Effects of Interpersonal Communication, Work Ethic and Leadership Style towards Junior High School Teacher Performance in the City of Tomohon

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Abstract— **This study aims to determine the effect of interpersonal communication, work ethic, and leadership style on teacher performance in the city of Tomohon. The sample of this study used 195 respondents. Data were collected from four variables which were examined and analyzed using correlation and regression techniques. The results of this study indicate that (1) Interpersonal communication has a positive influence on performance, (2) Work ethic has a positive influence on teacher performance, (3) Performance has a positive influence on teacher job satisfaction and (4) Interpersonal communication, work ethics and leadership styles together have a positive influence together on teacher performance. These variables show that there is a positive relationship to teacher performance and thus all hypotheses in this study were accepted.**

Keywords— Interpersonal communication, work ethic, leadership style, teacher performance.

I Introduction

The education paradigm that gives the broadest authority to schools in developing various potentials requires an increase in the ability of the principal including how his leadership style is in order to be able to achieve the goals according to the vision and mission carried by the school. The duties and responsibilities of a school principal determine the success of education in the school they lead. Principals play the most role in improving the quality of education, as the opinions of the following experts:

Mulyasa [1] argues that; "The school principal is one of the education components that have the most role in improving the quality of education."

The role of the principal in an effort to improve teacher performance can be realized through his approach or leadership style. A principal in dealing with subordinates (teachers) must have the ability and sensitivity to the needs of each teacher.

According to P.R Tuerah, [2] "principal's leadership is an attempt by a school principal to influence, to guide, to direct and to mobilize others so they would work together to achieve a common goal, with indicators (1) as manager and school organizer (2) supervision program's executor (3) capability in carrying out tasks and (4) motivator"

In carrying out the task of educating, teachers have different traits and behaviors, and there are enthusiastic and full of responsibility, there are also teachers who do the work without being based on a sense of responsibility, in addition, there are also teachers who often play truant, come on time and not disobeying orders. Such teacher conditions are a problem in every formal education institution. With the existence of low-performing teachers, schools will find it challenging to achieve the expected results.

According to L. Veliu [3] "The Leadership style is the most prevalent factors that influence employees' attitudes and behaviors including organizational commitment. Organizations need employees who are committed in their work so that they can contribute to the survival of the organization in the marketplace competition. The emphasis is on how managers in organizations can get effective leadership style to achieve set goals". This opinion shows that the success of a leader can be seen from the ability to influence the behavior of his subordinates and foster discipline of his subordinates to be able to do and produce the best work. Likewise, a good work ethic will contribute to improving that

person's performance. Thus it can be said that the leadership style and work ethic are related to one's performance in order to carry out their duties efficiently and effectively. On the contrary, it can be said, someone who does not perform well because of inadequate or improper leadership style factors and has a low work ethic.

In reality, the teacher's performance shows things that are less encouraging. This indication can be seen through various facts, for example: (1) the teaching teacher does not match the syllabus given; (2) the media and methods used in the teaching and learning process are less varied; (3) the teacher has a tendency to teach the same subject matter in the next school year; (4) the results of education and training programs are not well socialized; and, (5) ineffective use of learning time.

The reality of the performance can be caused by many factors that influence teacher performance. These factors both originate from within the teacher itself such as academic qualifications, work motivation as well as those from outside such as the atmosphere of the work environment, school culture, school management work ethic including Interpersonal Communication style. These factors are related to the performance of the teacher himself, both in learning activities and in the classroom and to the expected results on students.

One factor that is thought to have something to do with teacher performance is the Interpersonal Communication style, and the indications can be seen through various facts such as the teaching teacher who is not trying to perfect teaching. This happens because of the lack of guidance, direction, and supervision from the principal of the teaching and learning process. The teacher also does not follow and pay attention to what should be the task according to competence, namely professional, personality, pedagogic and social. Besides the Interpersonal Communication style, another factor that is closely related to teacher performance is the work ethic of the teacher itself, where a good work ethic of a person will contribute to improving the performance of that person.

Work performance is defined as the achievement of specific job requirements which ultimately can be directly reflected in the output produced both in quantity and quality. The above understanding highlights performance based on the results achieved by someone after doing work.

According to Musriha [4] Performance is "the result of work that can be achieved by a person or group of people in the organization in order to achieve organizational goals."

