

The Impact of Teacher Job Effectiveness School Leadership and Internal Communications

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ABSTRACT

The main objective of this analysis is to define and explain the effects of principal leadership and internal communication on the effectiveness of teacher work. A quantitative approach to the form of causal analysis is used in this research. In this analysis, the population were teachers of MTs Negeri 1 MUBA. There are 44 teachers in total. Techniques of data collection in study may be conducted using a questionnaire or questionnaire, observation or observation, examinations or tests, documentation. In this research, questionnaires and documentation were the data collection methods used by scientists. With the assistance of the SPSS software version 21, the data analysis techniques were multiple linear regression. A positive impact is the influence of the principal's leadership on the job performance of teachers and employees. The effect of internal communication on the work efficiency of teachers and staff is a beneficial influence, while the influence of primary leadership and internal communication has a considerable impact on the work efficiency of teachers and staff.

Keywords: Effective of Teacher Jobs, Leadership, Internal Communication

1. INTRODUCTION

Leadership as the art of convincing subordinates to confidently and enthusiastically perform tasks. This communication can support the achievement of good teacher performance. Increasing caring attitudes, enthusiasm for learning, job discipline, exemplary and human relationships as the manifestation of a conducive work environment must develop the authority of the principal. [1][2] The organization's success in achieving the objectives that have been set will largely depend on the role of leadership. Therefore, in addition to having a high level of initiative in improving the quality of education, the principal must have strong management and leadership skills so that he is expected to be able to make the right decisions.

Based on observations, while the communication that occurs is still less efficient in terms of the internal communication aspect, it is communication from the principal to the teacher and staff in the form of orders to complete the assignments of teachers and staff immediately or to supply teachers and staff with information from the principal. Some teachers always feel hesitant to express their ideas to the principal who

they consider to be the organization's highest person and are still expected to be respected, teachers and staff are still waiting for the principal's instructions and attempting to carry out orders without the teachers and own staff's input teachers and staff often seldom discuss jobs, sometimes gather, but often chat about casual things. With the location of the principal's office and the teacher's office as well as separate staff offices, it is very difficult to connect between the principal and the teacher and staff so that it is always unwilling to express advice and suggestions to the head, which eventually is not successful in communicating.

Effectiveness of Job

Effectiveness is an organization's willingness to search out and use it successfully in achieving such goals. Job performance is a state in which the desired outcomes can be obtained by physical and spiritual tasks carried out by humans. Job performance is an influence or the intended outcome of a variety of physical and spiritual tasks carried out in order to accomplish those objectives in the company by workers or personnel. [3].

Ability for adaptation

Human capacity is restricted in all respects so that it causes humans to be unable to seek fulfillment of their needs without cooperation with other people with its limitations. It is important for any employee who joins an organization to be able to adjust to other individuals who work in it and to work with the organization. If this adaptive ability. Then the organizational objectives can be accomplished. In line with [4]. That is, it is actually easy to explain that a collective effort to accomplish organizational objectives is the secret to people's success.

Job satisfaction

Job satisfaction is a pleasant emotional state in which subordinates view their job, and job satisfaction reflects the feelings of someone about their job.

Job performance is the completion of a task performed according to predefined goals. The job success that has been accomplished will influence other people to do the same thing in order to enhance the work outcomes within the company.

A teacher shall plan learning, carry out a quality learning process, evaluate and evaluate learning outcomes and follow-up on the results of the assessment as an effort to improve the quality of learning, as provided for in Article 20 of the [5]. on Teacher Professional Duties. According to [2]. really decide the success of the education of a nation. The teacher is primarily determined by the progress of the school reform, since the teacher is the leader of learning, the facilitator, and as the hub of learning initiatives. Teachers must therefore always establish themselves individually, not relying solely on the principal and supervisor's initiative.

Indicator for Instructor

The work of teachers is the culmination of three interrelated components, namely abilities, Efforts to describe external situations and circumstances [6]. The level of ability is the raw material that an employee brings to the workplace, such as experience, expertise, interpersonal skills and technical skills. Such attempts are expressed as inspiration displayed by staff to complete their job tasks. In the meantime, external conditions are the degree to which job efficiency is supported by external conditions. According to Castetter [1] work can be seen from several criteria that indicate that there are four work criteria, namely: (1). Person values (2). Method Process (3). Effects and (4) The mixture of human characters, procedures and results.

Meanwhile, pursuant to [7]. teacher work has specifications/criteria based on competencies which every teacher must possess, including: pedagogical competence, personality, technical competence and social competence. The four competencies are incorporated into the work of teachers.

Factors influencing work by teachers

The factors influencing teacher work are the capacity factor (ability) and the motivation factor, according to [8] (motivation). The capacity of teachers psychologically consists of potential skills (IQ) and skills in practice (knowledge + skills). This ensures that it would be easier to accomplish the planned job for a teacher who has a high educational experience and is in line with his/her field and is experienced in doing daily work. In coping with work circumstances, motivation is formed from a teacher's attitude. Motivation is a state that drives someone who is focused on achieving educational objectives.

