Principal's Effective Communication and Teacher Performance: A Classroom Perspective

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ABSTRACT
This research analyzes the school principal's effective communication towards improving teacher performance. Effective principal-teacher communication is essential for building trust and mutual support. This research uses qualitative methods, with a narrative research design involving five class teachers in one of the elementary schools in Cibitung Sub-District, Bekasi Regency, West Java Province. Data collection was carried out through interviews, observation, and documentation studies. Inductive and thematic data analysis was conducted by using NVivo 12 Plus to identify, evaluate, and create themes expressed by participants. The research shows that the principal's effective communication, characterized by openness, trust, and constructive feedback, has a positive impact on teacher performance. This research contributes to improve school principal communication effectively so that it has an impact on the quality of educational units and the findings can be used by policy makers in determining the direction of school principals in leading educational units.

Keywords: Effective Communication, Principal, Classroom Teacher Performance, Elementary School

INTRODUCTION
One important factor in the success of an educational institution is the principal's ability as an effective communicator (Asriadi, 2020; Mashabi, 2020; Mulyadi, 2015). Effective communication in schools is absolutely necessary considering that everything that is done must be through agreement in deliberation (Lubis, Mesiono, Azhar, Faisal, & Kholid, 2023; Mesiono, Hutagaol, Ismiatun, Saragih, & Nazri, 2023; Rolan, 2020). Effective communication between school principals and teachers is an important factor in building trust and mutual support. School principals are expected to be able to communicate well, listen empathetically, and provide constructive feedback to teachers who tend to have higher
levels of trust and participation (Saniyah, Kholisah, Sy’a’adah, & Asy’ari, 2023). Apart from that, school principals also need to be able to communicate clearly the school’s vision, mission and goals to teachers, thereby providing clear direction in efforts to improve the quality of education. Therefore, school principals need open and transparent communication so that it has a broad impact on teacher quality. When leaders encourage effective communication, teachers feel more comfortable sharing experiences, challenges, and innovative ideas (Maolana, Darmiyanti, & Abidin, 2023).

However, the facts in the field show that the communication between the principal and teachers has not gone well, which has had an impact on the quality of learning, such as (1) there are several teachers who have not completed the lesson plans and do not bring lesson plans during teaching and learning activities (2) making lesson plans has not fully become a necessity for students. teachers, so that every semester only a few teachers make lesson plans on time on their own initiative (3) it can be seen that teachers still use conventional methods when teaching, namely the lecture method (4) teachers still lack the ability to convey learning, so they don’t get a good response from students, and the learning atmosphere becomes less enjoyable (Hardiansyah & Zainuddin, 2022). Thus, teacher performance is a serious concern from various parties, such as motivation and building effective communication from school principals (Hardiansyah & Abuyamin Rasia, 2022). This is because superior teacher performance is an important factor that can support the quality of education (Rina, Saputra, & Darmanto, 2020; Sharar & Nawab, 2020).

Indonesia ranked 72nd out of 79 countries on the 2018 Program for International Student Assessment (PISA) (OECD, 2018). Meanwhile, according to the World Economic Forum forum published in 2017 Indonesia ranked 65th out of 130 countries on the 2017 Global Human Capital Report in the field of education because of the lack of student interest in studying, and lack of student interest in reading so that the quality of education in Indonesia lags far behind neighboring countries (Wahyudi et al., 2022). Thus, the low quality of education in Indonesia cannot be separated from the role of school principals.

In fact, the school principal is a leader who plays an important role in introducing effective and innovative practices which ultimately guarantee the quality of learning in schools (Bafadal & Arifin, 2020; Dinham, 2005; Guvhu, Jita, & Akintunde, 2021; Urick, 2016). To make this happen, school principals need to build effective communication with class teachers and other levels. Because the principal’s effective communication can increase and grow motivation, as well as the performance of teachers in particular and all stakeholders in general (Mashabi, 2020).

