

## Interpersonal Communication and Situational Leadership on Teacher Performance

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### Abstract

Teacher performance plays a very important role in improving the quality of learning and the quality of graduates determined by interpersonal communication and situational leadership of the principal. This study aims to analyze the influence of interpersonal communication and situational leadership of the principal on teacher performance at SD IT Bunayya Lhokseumawe. The research method uses correlational, with a quantitative approach. Data collection used a questionnaire distributed to 38 respondents as a total sample. The measurement scale uses a Likert scale of four answer choices. This study used multiple linear regression analysis. Previously, prerequisite analysis tests were carried out using tests of data normality, autocorrelation, heteroskedasticity and multicollinearity. The results of the study stated that teacher performance was significantly and simultaneously influenced by interpersonal communication and situational leadership of the principal by 70.7 percent and the remaining 29.3 percent was influenced by other variables that were not studied. Research contribution to the principal to open communication in providing positive responses and attitudes to teachers. The principal places himself according to the teacher's situation so that he can foster good cooperation. Teacher performance improves as seen from the learning process by compiling and mastering the material and skillfully using learning media.

**Keywords:** Interpersonal Communication; SD IT Bunayya Lhokseumawe; Situational Leadership Style; Teacher Performance

### Abstrak

Kinerja guru sangat berperan dalam meningkatkan kualitas pembelajaran dan mutu lulusan yang ditentukan oleh komunikasi interpersonal dan kepemimpinan situasional kepala sekolah. Penelitian ini bertujuan untuk menganalisis pengaruh komunikasi interpersonal dan kepemimpinan situasional kepala sekolah terhadap kinerja guru di SD IT Bunayya Lhokseumawe. Metode penelitian menggunakan korelasional, dengan pendekatan kuantitatif. Pengumpulan data menggunakan kuesioner yang dibagikan kepada 38 responden sebagai total sampel. Skala pengukuran menggunakan skala Likert empat pilihan jawaban. Penelitian ini menggunakan analisis regresi linier berganda. Sebelumnya dilakukan uji prasyarat analisis menggunakan uji normalitas data, autokorelasi, heteroskedastisitas dan multikolinieritas. Hasil penelitian menyebutkan kinerja guru secara signifikan dan simultan dipengaruhi oleh komunikasi interpersonal dan kepemimpinan situasional kepala sekolah sebesar 70,7 persen dan sisanya 29,3 persen dipengaruhi oleh variabel lain yang tidak diteliti. Penelitian ini memberikan kontribusi atau merekomendasikan usulan kebijakan kepada kepala sekolah untuk menerapkan komunikasi interpersonal dan kepemimpinana situasional dalam meningkatkan performa kinerja guru.

**Kata kunci:** Gaya Kepemimpinan Situasional; Kinerja Guru; Komunikasi Interpersonal; SD IT Bunayya Lhokseumawe

### Introduction

Schools as formal educational institutions are an important element in development in all fields for preparing human resources. The

purpose of the national education system is to educate students who are capable of competing in an era of globalization. One of the important components to reflect the success of schools

in achieving educational goals is teacher performance. Explains that the improvement in teacher performance is determined by the suitability of the placement of teachers with their expertise and field of work (Zubair, 2017). Measuring the performance characteristics of teachers is seen as important to reflect the success of a school (Sukarman, 2016). Therefore, it is absolutely necessary to place teachers according to their expertise. The incompatibility of the teacher's field of expertise with the tasks assigned has an impact on the decrease in work methods and results as well as dissatisfaction with these results (Erwinsyah, 2017).

States that teacher performance is work performance and progress made by teachers in the learning process from planning, implementing to evaluating and providing guidance to students (Lailatussaadah, 2015). Teachers' commitment to carrying out their responsibilities is often referred to as performance. Performance can also be understood as the commitment of teachers in carrying out their duties. All teacher activities as their responsibility to direct, educate, guide and guide students in their development towards mental, spiritual and physical maturity can be regarded as teacher performance. Teacher competency criteria which include professional, pedagogic, personality and social are indicators and benchmarks for teacher performance (Iskandar, 2013). As a result, enhancing teacher performance is critical in the attempt to increase learning quality, which will ultimately affect the quality of graduates and the achievement of national education goals. In this case the principal becomes the driving force for improving teacher performance. Teacher performance indicators include work quality, speed or accuracy of work, initiative in work, work and communication skills (Uno, 2012).

The performance of an organization such as a school is optimally influenced by the interaction between the principal and teachers both vertically and horizontally which is carried

out through communication. According to (Parveen & Tariq, 2014), in providing effective education, leadership plays an important role. A leader can make his/her subordinates satisfied or dissatisfied through the leadership style which he/she uses in most of situation which they face. There is a strong relationship between leadership style and job satisfaction of employees. Leader has a vital position in every sector of economy. To run the institutes of higher education, there is a need of strong leadership skills. The educational leaders must inculcate purpose in the faculty and support in enhancing the motivation. Results of this study show that leadership style and gender of head of department have significant effect on job satisfaction of faculty members.