There are various definitions of communication put forward from each different perspective. According to A.S. Horby [5], the term communication describes three elements as follows:
1. Communication activities (the act of communicating)
2. Things that are communicated (that which is communicated)
3. Communication tools: main roads, railways, telephones or telegraphs that connect radio and TV places (means of communicating: roads, railways, telephone or telegraph lines connecting places, radio, and TV).

According to F.C. Lunenburg [6] "communication is the process of transmitting information and common understanding from one person to another"

D.C. Kambey [7] revealed several definitions of communication according to some experts as follows:
a) Louis Fordale: Communication is a process by which a system is formed, maintained and distinguished by sharing signals that are operated through rules (Communication is the process by which a system is established, maintained, and altered by means of shared signals that operate according to rules)
b) Koontz and Weihrich: We define communication as the transfer of information from the sender to the recipient with the understanding that the information is understood by the recipient (We define communication as the transfer of information from the sender to the receiver, with the information being understood by the receiver).
c) William J. Seller: Communication is a process by which verbal and nonverbal symbols are sent, received, and given meaning.
d) Sukanto and Handoko: Communication is an effort to encourage others to interpret opinions as what is desired by those who have these opinions.
e) Arni Muhammad: Communication is the exchange of verbal and nonverbal messages between the sender and receiver of the message to change behavior.

According to Z. Turkalj and I. Fosic [8] "The process of communication involves several elements: the sender, the message, the medium, and the recipient. Communication flows from the sender, which is the source of the communication (be it an individual or a group). He sends off the message to the recipient using a particular medium" According to X. Zhao [9] "in real interpersonal communication, the most important factors are personality, familiarity, appearance, hobbies, and interest"

Relations between individuals within the organization are essential, especially in cooperative activities to achieve goals. The school is a formal organization in which there are objectives to be achieved, interpersonal communication in the school is necessary. Human relations as follows: the term human relations refers literally to all interactions between two or more people, the primary concern of this text is with those interactions that occur among people within a formal organization. Which means: the form of human relations is all interactions that occur between two or more people, the primary concern of human relations in this context is that all interactions are created between all people in a formal organization.

According to Voon [10] "Organizational success in achieving its goals and objectives depends on the leaders of the organization and their leadership styles. By adopting the appropriate leadership styles, leaders can affect employee job satisfaction, commitment, and productivity."

Ethos as an evaluative aspect that assesses the possible sources of motivation for someone to do, whether work is considered as a necessity for life, or (in the empirical scope) what is the source of encouraging participation in development.

Ethos is also the foundation of ideas, ideals, or thoughts that will determine the system of action. Because ethos determines human judgment on a job, it also determines the results. The more progressive work ethic of a society, the better the results to be achieved both quantitatively and qualitatively. On the other hand, it turns out that the work ethic is very carefully related to the attitude problems that exist in someone doing their work. The work ethic clearly describes things that are normative as the will attitude that is demanded to be developed.

Management should encourage the emergence of teacher/employee work ethics so that individual and organizational goals are achieved. The task of management, in this case, is to make organizational performance more effective and efficient, and teachers/employees receive fair and satisfying compensation to improve welfare. This work ethic stimulates a person to work and be creative in his work.

According to Ludmila Mládková [11], 'Ethics and ethical behavior is an important aspect of work of knowledge workers in social services. Ethical problems and unethical behaviors are always sensitively understood by all groups of involved stakeholders; direct clients, the society, families, public administration and are given strong publicity"

According to Jansen Sinamo [12], Work ethic is a set of positive work behavior that is rooted in active cooperation, fundamental beliefs, accompanied by total commitment to an integral work paradigm. Work ethic is the totality of his personality and ways of expressing, seeing, believing and giving meaning to something, which drives him to act and achieve optimal charity.

From these definitions or definitions, it is clear that work ethic is a condition or behavior of a person or group of people that gives rise to the desire or pleasure to work diligently and consistently in order to achieve common goals. In short, it can be concluded that the work ethic shows the level of enthusiasm and excitement in a person or group of people to work diligently and consistently in achieving common goals.

In general, this study aims to prove the influence of Interpersonal Communication, Work Ethics and leadership style on the Performance of Middle School Teachers in Tomohon City. Specifically, this study aims to analyze the extent of:
• The direct effect of interpersonal communication on junior high school teacher performance.
• The direct influence of work ethic on junior high school teacher performance.
• The direct influence of leadership style on Junior High School Teacher Performance.
• The direct effect of interpersonal communication, work ethic, and leadership style together directly influence the performance of junior high school teachers.