The teacher's performance in question is not only focused on achieving the results of teaching tasks such as school administration which includes creating syllabi, learning plans and assessments, but also regarding the behavior of an educator that is seen and exemplified by students at school. Teacher performance in learning is the most important part in supporting the creation of an effective educational process, especially in building discipline and the quality of student learning outcomes. Good teacher performance can create effectiveness and efficiency in learning and can shape the discipline of students at school and the teachers themselves (Bergold & Steinmayr, 2023; Brophy & Good, 1970; Redding, 2019).

Several studies have shown a significant relationship between principal communication and teacher performance (Yodiq, 2016). Such as research conducted by Kartini, Ahmad, and Eddy (2020) which examined the influence of school principal leadership styles and
interpersonal communication on teacher performance. Research conducted on 22 teachers at SMP Negeri 3 Sanga Desa resulted that the principal’s leadership style and interpersonal communication had a significant effect on teacher performance. Furthermore, research conducted by Harsono and Prasetyo (2021) examined the communication competence of school principals in improving teacher performance at SMK Kartika V-I Balikpapan. Research conducted on school principals and teachers through structured interviews resulted in the principal’s communication with teachers being in accordance with the principal’s communication dimensions in improving teacher performance by providing personal and group attention, maintaining good communication and relationships with teachers to create relationships. harmonious, safe and enjoyable work. In contrast to previous research, research conducted by Nisa, Kharisma, Fatmawati, and Fadillah (2023) shows that school principals still experience problems in communication management. They analyzed the communication management of the principal as a leader to improve teacher performance at SD Muhammadiyah 22 Surakarta through interviews with the principal and class teachers. However, from the abundant literature there has been no research that discusses the effective communication of school principals in improving teacher performance.

Based on the description above, this research is focused on analyzing the principal’s effective communication towards improving teacher performance in one of the elementary schools in Cibitung sub-district, Bekasi district, which is structured in the form of a question, namely: how is the principal’s effective communication towards improving teacher performance? Therefore, this research aims to analyze the school principal’s effective communication towards improving teacher performance.

**RESEARCH METHODS**

This research uses a qualitative approach, with a narrative research design (Creswell, 2012, p. 524; Johnson & Christensen, 2019, p. 569). Narrative research design is a form of qualitative research whose narrative focuses on studying a person, collecting data through a collection of stories, reporting individual experiences, and discussing the meaning of those individual experiences (Connelly & Clandinin, 1990; Lichtman, 2023). The characteristic of this research is collaboration between researchers and participants, over time, in a precise place or series and in social interaction with their environment (Johnson & Christensen, 2019). This narrative research was chosen because this research design does not only focus on individual experiences but also on social, cultural and institutional narratives where individual experiences are formed, expressed and enacted (Clandinin, 2006; Clandinin & Rosiek, 2019).

This research was conducted at a school in Cibitung District, Bekasi Regency, West Java. With a sample of five class teachers. With a sample of 5 class teachers. Data collection techniques included interviews, observation, and documentation with class teachers and the school principal. The research steps follow the Miles and Huberman model of data collection, reduction, display, conclusion drawing, and verification (Pradewi, Wijayanti, & Sukowati, 2019). Meanwhile, to ensure the validity of the data, researchers used triangulation techniques. Triangulation is a technique of collecting information from various individuals and situations using various methods (Maxwell, 2012, p. 128).

After collecting the data, the researchers categorized and coded it independently. Data coding uses a content analysis approach (Kosasih, Supriyadi, Firmansyah, & Rahminawati, 2022). Content analysis allows
researchers to subjectively interpret text data by classifying themes or patterns (Elo & Kyngäs, 2008; Erlingsson & Brysiewicz, 2017). The process is carried out inductively by drawing codes, categories and themes directly from the data the researcher has (Kondracki, Wellman, & Amundson, 2002). NVivo 12 Plus was used to assist with coding and categorization. Data from the first stage and interviews were entered into Nodes and Cases to be categorized into data with certain codes (Pradewi et al., 2019). The thematic map shows the organization of concepts at various levels and the potential for interactions between the concepts (Rasmitadila et al., 2020). Figure 1 presents the results of the analysis of the principal's effective communication on teacher performance.