The existence of an organization is determined by the interaction of all its members, which is managed by implementing communication management. The management process in communication activities is to make communication activities carried out in a structured and systematic manner (Fauzi, 2020). Human interaction involves values that are the rules of communication. For this reason, it is important to pay attention to social norms and cultural systems that apply in society (Marhamah, 2014). Communication is an essential activity of every organization in conveying information (Ivonne, Olivia, & Peregkuan, 2010).

The flow of communication can come from the principal as a leader to the teacher as a subordinate or vice versa from subordinates to the leader. According to research, this communication can take place through meetings, writing letters, making dispositions or talking by telephone. (Effendy, 2017) states that the process of achieving organizational goals as a structure occurs with harmonious, dynamic and definite interactions between one part and another. In this case, the principal will find it difficult to organize, direct, and guide teachers without communication. The communication in question is not only based on positions and roles,

but can also be informal based on interpersonal relationships. Interpersonal communication is dyadic, that is, face-to-face communication between people which makes it possible to capture other people's reactions directly (Cangara, 2019). In interpersonal communication, it appears the closeness of the relationship of the parties involved in communication. Interpersonal communication also develops according to the level of the interpersonal relationship.

Interpersonal communication that is carried out intensively by considering the balance of quantity and quality aspects will create strong interpersonal relationships between leaders and subordinates (Wijaya, 2013). Interpersonal relationships will be successful with openness between the principal and the teacher. Open communication allows principals and teachers to get complete and clear information about school organizations so as to motivate and increase productivity and harmony in the organizational environment (Marhamah, 2019). Decision making based on the information received by the principal and the information received by the teacher becomes a reference for completing their tasks.

States that interpersonal communication prioritizes aspects of openness, empathy, support, positiveness and equality (Devito, 2019). These aspects also determine changes in attitudes and behavior in the organization. As research Effendi (2019) explains that doctors' interpersonal communication is an integral part of health care and is one of the main indicators of patient satisfaction. Indicators of interpersonal communication that have an impact on patient satisfaction are openness, empathy, supportive attitudes, positivity and equality. And the very high indicator of influence is equality while the lowest is openness.

According to (Fauzi, 2015) effective interpersonal communication makes the flow of information will also run smoothly so as to motivate the parties involved in communication. Interpersonal communication is important

in supporting the smooth running of the organization, so leaders need to understand and perfect their communication skills (Muhammad, 2014). In addition, it is important for school principals to understand the situation of teachers who have different feelings, attitudes, abilities, behaviors and personalities. Principal leadership has a strategic role and greatly influences the learning process in schools (Djatmika, 2009).

One of the important aspects to increase the success and effectiveness of leadership in an organization is leadership style. The situational leadership style of the headmaster is one of the main aspects that can influence teacher performance. Situational leadership style is a leadership style which can adapt the relevant development or maturity of followers. In this case, maturity is formulated as the ability and willingness of people to be responsible for directing their behavior related to certain tasks (Thoha, 2016). The principal's leadership style is considered to affect teacher performance from two different aspects, namely on the one hand it causes an increase and on the other hand it can decrease. To maintain and improve teacher performance, it is necessary to have a situational leadership style of principals who are able to read the state of the teacher and the school environment. (Suyadnya, Natajaya, & Sunu, 2013) mention that leaders have to create a work atmosphere that supports subordinates to work successful. The leader's understanding of the different situations of his subordinates determines his success. A favorable contact between the leader and the subordinates they lead is a leadership situation.

When leaders find themselves in different situations that require different responses to a problem or crisis, it is often difficult to determine how to apply a leadership style to each situation. Similarly, there are many development methods one can use to achieve the changes or results they are looking for. One is the dialogic method that situational leaders can employ to enact change and develop the skills

