



The Influence of Headmaster's Interpersonal Communication on Teacher's Work Motivation in MTs Al- Jam'iyatul

Hendri Fauza

Universitas Islam Negeri Sumatera Utara, Indonesia

Corresponding Author :  hendrifauza@uinsu.ac.id

ABSTRACT

The aim of this research is to determine and analyze the influence of headmaster's interpersonal communication on the work motivation of teachers at MTs Al-Jam'iyatul Wasliyah Tembung. This research is descriptive in nature, employing a quantitative approach. The independent variable (X) in this study is the headmaster's interpersonal communication, while the dependent variable (Y) is teacher's work motivation. The population for this study consists of 35 teachers at MTs Al-Jam'iyatul Wasliyah Tembung. The sample size is 35 respondents, selected through total sampling technique. Data collection is done using a questionnaire survey method. Data analysis is performed using SPSS Statistics 25.0, involving descriptive and regression analysis. The research findings indicate a positive and significant influence of the headmaster's interpersonal communication (X) on teacher's work motivation (Y) at MTs Al-Jam'iyatul Wasliyah Tembung. Based on the partial test (T-test), the obtained t-value is 4.518 with a significant value of 0.000, while the critical t-value is 2.035 at a 95% confidence level. Hence, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. The assumptions for analysis show that the data is normally distributed, homogenous, and linear. Based on the conducted research, it can be concluded that the variable of Headmaster's Interpersonal Communication significantly impacts the improvement of Teacher's Work Motivation at MTs Al-Jam'iyatul Wasliyah Tembung.

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INTRODUCTION

The Leadership of the Headmaster plays a crucial role in managing human resources, specifically educators, in an educational institution. Human resources are a vital component that supports the success and improvement of the institution, so the headmaster, as a manager, must possess managerial competencies to effectively manage human resources.

According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 Year 2007 on the Standard for Headmasters, a headmaster should possess several competency standards: personality competency, managerial competency, entrepreneurship competency, supervision competency, and social competency. Among these five competency standards, the ones essential for a headmaster are managerial competency and supervision competency.

The managerial competency outlined in the Attachment of the Regulation of the Minister of National Education Number 13 Year 2007, dated April 17, 2007, includes the following aspects: 1) the ability to develop school planning at various levels; 2) leading the school to optimally utilize its resources; 3) managing the relationship between the school and the community to garner support for ideas, learning resources, and funding; 4) managing students through admissions, placement, and capacity development; 5) overseeing curriculum development and teaching activities in line with the school's goals and standards.

To achieve the desired or planned outcomes, a headmaster needs to provide guidance and assessment in managing activities. Guidance focuses on assisting teachers and other personnel, while assessment involves evaluating by conducting quality audits of the work procedures and instructions established together to determine if they are achieved. As a result, a headmaster should possess the ability to supervise and audit the work of teachers and other staff members within the school. This includes: 1) planning academic supervision programs to enhance teacher performance; 2) conducting academic supervision of teachers using appropriate approaches and techniques; 3) following up on the results of academic supervision to improve teacher performance.

Effective communication between the headmaster and teachers is also crucial for enhancing teacher performance. A leader who can communicate effectively can influence teacher motivation, as clear communication facilitates conveying intentions and information accurately. Moreover, good communication creates a positive work environment and minimizes errors in speech or conveying intentions. Through effective communication, arising issues can be resolved collaboratively.

In the field of education, communication is essential for fostering good relationships among education providers to achieve the national objective of enlightening the nation. Communication is vital for the smooth progress of the educational process. A school organization comprises the headmaster, teachers, school committee, and parents. All must have synergy and effective communication to ensure the smooth functioning of the education process. The headmaster and teachers are essential elements in the education system. The headmaster needs to have the ability to organize, ensure, and guide teachers to carry out their roles as educators, guiding students properly. Openness and harmonious cooperation between the headmaster and

teachers are necessary for effective communication, ensuring the institution's goals are achieved.

Teachers' actions are influenced by both internal and external motivations. Motivation is the driving force that leads individuals to act towards achieving their goals. Human needs, such as physiological, safety, social, ego, and self-actualization needs, form a hierarchy, and each need becomes active once the lower-level needs are fulfilled. For instance, physiological needs include basic necessities like food, water, and shelter, while safety needs involve seeking security. Social needs encompass giving and receiving affection and friendship. Ego needs involve aspects related to self-esteem and reputation (Gary, 2009).

The leadership of the headmaster in motivating teachers to fulfill their tasks effectively requires the headmaster to be capable of inspiring these teachers. This motivation encourages teachers to focus all their energy and attention to achieve optimal results (Uno, 2016). As the highest leader in an educational institution, the headmaster bears the responsibility of being the manager and decision-maker for the madrasah. To achieve desired goals, a cooperative relationship between the headmaster and teachers is essential, and effective communication plays a pivotal role in this. Communication strengthens motivation through clarifying what tasks employees need to complete, how well they're performing, and how to improve if their performance falls below standard. Specific goal setting, progress feedback, and rewarding desired behavior all stimulate motivation and necessitate effective communication (Wibowo, 2013:242). In the context of interpersonal communication, persuasion means attempting to influence someone to change their beliefs, attitudes, orientations, or behaviors (Yusup, 2009).