II RESEARCH METHODS

This study analyzes the effect of one variable on another. The quantitative approach is used by considering (1) collecting research data from samples from a predetermined population (2) data relating to an opinion, perception, or a matter that is collected simultaneously in a relatively short time and (3) data collected analyzed by various methods, according to research needs.

This survey uses a causal method to examine the effect of interpersonal communication, work ethics and leadership style on junior high school teacher performance. Farouk Muhammad and Djaali [13] argue that the survey method is used with the aim of (1) finding factual information in asymptomatic manner (2) identifying problems to justify the situation and activities that are running (3) knowing things conducted by people who are the target of research in solving problems, as material for preparing plans and making decisions in the future.

The target population, as a population that has become a generalized area of research results, is all junior high school teachers in Tomohon City.

The data collection of this study used an instrument in the form of a questionnaire. The process of developing this research instrument was carried out through four stages, namely: (1) compiling indicators of each research variable (2) compiling instrument lattices (3) conducting instrument trials and (4) conducting instruments validity and reliability. The process of developing this research instrument was carried out through four stages, namely: (1) compiling indicators of each research variable (2) compiling instrument lattices (3) conducting instrument trials and (4) conducting instruments validity and reliability. The questionnaire statement was in the form of positive and had five answer choices with a score of 5 to 1 using a Likert scale. Likert Scale is a scale that can be used to measure the attitudes, opinions, and perceptions of a person or group of people about an educational phenomenon or phenomenon. The answer choices for the four variables in this study strongly agree (score 5), agree (score 4), doubt (score 3), disagree (score 2), and strongly disagree (score 1). The researcher tested the estimated error generally in order to meet the analysis requirements. To detect the normality of the error terms the Smirnov Kolomogrov test is used at a significant level $\alpha = 0.05$, while to determine the linearity of the regression function a visual graph is used. Thus, examination of the analysis requirements conducted is: (1) examination of the analysis requirements for regression of Y over X1 (2) examination of the analysis requirements for regression of Y over X2 (3) checking of the analysis requirements for regression of Y over X3 (4) examination of the analysis requirements for regression of Y over X1, X2, X3 together.

III. RESULT AND DISCUSSIONS

A. Data Description

Descriptions for Teacher Performance Variables (Y), Interpersonal Communication (X1), Work Ethics (X2) and leadership style (X3) appear in table 1 as statistics as follows:

Table 1: Data Description

Data Description		Y	X_1	X_2	X_3
N	Valid	*195*	*195*	*195*	*195*
	Missing	*0*	*0*	*0*	*0*
Mean		111.2821	160.4667	85.4410	165.0154
Std. Error of Mean		.71040	.83231	.61979	.89819
Median		111.0000	160.0000	85.0000	164.0000
Mode		109.00	160.00	84.00	161.00
Std. Deviation		9.92017	11.62262	8.65492	12.54250
Variance		98.410	135.085	74.908	157.314
Skewness		.142	-.009	.111	-.141
Std. Error of Skewness		.174	.174	.174	.174
Kurtosis		-.559	-.635	-.658	-.615
Std. Error of Kurtosis		.346	.346	.346	.346
Range		47.00	50.00	37.00	53.00
Minimum		88.00	136.00	68.00	137.00
Maximum		135.00	186.00	105.00	190.00
Sum		21700.00	31291.00	16661.00	32178.00

B. Normality Test for Estimated Error

Based on the calculation of the normality test conducted on data from 195 respondents including variables Interpersonal Communication, Work Ethics, leadership style and teacher performance it turns out the null hypothesis is accepted that the population is normally distributed. Thus it can be concluded that all data from each variable is normally distributed. The summary of the normality test can be seen in Table 2 as follows:

Table 2: Summary of Estimated Error Test Normality Test Results

NO.	Estimated Error	Lo	$L_{tabel\ (\alpha=0,05)}$	Remarks
1	Y upon X1	0.062	0.063	Normal
2	Y upon X2	0.062	0.063	Normal
3	Y upon X3	0.060	0.063	Normal

L_0 = The highest absolute value of the difference between the standard score opportunity and the proportion of the standard score that is smaller or equal to the standard score calculated.