![Thematic Inductive Concept of Classroom Teachers' Perceptions of School Principals' Effective Communication](image)

**Figure 1. Thematic Inductive Concept of Classroom Teachers' Perceptions of School Principals' Effective Communication**

**RESULT AND DISCUSSION**

**Result**

**Effective Communication of School Principals**

Based on the results of interviews, class teachers' perceptions of the principal's effective communication can be mapped that the principal's effective communication is built on the basis of two principles, including: 1) the informative principle, which involves conveying information to the school community so that it meets their needs and expectations; 2) the principle of interpersonal communication, namely the principal's ability to ensure that all parties feel comfortable and safe to speak and express opinions without fear or discrimination, as well as the principal's ability to facilitate the exchange of ideas, experiences and best practices among teachers, staff, students, parents and society (Jaya, 2021).
In terms of the informative principle, the class teacher's perception of the school principal in conveying information to school members and the community has several aspects that need to be considered. There are different views regarding how the principal conveys information to the school community. Several respondents stated that the school principal focused on common interests so that the information conveyed gave rise to pros and cons. This suggests that principals may have a more balance and compromise oriented approach.

Several respondents also stated that school principals sometimes provided information suddenly or in a timely manner. This shows the need to improve coordination and planning in conveying information to the school community.

In my opinion, the principal is sometimes impromptu in providing information to the school community (Grade 5 Teacher)

However, in general, school principals appear to be trying to convey information in a way that is easy to understand and quickly understood. This can help ensure that the information conveyed can be responded to well by the school community and community.

In my opinion, the principal provides information that is easy to understand and quickly understood (Grade 2 Teacher)

In the principles of interpersonal communication, the principal has succeeded in creating an inclusive and supportive environment. They maintain privacy, provide a sense of security, and accept all opinions without discrimination. Teachers also feel comfortable expressing opinions during meetings, and there are no divisions within the school environment.

In addition, the principal has succeeded in facilitating the exchange of ideas, experiences and best practices between all parties in the school. They create space and opportunities for information sharing and collaboration through activities such as MGMP, meetings and regular discussion forums. They also actively involve all parties in decision making and provide opportunities to exchange opinions.

Thus, the principles of interpersonal communication in the class teacher’s perception of the principal have been implemented well, creating an inclusive and supportive school environment.

Classroom Teacher Performance Aspects

Class teacher performance has a central role in shaping the quality of education provided to students. Based on the results of
interviews with class teachers, it can be mapped that the aspects that include class teacher performance include 1) administration and learning planning; 2) teaching and learning process; 3) learning evaluation; 4) provide guidance and training; and 5) interactive communication with students. Figure 3 presents a concept mapping of aspects of classroom teacher performance.

Figure 3. Concept Map of Classroom Teacher Performance Aspects

Regarding administration and learning planning, class teachers consistently state that they carry out learning administration and planning, such as making protas, promes/proses, syllabi, lesson plans or teaching modules, and KKM or KKTP. This administration is useful as a guide to ensure learning is in accordance with the goals, targets to be achieved, and as a reference when teaching in class.

Other respondents also indicated that classroom teachers see administration and lesson planning as tools that help them understand the signs and boundaries of teaching. By having good administration, class teachers can set learning timelines and determine targets that must be achieved.

Yes, I make administration and learning planning in the form of prota, promissory notes, syllabus, modules. Useful as a reference and guide when teaching so that you know the signs and boundaries when teaching in class. I can confirm the timeline that I have to go through and the targets that have to be completed (Grade 3 Teacher).