Therefore, to attain the desired goals, a solid partnership between the headmaster and teachers is crucial, and effective communication is a cornerstone of this partnership. The communication that takes place within a madrasah, especially between the headmaster and teachers, if conducted well and intensively, can influence teachers' attitudes in carrying out their daily tasks, leading to development improvements in the institution. Conversely, poor communication processes within the madrasah can lead to issues, especially when prolonged differences of opinion arise between the headmaster and teachers. Such conflicts can impact teachers' effectiveness.

MTs Al-Jam'iyatul Wasliyah Tembung is the chosen institution for this study, aiming to examine the influence of the headmaster's interpersonal communication on teacher motivation. Based on this background, the researcher is motivated to further investigate this phenomenon by exploring the interpersonal communication methods employed by the headmaster to motivate teachers at MTs Al-Jam'iyatul Wasliyah Tembung. Therefore, the researcher is interested in conducting a study titled "The

Influence of Headmaster's Interpersonal Communication on Teacher Motivation at MTs Al-Jam'iyatul Wasliyah Tembung."

RESEARCH METHOD

The approach used in this study is the correlational approach (correlational research). The correlational approach is a research method employed to investigate the presence, magnitude, and significance of relationships between variables. It involves examining two or more variables to determine the extent to which variations in one variable are related to variations in another variable (Sugiyono, 2015). Quantitative research methodology is rooted in the positivist philosophy and is used to study a specific population or sample. It involves using random sampling techniques to collect data through research instruments, followed by statistical analysis to test predefined hypotheses (Sugiyono, 2014).

The population consists of subjects or objects with specific qualities and characteristics identified by the researcher for study, and conclusions are drawn from this population (Sugiyono, 2014). The population for this research consists of the teachers who engage in communication with the headmaster of MTs Al-Jam'iyatul Wasliyah Tembung, totaling 35 individuals. The sampling technique employed in this study is total sampling, where all members of the population are included in the sample. Total sampling is chosen when the sample size is not more than 100, making it feasible to include all subjects from the population (Sugiyono, 2014). In this study, the total sample size is 35 individuals.

The research instrument used is a questionnaire designed to assess work motivation and the headmaster's interpersonal communication using a Likert Scale. Data analysis is performed using a correlational test with the Pearson Product-Moment Correlation technique.

RESULTS AND DISCUSSION

The Partial Test (T-test) in this study is conducted to measure the significant influence of each independent variable, which is the headmaster's interpersonal communication (X), on the dependent variable, which is teacher work motivation (Y). The criterion used is the comparison between the calculated t-value (t-test statistic) and the critical t-value (t-table) at a 5% level of significance (0.05). Therefore, the criterion is as follows: if the calculated t-value > critical t-value and the significance value is < 0.05, then the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. Conversely, if the calculated t-value < critical t-value and the significance value is > 0.05, then Ho is accepted, and thus, Ha is rejected.

Table 1.
T-test

Model	Coefficients ^a		Beta	T	Sig.
	Unstandardized Coefficients				
	B	Std. Error			
1 (Constant)	14.456	4.487		3.222	.003
Komunikasi Interpersonal Kepala Madrasah	.295	.065	.618	4.518	.000

Based on Table 1 above, it is revealed that the calculated t-value for the variable Headmaster's Interpersonal Communication (X) is 4.518, with a significance value of 0.003. The critical t-table value is calculated as $(\alpha/2 : n-k) = (0.025 : 33)$, resulting in a value of 2.035 at the 95% significance level. From these values, we can conclude that the calculated t-value (4.518) is greater than the critical t-table value (2.035), and the significance value (0.003) is less than 0.05. Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates that there is a positive and significant influence between the variables of headmaster's interpersonal communication (X) and teacher work motivation (Y) at MTs Al-Jam'iyatul Wasliyah Tembung.

Table 2.
Partial Research Hypothesis Proof

Hipotesis	Ttable	Tcount	Sig.	Conclusion
H1 : There is a positive and significant effect of X and Y	2,035	4,518	0,000	ACCEPTED

The simultaneous test (F-test) in this study was conducted to measure the combined (simultaneous) influence of the independent variable of headmaster's interpersonal communication (X) on the dependent variable of teacher work motivation (Y). The results of the F-test can be observed in the following table:

Table 3.
F-test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	179.775	1	179.775	20.413	.000 ^b
	Residual	290.625	33	8.807		
	Total	470.400	34			

The criteria for the F-test analysis results, to observe the combined effect of both variables simultaneously, depend on the calculated F-value of 20.413 > the critical F-table value of 4.130. The significance value is 0.000, which is less than the significance level of $\alpha=5\%$. This implies that the independent variables collectively have a significant influence on the dependent variable.