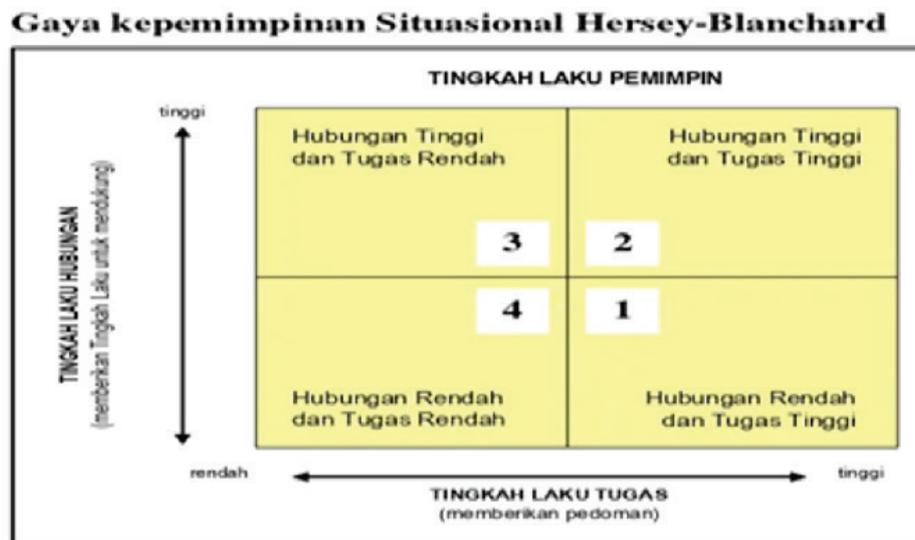


Figure 1. Four Situational Leadership Styles  
Source: Hersey (2012)

and performance of their followers (Wright, 2017). Situational leadership style is flexible so that the leader can adapt it to the maturity level of the work environment and subordinates.

Situational leadership style is a leadership theory that focuses on members of an organization. The situational leadership theory developed by Hersey (2012) explains that the effectiveness of the leadership style depends on the suitability of the following factors; 1) Task behavior, namely the leader organizes, determines roles and explains the job descriptions of each member and how to solve them. This is done by compiling an organizational structure, establishing communication channels and in detail and clearly outlining problem solving procedures; 2) Relationship behavior, namely interpersonal relationships that are fostered by leaders and subordinates by conducting open communication, facilitating behavior and providing socio-emotional support; 3) Maturity of subordinates, namely the ability and willingness of individuals to assume responsibility. In this case, maturity is divided into maturity in abilities, namely knowledge, skills and individual experience in performing the tasks assigned by the

leader. While the maturity of the will is the belief, motivation and individual attachment to carry out their duties. High willingness encourages responsibility and fosters self-confidence so that it does not require the encouragement of others to carry out the tasks assigned by the leadership.

These factors become a reference for an in-depth understanding of situational leadership based on the maturity level of subordinates. When the leader influences the activities of subordinates, the leader must know the readiness of subordinates to carry out their duties. The situational leadership style is described as Figure 1.

The figure above describes the four basic styles of situational leadership that are based on the task behavior of relationship behavior, namely: 1) Telling is characterized by high task and low relationship. Leaders behave in telling which means high task orientation and limited relationship behavior. The form of communication used is one-way communication. In this case, leaders who have the initiative to solve problems and make decisions. This leadership style is suitable for subordinates who have a low level of maturity, that is, they do not have the ability and willingness. The low ability and willingness

are caused by lack of knowledge and experience and lack of confidence in themselves so that the leader must provide detailed and clear directions; 2) Selling is characterized by high task and high relationship. In this case, the leadership still provides a lot of direction and initiative in decision-making, but it has increased with two-way communication. Leaders provide support by listening to the ideas, suggestions and feelings of subordinates about the decisions they make. This leadership style is suitable for subordinates who have a low to moderate level of maturity, namely subordinates who have the will despite low ability. In this case the leader provides direction to strengthen the enthusiasm and abilities of subordinates; 3) Participating is characterized by low tasks and high relationships. This leadership style provides opportunities for subordinates to exchange opinions and participate in decision making. In this case, two-way communication is enhanced and the leadership is in an active listening position. This leadership style is suitable for subordinates who have a medium to high level of maturity, namely those who have the ability but do not have the will. This is because subordinates feel unsure of their abilities, so the leader actively engages in two-way communication so that they can motivate or support them; 4) Delegating is characterized by low tasks and low relationships). This leadership style is more likely to hand over the implementation and responsibility in decision making to subordinates. In this case, the leader does not provide direction or does not use two-way communication much. This leadership style is in accordance with subordinates who have high maturity, namely those who have the will, ability and confidence to be responsible for the task decisions and implementation

Based on the preceding description, the principal's leadership style must be in line with the teacher's expectations, interests, and job demands in order to provide direct or indirect support for enhancing teacher performance. Research by (Aisyafarda & Sarino, 2019), according to the study, one of the characteristics that affect teacher effectiveness is the situational

leadership style of school principals. When a principal's situational leadership style is strong, it has a favorable and significant effect on teacher performance, and vice versa. The principal's management style must be both appropriate and effective. Wahyudi (2015), according to the author, the interaction between the situation and the leader's actions is an indicator of effective leadership. Because it considers characteristics of knowledge, abilities, experience and psychology, the situational leadership style is particularly helpful in boosting teacher effectiveness.