In the teaching and learning process, it can be understood that class teachers' perceptions of the implementation of the teaching and learning process show varied results, including: 1) The majority of respondents (90%) felt that the teaching and learning process was successful or achieved well. Their indicators of success include students' understanding of lessons and
achievement of daily test scores; 2) Some respondents (80%) also stated that the teaching and learning process was successful or achieved well. Their indicators of success are measured through student test results and practice; 3) A respondent stated that the teaching and learning process was achieved well and effectively when students were able to answer quizzes and questions well and were able to present the material studied; 4) A respondent admitted that the teaching and learning process had not been achieved 100% because there were still several students who had not reached the KKM (Minimum Completeness Criteria) score. This is realized because of the differences in the students' diverse characters. However, efforts to implement differentiation-based learning are still limited due to time constraints and achievement targets that must be achieved; and 5) There were also respondents who stated that the teaching and learning process had not been achieved 100% because there were still students who needed additional explanations and guidance in following lessons.

Furthermore, in the learning evaluation aspect, it can be understood that the class teacher has carried out learning evaluations using various methods, including using practice questions, quizzes, and through traditional game approaches which will make students feel happy when facing learning evaluations.

Not all refer to the guidelines because we always provide several different methods according to the students' circumstances and the class conditions on that day. Carrying out assessments can include practice questions, quizzes, playing games using traditional and technological methods, and so on (Grade 6 Teacher)

Thus, most class teachers carry out evaluations of the learning that has been implemented and carry out assessments in accordance with existing guidelines. Through a more flexible approach according to student needs and class situations.

Then the class teacher's perception of providing guidance and training to students shows that it is going well. This is proven by class teachers providing guidance and training to students who have not yet reached the KKM or are still having difficulty understanding the material. The guidance and training aims to help students achieve the expected learning outcomes.

Other class teachers stated that they provided guidance and practice to students who needed it, especially students who had difficulty understanding or improving their abilities. There are also those who use guidance and practice as homework or homework given to students, both in class and at home. This aims to ensure that students continue to remember and strengthen their understanding of the material being taught.

Yes, I provide guidance and training to students at school. Because students who have not yet reached the KKM (Grade 1 Teacher)

Furthermore, regarding interactive communication with students, homeroom teachers consider that conducting interactive communication helps them understand the conditions of students at school, obtain information about learning problems faced by students, find out which students understand, listen and focus, and strengthen the connection between teachers and students. Apart from that, they also see interactive communication as a way to create a relaxed learning atmosphere and reduce student tension in the teaching and learning process.

The Impact of the Principal's Effective Communication on Improving Classroom Teacher Performance

Effective communication is one of the keys to success in the world of education. In a school environment, the role of a principal as a leader is very important in ensuring good
communication with class teachers. Effective communication between principals and classroom teachers includes not only providing information, but also understanding and supporting teachers' needs and motivating them to improve their performance. Based on the results of interviews with class teachers, it was found that the impact of the principal's effective communication on improving class teacher performance was mapped into effective communication and ineffective communication. Figure 4 presents a conception related to the impact of the principal's effective communication.

![Figure 4. Communication Impact Map Concept](image)

Based on the results of interviews with class teachers, it was found that ineffective communication will result in misunderstandings in carrying out tasks, cause debates and reduce the performance of teachers and other staff.

*The impact of ineffective communication that I felt between the principal and the class teacher was that there was a misunderstanding in carrying out my duties and it reduced my performance at work (Grade 5 Teacher)*

The impact of ineffective communication that I felt between the principal and the class teacher was that there was a misunderstanding in carrying out my duties and it reduced my performance at work (Grade 5 Teacher).

*In my opinion, there is a positive impact and an impact on improving work discipline for teachers. For example, during routine discussions or weekly meetings, the forum is there as a place to monitor teacher performance, the progress of their work, the obstacles faced, all parties can exchange opinions or exchange knowledge to upgrade skills (Grade 3 Teacher)*.

**Discussion**

Effective school communication is essential for building harmonious relationships between school members and with external stakeholders. In this context, the school principal plays a central role in managing communication between school members and with the community (Sutapa, 2006).

Thus, as the center for controlling communication, the school principal must be able to build effective communication by applying informative principles and interpersonal communication principles.