L_{tab} = The critical value of the Liliefors test α = 0,05

C. Test of Significance and Linearity

Teacher performance variables all have significance and linearity values with Interpersonal Communication variables, work leadership style ethics. For more details we can see the summary results of the calculation of linearity significance values in the following tables 3 and 4:

Table 3: Test Results of Significance Between Variables

Variable	F	F_{table}		Remarks
		0,05	0,01	
1. Y over X1	531.089	3.890	6.768	Significant
2. Y over X2	1,351.025	3.890	6.768	Significant
3. Y over X3	677.869	3.890	6.768	Significant

Table 4: Linearity Test Results between Variables

Variable	F	$F_{table\ (0,05)}$	Remarks
1. Y over X1	(2.097)	1.451	Linear
2. Y over X2	(4.041)	1.503	Linear
3. Y over X3	(3.155)	1.442	Linear

C. Hypothesis Testing and Discussion

The Effect of Interpersonal Communication on Performance

Interpersonal communication has a positive effect on teacher performance. This is evidenced by the results of the analysis which shows that the direction of the regression coefficient ρ1 of 0.239. Besides that, it was also shown that the calculated value of the principal's leadership variables (X1) was 6,150 exceeding the value of 1,972 (at α = 0.05 with dk 193) and 2.602 (at α = 0.01 with dk = 193). The existence of the correlation coefficient (ry1 = 0.856) found in this study shows that interpersonal communication built by junior high school principals in Tomohon city is positively correlated with teacher performance.

Effect of work ethic on performance

The work ethic that occurs in junior high school teachers in Tomohon City has a positive effect on teacher performance. This is evidenced by the results of the analysis which shows that the direction of the regression coefficient ρ2 is 0.515. Besides that, it was also shown that the calculated value of the variable work ethic (X2) was 9,671, exceeding the value of 1,972 (at α = 0.05 with dk 193) and 2.602 (at α = 0.01 with dk = 193). Thus it appears that tcount> table. The existence of correlation coefficient (ry1 = 0.935) found in this study shows that the work ethic that occurs in junior high schools in the city of Tomohon, greatly influences their performance factors. If the Interpersonal Communication style can be accepted by the subordinates, it will produce a positive effect which in this case can lead to a work ethic and high performance. Conversely, if the Interpersonal Communication style is not acceptable, it will have a negative effect on teacher performance. According to P.R. Tuerah [14] "It is undeniable, along with the swift current of development, it is unfortunate,

that easy generation, which likes to use the millennial generation, is only marked by a hedonistic lifestyle and glamorous culture. As a result, the moral behavior of the younger generation has exceeded the norms.

The Effect of leadership style on performance

The leadership style, perceived by junior high school teachers in Tomohon city has a positive effect on teacher performance. This was proven based on the results of the analysis which showed that the direction of the regression coefficient ρ3 was 0.254. Besides that, it was also shown that the calculated value of the leadership style variable (X3) was 5.694, exceeding the value of 1.972 (at α = 0.05 with dk 193) and 2.602 (at α = 0.01 with dk = 193). The existence of correlation coefficient (ry1 = 0.882) found in this study shows that the leadership style perceived by teachers influences the level of junior high school teacher performance in the city of Tomohon. According to Y..D.A, Santie [15], "Reliable leadership effectiveness is an integral part of the development of advanced and independent human resources, which should require a high level of job

The Effect of Interpersonal communication, work ethic, and leadership style together have a positive effect on teacher performance.

This is evidenced by the results of the analysis showing that the Fcount value of 648,637 obtained exceeds the Ftable 2,952 value (at α = 0.05 with the numerator dk 3 and the denominator 191) and the Ftable value 3,886 (at α = 0.01). In the three correlation coefficient of these three variables on teacher performance, the correlation value ry1,2,3 = 0,954 is obtained. This means that the magnitude of the influence of interpersonal communication, work ethic and leadership style together has a positive effect on teacher performance is 95.40%.

IV CONCLUSION

Based on the results of research and discussion, the following conclusions can be drawn:

1. Interpersonal communication has a positive effect on teacher performance, meaning that if excellent interpersonal communication will improve teacher performance.
2. Work ethic has a positive effect on teacher performance. This means that if the teacher's work ethic is conducive, it will improve teacher performance.
3. Leadership style has a positive effect on teacher performance. This means that if the leadership style

accepted by the teacher meets the expected standards, it will improve teacher performance.
4. Interpersonal communication, work ethic, and leadership style together have a positive effect on teacher performance. This means that if the teacher's Interpersonal Communication is able to encapsulate all teachers, a climate conducive to solidarity between fellow teachers and accompanied by an adequate leadership style, the teacher will increasingly feel satisfaction at work.

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