Based on preliminary observations of research in a preliminary study at the integrated Islamic elementary school Bunayya, Lhokseumawe City, it shows some facts that SD IT Bunayya in Lhokseumawe has achieved various achievements with adequate school facilities. Although the average age of teachers at SD IT Bunayya lies in the young age range, they are able to explore and motivate students' talents, so that they can map student and school achievement. Teachers are also given the opportunity to develop their careers either through participation in training or writing scientific/journal papers, and innovations in their learning. However, there are still things that need to be considered related to work experience, given the young age of teachers. So it requires the right and effective leadership style in balancing the quality of the teacher's performance. The authors want to see how interpersonal communication and the principal's situational leadership style affect teacher performance at SD IT Bunayya, Lhokseumawe.

Another relevant research is research entitled Interpersonal communication, leadership style, and organizational culture all have an impact on teacher performance in the MAN 2 model. This study shows a low organizational culture that causes groups to form among teachers. Communication between principals and teachers is not effective because there are gaps. It is important for school principals to improve interpersonal communication so that they can embrace all teachers (Ritonga, 2020). In another study, it was stated that

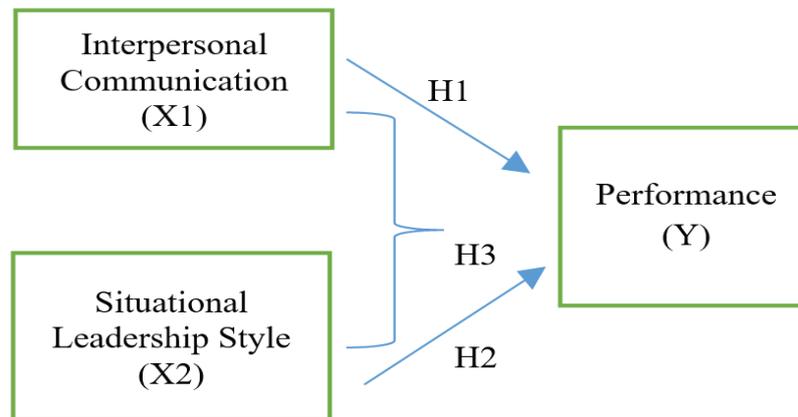


Figure 2. Hypothetical Design  
Source: Processed by Researchers (2022)

interpersonal communication can be used as an organizational strategy in conveying information or counseling to the public regarding government policies. Interpersonal communication is carried out intensively, namely openness, mutual honesty, support and continuity so that the parties involved understand each other's problems (Muharto Toha & Nugroho, 2011).

Meanwhile, Utami (2015) entitled *The Impact of Leadership, Motivation, and Interpersonal Communication on Employee Performance at the "Panen Tour" Travel Bureau*, where the creation of a skilled and educated workforce is based on the interests of both the workforce and the organization. Work is accomplished by growing competency through effective leadership, motivation, and interpersonal communication, while the company's interests are served by enhancing work efficiency. Diwiyani & Sarino (2018) in their research entitled: *Principal Situational Leadership Style and Teacher Work Motivation as a Determinant of Teacher Performance* explained that enhancing the principal's situational leadership style can boost teacher performance. Delegating receives the best score of the four situational leadership types, indicating that the principle places complete trust in the teacher and effectively discusses and communicates.

In this regard, the differences that are quite prominent that can be seen compared

to previous research are the results obtained related to interpersonal communication and situational leadership styles which will affect performance both partially and simultaneously. There are three hypotheses in this study, namely:

**Hypothesis 1:** there is an influence of interpersonal communication (X1) on teacher performance (Y).

**Hypothesis 2:** there is an influence of situational leadership style (X2) on teacher performance (Y).

**Hypothesis 3:** there is an effect of interpersonal communication (X1) and situational leadership style (X2) simultaneously on teacher performance (Y).

Hypothesis in this research explained in the following Figure 2.

### Research Methods

This study employs a quantitative methodology that is appropriate for correlational research. Correlational quantitative method aims to test the influence between the independent and dependent variables (Sugiyono, 2019). Interpersonal communication (X1) with indicators of openness, empathy, support, pleasant feeling, and equality is one of the two independent variables in this study. Situational leadership style with indicators of telling, selling, involving, and delegating

is variable X2. The dependent variable (Y) is the teacher's performance as measured by quality, timeliness, and quality indicators.

The researcher's hypothesis can be explained that the higher the interpersonal communication (X1) of the school principal, the higher the teacher's performance (Y). And the higher the situational leadership style (X2) of the principal, the higher the teacher's performance (Y). Likewise, interpersonal communication and situational leadership styles will simultaneously affect teacher performance.

Surveys were used to collect data, with questionnaires being distributed and a Likert scale model being used as a measurement tool. Validity and reliability studies were performed on this study instrument to ensure data validity.