In this case, the principal at one of the elementary schools in Cibitung Sub-District, in general, has carried out communication well and is quite effective. This is based on the communication relationships that the school principal builds with teachers, staff, community students and school residents. The following are the principles of effective communication that have been implemented by the Principal at one of the elementary schools in Cibitung Sub-District.

First, the informative principle, the school principal must have the ability to manage and convey strategic information to the school community internally, and externally to
the school and the community. The Principal of one of the elementary schools in Cibitung Sub-District on informative principles still needs special attention. This is indicated by differences in views regarding the way the principal conveys information to the school community, with several respondents stating that the information conveyed has pros and cons. Therefore, this requires an approach that is more oriented towards balance and compromise. In addition, there were notes that school principals sometimes provided information impromptu or in a timely manner, indicating the need for increased coordination and planning in conveying information to the school community. However, overall the principal tries to convey information in a way that is easy to understand and quickly understood, with the aim of ensuring that the information can be responded to well by the school community and community. Thus, the information that was responded well by school members and the community shows that communication will play a role in supporting functions and goals in improving work development and fulfilling common interests. (Rais, 2019).

Second, the principle of interpersonal communication, the principal as a social creature must be able to build dialogic communication with the school community. The Principal of one of the elementary schools in Cibitung Sub-District regarding creating a comfortable and safe environment for communication and facilitating the exchange of ideas and best practices has gone well. Principals were recognized for efforts made to maintain privacy, listen to opinions, and facilitate collaboration between all parties. However, it is important for school principals to continue to consider the interests and perspectives of all parties to maintain an inclusive and supportive environment. In this case, a school principal must be wise in creating pleasant working conditions for teachers in order to accelerate the achievement of the school's vision and mission. The work environment expected by teachers is one that is pleasant physically and mentally. Interpersonal communication between school principals and teachers is an important process for transfer and understanding that can be realized through relationships between individuals. Dialogue in teachers' social interactions has an important role in inspiring and improving teachers' professional abilities. Communication also creates interactions between principals and teachers, and these interactions leave an impression on both parties. Therefore, school principals need to understand the importance of effective interpersonal communication to create a good work environment and support teacher professional growth (Limbong, Turnip, & Situngkir, 2023).

Different from the two principles of effective communication above which are aimed at improving teacher performance, Fadilah, Nst, Anwar, Humaidi, and Saritza (2022) use five principles of effective communication in teaching students, including the principles of human relations, the principles of informative, participatory principles, persuasive principles and interpersonal communication principles. Therefore, this shows that effective communication is not only carried out in school management but is also important in the learning process at school.

Furthermore, teacher performance is the ability to carry out teaching and learning tasks, take responsibility for student progress, and increase student learning achievement. (Iskandar, 2013). Teacher performance is interpreted as a condition that shows the inability of a teacher to carry out his duties at school as well as to handle the behavior of a teacher in carrying out his teaching activities. (Dewi, 2018).

The perception of class teachers at one of the elementary schools in Cibitung Sub-
District perceive that administration and learning planning are important and generally go well. Class teachers recognize the importance of administration and learning planning as a guide and reference in teaching, and understand its benefits for achieving the goals and targets set. However, obstacles such as differences in student character and limited time can affect full success in the learning process.

Apart from that, class teachers have carried out evaluations of the lessons that have been implemented and carried out assessments in accordance with existing guidelines. However, there was variation in the evaluation methods used, with some respondents adopting a more flexible approach according to student needs and classroom situations.

Thus, the class teacher's perception of interactive communication with students is also perceived to be going well. Interactive communication helps class teachers understand students' conditions, obtain information about learning problems faced by students, and strengthen connections between teachers and students. This communication is also considered to be able to create a relaxed learning atmosphere and reduce student tension in the teaching and learning process.

Teacher performance improvements should be managed in a positive way to create reciprocal results. Teacher performance improves mainly through increased learning activities, so teachers are more able to create a conducive climate for the learning process, so that they are able to realize high quality educational productivity. The teacher's performance to be able to realize such conducive improvements in learning activities, of course, requires a lot of knowledge, skills in behavior, all of which must be refined and improved through consistent development.

