of interpersonal communication and school climate on teacher performance is 73.6% for the interpersonal communication variable (X1) and 74.2% for the school climate variable (X2). The interpersonal communication variable (X1) and school climate (X2) on teacher performance (Y) are 80.1%. At the same time, the rest is determined by other factors not included in this research.

Discussion

Based on the results of data analysis and the level of achievement of the response of elementary school teachers in Sungai Aur District, West Pasaman Regency, to the variables measured, it can be explained that the level of achievement of teacher responses to

interpersonal communication is in the high category (87.17% of the ideal score), the school climate variable is in the very conducive category (90.3% of the ideal score), and the teacher performance variable is in the high category (87.67% of the ideal score). The findings of this research differ from the results of the initial observations made by the researcher. Initial observations on the performance of elementary school teachers in Sungai Aur District, West Pasaman Regency, were still lacking. The difference in the findings of the initial research occurred because the results of measurements carried out based on observations alone or without valid and reliable instruments were not strong enough to be used as a basis for generalization, so systematic research is needed according to procedures to obtain empirical evidence and truth (Bunge, 2012). The data analysis and hypothesis testing results show that the three hypotheses tested in this research can be accepted. The results of data analysis show that interpersonal communication and school climate, both individually and in groups, have a significant influence and role in improving the performance of elementary school teachers in Sungai Aur District, West Pasaman Regency. For greater clarity, the following will discuss the research findings in detail.

The influence of interpersonal communication on teacher performance

The descriptive analysis results show that interpersonal communication is included in the high-high category with an average score of 87.17%. Meanwhile, from each research indicator, the highest indicator is empathy, which is in the very high category (94.2% of the ideal score). In comparison, the indicator with the lowest achievement is the equality indicator, which is in the medium category (76.95% of the ideal score). It turns out that from the five indicators of interpersonal communication analyzed, it is known that all are in the very high, high, and medium categories.

The results of this research indicate that interpersonal communication has a significant influence on teacher performance. The t-value for the interpersonal communication variable (X1) is $12.919 > t\text{-table } 1.670$ ($\text{sig } 0.000 < 0.05$), so H_a is accepted. Therefore, it can be concluded that H_0 is rejected, and H_a is accepted. Interpersonal communication (X1) partially influences teacher performance (Y). In addition, it also aligns with the research results of Darmawati et al. (2020), which have the same idea.

The influence of school climate on teacher performance

The descriptive analysis results show that the school climate is included in the very conducive category with an average score of 90.3%. Meanwhile, when viewed from each research indicator, the highest indicator is participation, which is very conducive (90.36% of the ideal score). In comparison, the indicator with the lowest level of achievement is the renewal or innovation indicator, which is in the non-conductive category (75.32% of the ideal score). It turns out that from the eight school climate indicators analyzed, respondents' average level of achievement is in the conducive category. By being in the conducive category, it is necessary to improve the school climate to become a very conducive category, as Ilhekoronye (2020) stated in his research. This means that the more conducive the school climate is, the more it will positively influence teacher performance.

The results of this research indicate that school climate has a significant influence on teacher performance; the t-value for the school climate variable (X2) is 13.141 > t-table 1.670 (sig 0.000 < 0.00), so Ha is accepted. Therefore, it can be concluded that Ho is rejected and Ha is accepted. This means that school climate (X2) partially significantly influences teacher performance (Y).

The influence of interpersonal communication and school climate on teacher performance

The results of this research indicate that interpersonal communication and school climate have a significant relationship and provide a meaningful influence on improving teacher performance. The influence of commitment and school climate on teacher performance is 80.1%. Furthermore, the regression equation obtained by the interpersonal communication variables and school climate with teacher performance is $\hat{Y} = 39.407 + 0.301X1 + 0.503X2$. This shows that interpersonal communication and school climate have a significant influence on teacher performance. It aligns with Basir and Basir (2020), who showed the same results in their research. Data analysis shows that teacher performance is significantly influenced by interpersonal communication and school climate, both individually and in groups. Interpersonal communication and school climate are two very important factors to consider. High interpersonal communication and school climate will improve teacher performance.

When viewed from the achievement of the performance variable score of elementary school teachers in Sungai Aur District, West Pasaman Regency, it is in the high category, the interpersonal communication variable is also in the high category, and the school climate variable is in the very conducive category. Thus, it can be believed that interpersonal communication and school climate variables will positively influence teacher performance if improved in a better direction. Mehmood et al. (2023) also found that interpersonal communication and school climate positively influence teacher performance.

Conclusion

Based on the analysis results, the conclusions are:

- The research indicated that interpersonal communication significantly influenced teacher performance by 73.6%. This means that 73.6% of the variance in teacher performance influences interpersonal communication. Therefore, H01 is rejected and Ha1 is accepted. The evidence shows that better interpersonal communication causes an increase in the performance of elementary school teachers in Sungai Aur District, West Pasaman Regency.
- The research indicated that school climate significantly influenced teacher performance by 19.7%. This means that 74.2% of the variance in teacher performance influences school climate. Therefore, H01 is rejected and Ha1 is accepted. This research shows that the better the school climate, the better the performance of elementary school teachers in Sungai Aur District, West Pasaman Regency.

The research results indicated that interpersonal communication and school climate influenced teacher performance by 80.1%. This indicates that the better the level of

interpersonal communication and school climate, the greater the increase in the performance of elementary school teachers in Sungai Aur District, West Pasaman Regency.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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