The population in this study were teachers at SDIT Bunayya Lhokseumawe totaling 38 people and the sample used was total sampling because the population was relatively small. The data in this study were analyzed using a descriptive and verification research design. Descriptive analysis is intended to provide an initial description of each variable related to frequency distribution, data concentration and data distribution so that it is more organized and easy to interpret its meaning. While the verification analysis is intended to prove the hypothesis test.

The approach of multiple linear regression analysis was used to test hypotheses in this study (multi regression analysis). Multiple linear regression is an equation model that describes the relationship of one dependent variable/response (Y) with two or more independent variables/predictors (Sugiyono, 2019).

Before evaluating the hypothesis, the standard assumption test, namely the normality test, is performed to see whether the residual value is normally distributed or not. A good regression model is one in which the residual value is regularly distributed. The Kolmogorov-Smirnov-Z test was used to determine whether the data were normally distributed if the Asymp.Sig (2-tailed) value was larger than the 5 percent (0.05) significance level.

Then a linearity test was also conducted

which aims to prove whether the independent variables (interpersonal communication and situational leadership style) are linearly correlated with the dependent variable (teacher performance). The test for linearity, often known as the F test, was used to determine whether the data had a linear connection if F count F table at a significance level of 5% and compared the Sig value with a significance level of 5%. (0.05). In addition, a multicollinearity test was performed to determine whether or not the independent variables in a multiple linear regression model have a high correlation. The relationship between the independent factors and the dependent variable will be disrupted if there is a significant correlation between them. The tolerance and variance inflation factor (VIF) values were used to perform the multicollinearity test. The tolerance value of the multicollinearity-free regression model is  $> 0.10$ , while the VIF value is 10.00. If the correlation coefficient between each independent variable is less than 0.1, the model is devoid of multicollinearity; if the correlation coefficient is greater than 0.1, there is a very high correlation between the independent variables, and multicollinearity arises. There is no connection between independent variables in a decent regression model, and there are no indications of multicollinearity.

## **Results of Research and Discussion**

### **Classic assumption test**

#### **Data Normality Test**

The purpose of the normality test is to see if the residual value is regularly distributed. The Kolmogorov Smirnov One Sample test was applied in this investigation, yielding results.

Table 1 explains that the significance value ( $p = 0.144$ ) is greater than the significance level of 5% (0.05) or  $0, > 0.05$ , so the research data can be said to be normally distributed.

#### **Data Linearity Test**

The linearity test was used to determine whether the dependent variable (interpersonal communication) was linearly connected to

Table 1. Test Results for Normality of Data

**One-Sample Kolmogorov-Smirnov Test**

		Interpersonal Communication	Situational Leadership Style	Performance
N		38	38	38
Normal	Mean	57.9737	57.9737	57.9737
Parameters <sup>a,b</sup>	Std. Deviation	5.55798	5.55798	5.55798
Most Extreme	Absolute	.124	.124	.124
Differences	Positive	.113	.113	.113
	Negative	-.124	-.124	-.124
Test Statistic		.124	.124	.124
Asymp. Sig. (2-tailed)		.144 <sup>c</sup>	.144 <sup>c</sup>	.144 <sup>c</sup>

a. Test distribution is Normal.

Source: Processed Data (2022)

the independent factors (situational leadership style) (improvement of education quality). The Test for Linearity was used to perform the linearity test, which yielded findings.

Table 2 shows that the Linearity Sig Deviation value is 0.876, which is greater than 0.05 or  $0.876 > 0.05$ , and the calculated F value is 0.549, which is less than the F table value 1.97, implying that there is a significant linear relationship between interpersonal communication variables (X1) and situational leadership style (X2) and performance variable (Y). The tolerance value for interpersonal communication (X1) and situational leadership style (X2) is 1,000, which is more than 0.10. In the meantime, the VIF values for interpersonal communication variables (X1) and situational leadership style (X2) are both less than 10.00. As a result of the basis for making decisions on the multicollinearity test, it may be determined that the regression model has no signs of multicollinearity.

### Data Analysis

Multiple linear regression analysis was used to test hypotheses on the interpersonal communication variable (X1) and situational leadership style (X2) while also looking at the performance variable (Y). The effect of two or more independent factors and

variables was determined using multiple linear regression analysis. If two or more independent variables are modified as predictor factors, the analysis seeks to predict the condition (increase and decrease) of the dependent variable (increase in value). Table 3 shows the regression results from the processed data.