Leadership Service

The word "leader" comes from leader, and the word "leadership" comes from leadership. The leader is a result-oriented individual and if the leader decides what he wants, the results will be obtained [9]. Leadership is an interaction and mechanism in which participants are influenced to achieve an organization's goals. Leadership can impact members of groups in different ways, such as persuading, promoting, and organizing. An organization would be able to determine a decision to achieve its goals by means of leadership. Leadership is also linked to partnership trends in the achievement of organizational objectives, where teamwork is an important feature of this collaboration. Leadership should also be directed towards the accomplishment of subordinates and themselves as leaders, so that problems can be solved together. Leadership is the capacity, by working together, to influence and mobilize organizational members to achieve predetermined objectives.

Leadership works in the pursuit of an organization's aims or goals. Leadership would allow representatives of organisations to move according to the leader's instructions and decisions. Leadership, however, not only serves to make decisions in the organization, but also to stimulate the enthusiasm of organizational members to cooperate between superiors and subordinates. Leadership works according to [10] namely: It is possible to interpret leadership as follows:

- a. It can be explained by leadership as a status group that leadership can be a person's view of the group being led.
- b. Second, leadership as a personality, which implies the categorization of an entity in an organisation, such as assistants, managers, supervisors, and heads.
- c. Third, leadership as a position, which means that leadership works to affect subordinates.
- d. Leadership as a tool is that leadership generates and modifies conditions in the formation of a structure to decide an organizational action.

Basic Leadership values

According to in A leader's characteristics are based on the following principles: 1) A person who, not only through formal schooling, but also beyond school, learns for life. Focused to service. 2) A leader is not served, but serves, since the principle of a leader is based on career as the primary aim with the principle of serving. Leaders should be more principled regarding good service in the provision of services. 3) Put energy that is constructive. Leaders ought to be able to display positive energy, such as faith in others, harmony in life, seeing life as a challenge, teamwork, and self-development in practice.

Leadership Principal

Schools are dynamic structures and they are special. It is complicated since there are different aspects of the school as an entity that are interrelated and determine each other. Therefore, a high degree of cooperation is expected by the school as an entity. The success of the school is the success of the principal. The school's head is someone who decides a school's center point and rhythm. The School and the Head. In an organization or an agency, the head can mean the chairman or chief. School is an institution in which lessons are obtained and given. School is a location.

Key Metrics for Leadership

The principal is a leader who, in order to improve the standard of education, carries out instructional management in each school. The principal should, in line with this, have a leadership spirit capable of guiding, inspiring, and arousing the excitement of teachers, staff, and students. [11]describes leadership as an action aimed at manipulating individuals to achieve organizational objectives.

The principal of the school is not only responsible for the smooth operation of the school, theoretically academically, but it is also his responsibility for all operations, the state of the school atmosphere with its circumstances and condition, as well as the relationship with the local community. The roles and responsibilities of the principal are programs and creatives that contribute to school growth and advancement. [12]

The school chief is the principal. Job goals formulator and school decision make Organisation of job procedures (organization of schools) concerning the following:

- a. to control the division of duties and authorities.
- b. Structure of an executive director.
- c. Planning operations (coordinating)

Principal as overseer

The role of the principal as a supervisor implies that for the advancement of his school, he must study, look for and decide which requirements are required. The principal must be able to analyze which situations

already exist and are met, and which ones are not ideal [12]

Internal Disclosure

It is divided into internal communication and external communication, judging by the scope of communication that happens in the school organization. Communication between staff in the school is internal communication. Communication must always be established by the principal as well as by other staff. In carrying out school work, which is a common activity, effective internal communication would provide convenience and relaxation. (2004: 100) (Suprehin:

Internal Contact Concepts:

- a. Become free,
- b. It does not enforce one's will, but serves as a facilitator that promotes an atmosphere of democracy and family.
- c. Empower teachers to be willing and capable of sharing their thoughts on problem solving and encourage teachers and staff to engage in activities and innovation.
- d. Cultivating the practice of sharing and listening to the views of other people freely.
- e. Empower educators and workers to make the right choices and comply with those choices.
- f. Serving as a director, coordinator of conversations, middleman and editorial conclusions. [13]

Internal contact modes

Downward contact (downward communication) or the principal's communication with educators and staff. That is contact that moves to the subordinates from the chief. Any communication following the hierarchy that flows from the top leadership to the bottom is downward communication [14]. Communication that comes from the principal of MTs Negeri 1 Muba is therefore downward communication.

Downward contact styles can be categorized as follows:

Instructions for the Mission

Task orders are messages about what they are supposed to do and how to do it communicated to subordinates. Direct instructions, job requirements, manual procedures, detailed training programs can be the messages.