In line with the above, Rolan (2020) stated that effective communication will greatly determine school management in building quality schools in both the short and long term. This will also support a work environment in schools that is conducive to a value system in order to increase enthusiasm and performance as well as work motivation for teachers and other educational elements in schools.

The communication carried out by the principal at one of the elementary schools in Cibitung Sub-District with the class teachers went well and was quite effective. The school principal tries to implement the principles of effective communication with staff/teachers, class teachers, students, parents, and also the community around the school. Effective communication with class teachers is evidence of the principal's ability to communicate effectively. This condition has a positive impact on improving the performance and work discipline of class teachers so that it can improve the quality of teaching and learning in schools.

With the principal's effective communication, it is hoped that the performance of class teachers will improve. Among the tasks of a class teacher are planning learning, implementing learning, conducting learning assessments, preparing class teacher programs, providing guidance and coaching for students, and carrying out class management and other administration. If communication between the principal and class teachers runs effectively, it will be easier for class teachers to capture information, especially those related to school assignments. This will make it easier for class teachers to complete their assignments.

Based on the results of interviews with class teachers, it shows that class teachers at one of the elementary schools in Cibitung Sub-District have felt the positive impact of effective communication with the school principal. A communicative school principal helps in supporting teachers' learning planning, evaluating each teacher, paying attention to class teacher programs, and ensuring the quality of teaching and learning in the school. Apart
from that, effective communication from the school principal also has a positive impact on improving teacher work discipline and discipline. In this regard, school principals can monitor the performance of class teachers through regular meetings or discussions, solutions to problems and obstacles faced can be found, and competency improvement can also be improved.

The above is in line with research results (Bulkini, Riswan, & Qomariyah, 2023) which reveal that support and effective communication from school principals play an important role in improving teacher performance and competence. Principals who listen and provide constructive feedback will build harmonious and trusting working relationships between principals and teachers.

Thus, the effective communication of the principal at one of the elementary schools in Cibitung Sub-District has a positive impact in improving the performance and work discipline of class teachers, as well as improving the quality of teaching and learning in the school. However, it is important for school principals to increase effective communication with all class teachers to avoid debates, confusion and misunderstandings that can interfere with the tasks and goals of teaching and learning at school.

**CONCLUSION AND RECOMMENDATION**

**Conclusion**

Based on the findings and discussion, it can be concluded as follows:

1. The principal's effective communication at one of the elementary schools in Cibitung Sub-District has been implemented quite well based on the principles of effective communication which include informative principles and interpersonal communication principles. All the principles of effective communication have been implemented quite well by the principal at one of the elementary schools in Cibitung Sub-District, but there are still several notes that the principal needs to improve on informative principles.

2. The performance of class teachers at one of the elementary schools in Cibitung Sub-District is running well based on the components of class teacher performance which include making administration and learning planning, the process of implementing learning, evaluating learning outcomes, providing guidance and training to students and carrying out interactive communication with student.

3. The principal's effective communication positively impacts teacher performance, work discipline, and the quality of teaching and learning in schools. However, it is important for school principals to increase effective communication with all class teachers to avoid debates, confusion and misunderstandings that can interfere with school tasks and goals.

**Recommendation**

Based on the conclusions, the suggestions that researchers give to one of the elementary schools in Cibitung Sub-District are as follows:

1. The principal of one of the elementary schools in Cibitung Sub-District must focus more on improving the specific principles of effective communication. By strengthening the use of these principles, it is believed that communication between school principals, staff and students will become more effective and harmonious.

2. The performance of class teachers at one of the elementary schools in Cibitung Sub-District must be maintained and improved through good learning planning, efficient learning processes, regular learning evaluations, providing appropriate guidance and training to students, and carrying out
more active interactive communication with students.

3. Principals need to pay more attention to the quality of communication with all class teachers as a whole. Strong support and understanding from the principal can increase the enthusiasm and motivation of class teachers in carrying out their duties. The principal can hold regular meetings or discussion forums to listen and respond to input and problems faced by class teachers.

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