Based on the table above, regression analysis shows that the coefficient for interpersonal communication is 0.253 and the variable for situational leadership style is 0.253 with a constant of 72.634, resulting in the following regression equation model:  

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = 72.634 + 0.253 X_1 + 0.253 X_2 + e$$

According to the regression equation above, the constant value is 72,634, which means that if the value of interpersonal communication (X1) and situational leadership style (X2) is 0, the value of teacher performance (Y) is 72,634. Furthermore, the beta value in the unstandardized coefficient of the interpersonal communication variable (X1) and situational leadership style (X2) shows a number of 0.253, which means that if the other independent variables are fixed and the interpersonal communication and situational leadership style variables have increased by 1%, the teacher's performance (Y) will increase. decreased by 25.3%. Because the

Table 2. Data Linearity Test Results

		Sum of Squares	df	Mean Square	F	Sig.
Performance* Situational Leadership Style	Between Groups (Combined)	349.974	15	23.332	.647	.805
	Linearity	73.087	1	73.087	2.028	.168
	Deviation from Linearity	276.887	14	19.778	.549	.876
	Within Groups	793.000	22	36.045		
	Total	1142.974	37			

Source: Processed Data (2022)

coefficient is positive, the association between interpersonal communication characteristics (X1) and situational leadership style (X2) and teacher performance is unidirectional (Y). The higher the level of interpersonal communication and situational leadership style, the better the teacher's performance.

Furthermore, the coefficient of determination was used to estimate the impact of interpersonal communication variables and situational leadership style on teacher performance. The coefficient of determination indicates how the independent factors' effects on the dependent variable vary. It's also known as the proportion of all independent factors' influence on the dependent variable. The value of R Square can be used to calculate the coefficient of determination. The coefficient of determination test results are summarized in the table 4.

The R value of 0.253 in the table above indicates that interpersonal communication (X1) and situational leadership style (X2) have a combined effect of 25.3 percent on the teacher performance variable (Y), with the remaining 74.7 percent influenced by variables not included in the linear regression model in this study.

Multiple linear regression analysis reveals that the interpersonal communication variable (X1) and situational leadership style (X2) have a combined effect of 25.3 percent on teacher performance (Y), with the remaining 74.7 percent influenced by variables not included in the linear regression model in this study. The results of statistical data processing explain that

interpersonal communication has a significant and positive effect on teacher performance. Because face-to-face communication between one individual and another individual can directly capture the responses of others both verbally and nonverbally for each participant (Mulyana, 2017). The positive coefficient value on the hypothesis test indicates that the better the work environment provided for teachers will further improve teacher performance at SD IT Bunayya Lhokseumawe. A good work environment is created because of the interpersonal communication that exists between the principal and the teacher. This interpersonal communication appears when respecting the teacher's opinion and giving freedom of expression. The relationship between superiors and subordinates is manifested by mutual respect and respect, and this forms the basis of forms of interpersonal communication.

The findings of this study support (Syafaruddin, Napitupulu, & Harahap, 2020) assertion that communication is critical in any institution. The purpose of the interpersonal communication process is for communication to be effective. Communication is considered effective if there is a similarity between the framework of thinking in the field of experience between the communicator and the communicant. This occurs when the communication fosters understanding, creates pleasure, influences attitudes, improves relationships and changes behavior. While the function of interpersonal communication is to get feedback or response, anticipate the response and control

Table 3. Multiple Linear Regression of Test

Model	Coefficients <sup>a</sup>		Standardized		
	Unstandardized Coefficients		Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	72.634	9.390		7.735	.000
Interpersonal Communication	.253	.161	.253	1.568	.126
Situational Leadership Style	.253	.161	.253	1.568	.126

a. Dependent Variable: Performance

Source: Processed Data (2022)

behavior towards the social environment.

Interpersonal communication is very decisive in educational institutions in addition to management and organizational factors. Indicators of communication effectiveness can be seen from the management of educational institutions, excellent service and quality of graduates. The same thing was also stated by (Siregar, 2020) that one of the principal's successes in his leadership was the ability to communicate interpersonally with teachers intensively and well. Through interpersonal communication the principal can find out the obstacles faced by teachers in schools. According to their roles and responsibilities as leaders, managers, educators, administrators, innovators, supervisors, and motivators, principals have a significant obligation to meet the expectations of numerous linked parties.

Interpersonal communication is a process that is different from other activities. Because in interpersonal communication there is an act of giving and receiving between the actors involved in the communication. This process is called transactional or the process of giving and receiving various information. Interpersonal communication is an activity that is carried out continuously or dynamically. That is, everything that is included in interpersonal communication is always in a state of change, both the actor, the message and the environment.

According to (Triwardhani, Trigartanti, & Putra, 2020), in his research stated that building relationships between teachers and students

is done through daily interactions in learning activities at school. For this interaction to be achieved, communication is an important factor. Good communication within a school guarantees optimal interaction between the speech community in it, namely students, teachers, and other parties involved such as students' parents and surrounding communities. The teacher's interpersonal communication can foster motivation so that it can develop student creativity.