Rational

Job justification is a message that explains the purpose of the activity in the organization or organizational objects and how the activity relates to other activities. The degree and amount of rational contact is determined by the leadership's ideology and expectations about their subordinates. If the leader feels

that his subordinates are lazy, the leader offers a little of this logical message, but there are many rational messages transmitted if the subordinates can motivate themselves.

The Ideology

Information messages are intended to familiarize subordinates with training and rationale-unrelated organizational procedures, organizational rules, behaviors and other details.

Testimonials

Feedback is a message that provides data on the individual's accuracy in doing the job. One basic form of this feedback is that if the leader does not criticize his work, it means that the job is satisfactory.

Upward correspondence or teacher and staff communication to the principal If the upward flow of knowledge is not smooth, the top management or management is ignorant and conscious of the general state of the company. Muhammad [14]

The above communications have many functions or certain values:

- a. The leadership will discover through upward contact whether their subordinates are able to receive information from them and how well the leadership understands what workers say.
- b. The upward flow of contact offers useful decision-making knowledge.
- c. Upward contact increases the respect and commitment of the organization's subordinates by offering the ability to ask questions, collect suggestions and recommendations about the organization's functioning.
- d. Upward contact allows rumors to surface and to let the leadership know, also promotes them.
- e. Upward contact helps the leader to decide if the context is understood by subordinates as indicated by the downward flow of information.

Upward contact allows subordinates to solve their job problems and to strengthen their interest in their duties and in the organisation [14]

Horizontal Touch

This horizontal contact is carried out rather intensively between divisions that have a high work sequence level, which is intended to save time and promote structured coordination (work relations in the division of labor structures are arranged formally or informally to speed up action [14])

Horizontal contact has several targets, including the following:

- a. Coordinating duties. Some sections of the organization at the same level often need to hold a conference or meeting to discuss problems that lead to organizational objectives being accomplished.
- b. Share details and activities for planning.

- c. Solve issues that occur between people who are at the same stage.
- d. Ensuring the same interpretation. There needs to be a shared perception of all the components of the organization when improvements in an organization are suggested.
- e. Since much of the work time is engaging with friends to get interpersonal support from friends, build interpersonal support.

2. METHODS

This research uses a quantitative approach with a causal analysis of the form of research. In this analysis, the population were teachers of MTs Negeri 1 MUBA. There are 44 teachers in total. Techniques of data collection in study may be carried out using a questionnaire or questionnaire, observation or observation, examinations or tests, documentation. In this research, questionnaires and documentation were the data collection tools used by scientists. With the assistance of the SPSS version 21 software, multiple linear regression data analysis techniques.

3. RESULTS AND DISCUSSION

The influence of primary leadership on the effectiveness of work

The regression coefficient for the key leadership variable is positive, based on the effects of multiple regression analysis, suggesting that the effect of the principal's leadership on the work performance of teachers and staff is a positive influence, which means that each unit increases the leadership score of the principal, It will then be followed by an improvement in the work efficiency of teachers and staff and vice versa if there is a decrease in one unit of the leadership score of the principal, it will be followed by a decrease in the work efficiency of teachers and staff.

Impact of internal communication on efficiency of work

The regression coefficient for internal communication variables is positive, based on the effects of multiple regression analysis, suggesting that the impact of internal communication on the work performance of teachers and employees is a positive influence. This means that any time there is an increase in one unit of internal communication score, an increase in the work efficiency of teachers and staff will be followed and vice versa, every time there is a decrease in one unit of internal communication score, a decrease in the work efficiency of teachers and staff will be followed.

The effects on work effectiveness of principal leadership and internal communication Based on the results of the simultaneous evaluation, it indicates that there will be an impact on the execution of all program

activities that have been adequately organized by the presence of adequate principal leadership in leading the organization and effective communication. The results of the simultaneous test show that the value of F_{count} is greater than F_{table} and that it is less than 0.055 with a reasonable probability of 0000 (significance level). From the R-square, which is 61.5 percent, the sum of simultaneous input from the leadership and internal contact of the principal to the job effectiveness of teachers and staff can be seen.

From these findings, it appears that both internal communication and primary leadership contribute greatly to the effectiveness of teachers and employees' jobs. This is because strong internal communication exists, which makes it easier for teachers and staff to fulfill their obligations. In response to the findings of this analysis, the researcher argues that the leadership and internal communication of the principal have an important relationship in contributing to variables that influence the effectiveness of teacher work outcomes. Rationally, how well the teacher performs affects the outcomes of teacher job performance, while teachers will work well if there is motivation from within themselves and encouragement from outside, such as good primary leadership and good and constructive internal communication.

4. CONCLUSION

A conclusion can be reached on the basis of the study and discussion findings as follows: Principal leadership and internal communication concurrently have a major impact on the work performance of teachers and staff. The effectiveness of teachers and employees' work is affected by the principal leadership and internal communication component by 61.5 percent, While other variables outside the study model, such as job motivation, discipline and other variables, are influenced by the remaining 38.5 percent. "

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