The coefficient of determination (R²) test is employed to measure the extent of influence exerted by the independent variable, which is the headmaster's interpersonal communication (X), on the dependent variable, which is teacher work motivation (Y). The magnitude of the coefficient of determination can be found in the following table:

Table 4.
Determination Coefficient Test (R²)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.618 ^a	.382	.363	2.968

Based on the above table, it can be determined that the coefficient of determination in this study, denoted as R Square, is 0.618. The coefficient value of 0.618 is equal to 61.8%. This value signifies that 61.8% of the influence of Headmaster's Interpersonal Communication on Teacher Work Motivation at MTs Al-Jam'iyatul Wasliyah Tembung is accounted for. The remaining 38.2% is influenced by other variables not presented in this study.

Discussion

In the analysis results, it was found that based on the reliability measurement, the Cronbach's Alpha value obtained was 0.946. This value is higher than the tabulated critical value with a 95% significance level and α of 5%, which is 0.344. The questionnaire demonstrated that the research instrument for the variable of headmaster's interpersonal communication proved to be reliable, as the Cronbach's Alpha value exceeds the critical value (0.946 > 0.344).

Similarly, from the reliability measurement, the Cronbach's Alpha value obtained was 0.887, which is greater than the tabulated critical value of 0.344 at a 95% significance level and α of 5%. This indicates that the research instrument for the variable of teacher work motivation is reliable, as the Cronbach's Alpha value surpasses the critical value (0.887 > 0.344).

The graphical representation of the P-P Plot of Regression Standardized Residuals falls between the diagonal lines, with a distribution following the diagonal line's direction. The P-P Plot values do not deviate significantly from the diagonal line. This suggests that the data follows a normal distribution, as the bell-shaped graph does not show skewness towards the left or right.

The regression line between the variables of Headmaster's Interpersonal Communication (X) and Teacher Work Motivation (Y) exhibits a deviation from linearity of 0.644, with a significance value of $0.644 > 0.05$. This indicates a linear relationship between the variables of Teacher Work Motivation (Y) and Headmaster's Interpersonal Communication (X). The heteroskedasticity test using Glejser's method yielded a significance value for the variable of Headmaster's Interpersonal Communication (X) as $0.290 > 0.05$. This leads to the conclusion that there is no heteroskedasticity problem.

Headmaster's interpersonal communication has a positive and significant influence on teacher work motivation, as evidenced by the calculated t-value (4.518) being greater than the critical t-value (2.035), with a significance value (0.000) less than 0.05. Thus, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This signifies a positive and significant influence between the variables of headmaster's interpersonal communication (X) and teacher work motivation (Y) at MTs Al-Jam'iyatul Wasliyah Tembung.

Regarding the F-test results, the calculated F-value (20.413) exceeds the critical F-table value (4.130), with a significance value (0.000) lower than $\alpha=5\%$. This implies that the independent variables collectively exert an influence on the dependent variable. The coefficient of determination (R^2) is 61.8%. This value indicates that 61.8% of the influence of Headmaster's Interpersonal Communication (X) on Teacher Work Motivation (Y) at MTs Al-Jam'iyatul Wasliyah Tembung is explained. The remaining 38.2% is influenced by other unaccounted-for variables.

This research's results are also relevant to other studies, such as the research conducted by Mutiara Nur Ahlaini in 2018 with the title "The Relationship between Headmaster's Interpersonal Communication and Teacher Work Motivation at MA AL Hikmah Bandar Lampung." Her study focused on determining if there is a positive and significant relationship between headmaster's interpersonal communication and teacher work motivation. The study employed a correlational and quantitative method, and the results showed a positive and significant relationship between headmaster's interpersonal communication and teacher work motivation at MA AL Hikmah Bandar Lampung.

CONCLUSION

There is a significant and positive influence between headmaster's interpersonal communication (X) and teacher work motivation (Y) at MTs Al-Jam'iyatul Wasliyah Tembung. This implies that the better the headmaster's interpersonal communication, the higher the effectiveness of teacher's work. Based on the partial test (T-test), the calculated t-value (t_{hitung}) is 4.518, with a significance value of 0.000. The tabulated t-

value (T_{tabel}) at a 95% significance level is 2.035. As a result, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Simultaneously, there is a significant and positive influence between headmaster's interpersonal communication (X) and teacher work motivation (Y) at MTs Al-Jam'iyatul Wasliyah Tembung. This is evident from the simultaneous measurement (F-test) where the calculated F-value (F_{hitung}) is 20.413, surpassing the tabulated F-value (F_{tabel}) of 4.130. The significance value (0.000) is less than $\alpha=5\%$, indicating that the independent variables collectively influence the dependent variable.

The positive and significant influence of headmaster's interpersonal communication on teacher work motivation at MTs Al-Jam'iyatul Wasliyah Tembung amounts to 61.8%. This value signifies that 61.8% of the influence of headmaster's interpersonal communication on teacher work motivation at MTs Al-Jam'iyatul Wasliyah Tembung can be accounted for. The remaining 38.2% is influenced by other variables such as a favorable work environment and rewards from the foundation, which were not included in this study.

The hypotheses presented in this research empirically conclude that there is a positive relationship between headmaster's interpersonal communication and teacher work motivation at MTs Al-Jam'iyatul Wasliyah Tembung.

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