Educational institutions or schools are also important for every organization to pay attention to interpersonal communication in improving its services to the community. The service quality of institutions or organizations is improved through interpersonal communication so that a good image is formed. Organizational image provides changes to consumer satisfaction mediated through interpersonal communication. This means that interpersonal communication significantly and positively affects consumer satisfaction, so it is important for managers of institutions or organizations to pay attention to this. Interpersonal communication skills can be improved through training, development and mentoring which are carried out by an organization on an ongoing basis (Sunardiyah, Pawito, & Isrun Naini, 2022). Principals who have difficulty developing interpersonal communication with teachers will also have difficulty implementing their programs at school. Because the success of a program in schools is largely determined by a harmonious relationship between the principal and the teacher.

Interpersonal communication is considered

Table 4. Test Results of the Coefficient of Determination (R<sup>2</sup>)

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.253 <sup>a</sup>	.064	.038	5.45152

a. Predictors: (Constant), Situational Leadership Style

Source: Processed Data (2022)

effective in the organization because it takes place intensively by prioritizing aspects of quantity and quality that are balanced, it will create strong interpersonal relationships between superiors and subordinates as well as among fellow employees. The emergence of openness and trust obtained from the communication process can also determine changes in attitudes and behavior in the organization. This has an impact on the organizational climate that supports communication, because the leadership contributes in generating a good communication climate within the organization (Wijaya, 2013). Interpersonal communication is very important because it allows to take place in a dialogical manner so that interactions arise in interpersonal relationships. In this communication the people involved have multiple functions and can be alternated in their roles as communicators and communicants. This dialogical communication fosters empathy so that there is mutual respect between the communicators.

According to Verderber et al., (2013), interpersonal communication is a process where individuals with other individuals reciprocally manage their relationships in creating meaning. Therefore in interpersonal communication understanding of communication is done with a psychological approach. Each individual's personal actions are based on personal understanding and meaning of the relationship. Therefore, the observation of a person in interpersonal communication is carried out through his behavior

based on the perception of the observer.

Characteristics of effective communication can be seen from the emergence of mutual understanding between the communicator and the communicant of the message conveyed. In addition, a close and pleasant relationship appears so that it can influence the communicant's attitude to act according to the will of the communicator. This will foster good social relations and in the end the communicant acts according to the desired message. Meanwhile (Devito, 2019) states that effective interpersonal communication is determined by the following elements: 1) Openness refers to aspects, namely open communicators in interacting, honest reactions of communicators to stimuli and being responsible for the thoughts and feelings proposed; 2) Empathy: understanding what the other person is going through; 3) Supportive attitude (supportiveness): a supportive attitude is a factor in the creation of open communication and empathy; 4) Equality: the recognition of the parties involved in the communication that each has something important to contribute.

A teacher's performance to be considered professional must be supported by good interpersonal communication within the teacher. Communication is a process that always and surely occurs in an organization such as a school. So in this case communication becomes a means of coordinating among the various subsystems within the school. Schools that function well are characterized by synergistic and harmonious cooperation between these various components.

The better and more effective the communication between the principal and the teacher is seen to improve teacher performance. Performance has a big impact on organizations, especially schools, because it can encourage teachers to work better. In addition, teacher dissatisfaction with their work can lead to indiscipline and low teacher performance. Effective interpersonal communication at school can create a comfortable work environment. If there is less openness between the principal and teacher in providing information, it will affect the performance of each. Because without communication at school, teachers don't know what to do and the principal also doesn't get any information from the teachers.

In addition to aspects of interpersonal communication, the principal's leadership style is also a determining aspect to improve teacher performance. Zigarmi & Roberts (2017) adapting the leadership style to the level of growth of subordinates on certain tasks and goals is stated to be effective leader behavior. In principle, leadership can be said as a process of influencing organizational members through communication so that organizational goals can be achieved. Therefore, the leader must be able to integrate all of them in a harmonious manner both in fostering cooperation, directing and motivating subordinates so that they can improve their performance. One of the factors that drive organizational performance is the leadership style applied by the leader.

Meanwhile, Hersey (2012) states that the leader's intuitive understanding of the maturity level of his subordinates is the basis for adjusting the leadership style. Effective leaders can read the situation well, because the leader is part of the situation. The accuracy of the leader's behavior and the situation greatly determines the tasks and relationships between leaders and subordinates. The leadership style plays an important role in aligning the various needs of subordinates and creating a conducive work situation. Leaders with their own style are able

to move subordinates to achieve organizational goals so that they indirectly determine the performance of subordinates. It can be said that the better the leadership style of a leader, the higher the performance of subordinates.

Leadership circulates via the networks of positions that make up organizations. People's resources serve as the medium and currency of leadership. This research focuses on integrating the culture and nature of the principals' leaders and responsibilities in the school while adhering to the situational leadership theory. Findings show, that principals must also properly manage opportunities. The principal may be an educational expert continually by creatively scientifically integrating ideas, materials and human resources to meet the demands of time while also being supportive of his subordinates' accomplishments. When working habits and interpersonal connections are shown in the workplace, effectivity occurs (Cuaresma-Escobar, 2021).

According to (Handoko, 2016), leadership style can be referred to as the pattern or approach chosen by the leader to direct and influence subordinates. In this case the subordinates will do the will of the leader in order to achieve organizational goals. A good leadership style is carried out by maximizing productivity and job satisfaction in accordance with developing situations and conditions. The leadership style chosen by the leader adjusts to the personality and potential abilities of subordinates. Leaders have the ability to move subordinates to achieve organizational goals so that the organization can run effectively (Faturahman, 2018).

While according (Arisman & Prihatin, 2021) observation, and documentation. The data analysis used 3 stage of analysis, namely: data reduction, data display and conclusion drawing. The results showed: 1, in carrying out his duties and functions, the principal has a distinctive character or style. The situational leadership style can help the principal overcome the problems that occur with the circumstances being

experienced by the teacher or staff. This means that the principal adjusts to the problems being experienced by the teacher or staff. In situational leadership, there are four leadership styles directing, guiding, supporting, and delegating. The situational leadership theory suggests that the leadership style of the school principal should change as the readiness levels of teachers to perform a specific task change. According to the situational leadership theory, school principals should adopt a directing leadership style for teachers with low readiness, a guiding leadership style for teachers with low to moderate readiness, a supporting leadership style for teachers with moderate to high readiness, and a delegating leadership style for teachers with high readiness. Readiness is always assessed at the task level.

Principal leadership has a strategic leadership style in realizing the success of implementing and managing education. Teacher performance will increase along with an increase in the principal's leadership. This means that the principal's leadership can increase and even reduce teacher performance. If the principal's leadership increases, the teacher's performance will increase, conversely if the principal's leadership decreases, the teacher's performance will decrease. Principal leadership in this case can be a determinant for improving teacher performance (Haryanto & Subagyo, 2021). The principal must be able to project the abilities and competencies as well as the required leadership style. Therefore, in leading educational institutions, principals are required to be able to apply leadership styles that can reflect behaviors that can be imitated by their subordinates and can motivate teachers to work.

Good teacher performance can be seen the ability to manage the teaching and learning process. These capabilities include planning learning, implementing learning and evaluating learning and implementing interpersonal relationships (Fatmawati, 2020). With Master's performance good, then a quality teaching and

learning process will be created. In this case, a school principal is needed who is able to apply his leadership style according to the situation and different levels of ability and experience of teachers. The suitability of the principal's leadership with this situation, will create interpersonal communication.

The leadership approach through a situational approach encourages leaders to be able to understand the nature, character, behavior and situation of subordinates (Khoironi, Hamid, Islam, Sunan, & Surabaya, 2020). Leaders with this situational style have leadership behaviors that can adapt to the organizational and leadership situations they face. In addition, situational leaders must be able to pay attention to space and time factors. Situational leadership requires the ability of the leader to understand human behavior. Leaders must also be able to communicate effectively so that they can share their views and feelings at the appropriate times. Improving teacher effectiveness requires a situational leadership style and interpersonal communication.

The implementation of directive behavior from the leader involves one-way communication by specifying the tasks that should be done and providing direction on how to do them until close supervision (Aisyah & Takdir, 2017). Leaders have their own leadership style that sets them apart because this style shows their effectiveness in leading. And leaders are not always able to successfully lead in different places and situations because it takes a situational approach, the nature and behavior of being led. Determining the leadership style is strongly influenced by the ability, experience and motivation of the subordinates themselves. So that leadership will be effective if the maturity of subordinates is in accordance with the leadership style. And when there is a discrepancy, the leader can change his leadership style according to the maturity level of his subordinates, this is what is called situational leadership style.

## Conclusion

Based on the results and discussion that has been described, it can be concluded that teacher performance at SDIT Bunayya Lhokseumawe is positively influenced by interpersonal contact and the principal's situational leadership style. Interpersonal communication is the main means of building interpersonal interactions and relationships. Interpersonal communication includes aspects of openness, empathy, supportive attitude, positive attitude and equality. The positive direction of interpersonal communication and situational leadership style's influence indicates that the greater the interpersonal communication and situational leadership style, the better the teacher's performance. 70.7 percent of teacher effectiveness is influenced by interpersonal communication characteristics and situational leadership whereas the remaining 29.3 percent is influenced by variables not included in this study.

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