

The Influence of Work Motivation, Work Discipline and Interpersonal Communication on the JHS Teacher Performance in Samarinda Ulu Sub-District

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Abstract - The aim of the research is to find out the influence of work motivation, work discipline and interpersonal communication on teacher's performance. This research was conducted at Junior High Schools in Samarinda Ulu Sub-district, Samarinda City with the total sample of 105 people. This research applied survey method and the data were collected using questionnaire with four instruments namely teacher performance, work motivation, work discipline and interpersonal communication of the teachers. The findings showed that there was an influence of work motivation (X1), work motivation (X2) and interpersonal communication (X3) on teacher's performance (Y) with the coefficient of regression equation: $Y = 8.196 + 0.780X1 + 0.148X2 + 0.087X3$. The coefficient of Determination (R2) was 0.955 meaning that the contribution of working discipline, working motivation and interpersonal communication of the teacher on teacher's performance was 95.5%. Based on the research findings, it is concluded that the teacher performance in the junior high schools in Samarinda Ulu Sub-district, Samarinda City can be increased by the increase of work motivation, work discipline and interpersonal communication of the teachers.

Keywords – Teacher Performance; Work Motivation; Work Discipline; Interpersonal Communication.

1. Introduction

The quality of education at schools is considerably dependent on the teacher performance in the teaching and learning process. This statement implies that the effectiveness of teaching and learning can be achieved if teachers are able to perform their jobs seriously and with full responsibility. Teacher performance is reflected by the quality of teachers in designing lesson plan, evaluating learning achievement and implementing guidance and coaching.

Teachers are the spearhead of the educational accomplishments and are regarded having important roles in achieving educational goals in which the quality of education is reflected. The existence of teachers in performing their jobs and responsibilities is inseparable from the influences of

internal and external factors which give impact on the change of teacher performance.

Low teacher performance will have an impact on teacher work productivity. This also indicates low motivation of the teachers at work. Work motivation of the teacher is closely related to their needs, expectations and goals that they want to achieve. This can influence teacher behaviour's and attitudes at work and may determine whether a teacher is lazy, indifferent, enthusiastic or a teacher who is able to work in challenging environment and under pressure. The profession of teacher in this era is information in which changes occur very rapidly and are very complex, it requires a teacher to possess not only sufficient knowledge and ability but also strong work motivation in order to increase work productivity.

Teachers with high productivity will show particular behaviour's such as having a passion towards teaching, coming to schools earlier, coming to the classroom earlier, completing their tasks on time, guiding their students sincerely, actively encouraging students to participate in school activities, having high responsibility, high creativity and doing their jobs without being instructed by the school principal.

Theoretical Review Performance

Teacher's performance is one of the main elements for the achievement of work productivity. If a teacher has good performance, he or she will achieve high work productivity. On the contrary, if a teacher has bad performance or is not able to meet the desired conditions, he or she will have low work productivity. In addition, discipline factor may also increase teacher performance.

According to [1] work discipline is an instrument used by managers to communicate with their staffs in order that they are willing to change their behaviours as an effort to increase their awareness and willingness to observe all of the

organizational regulations and social norms existing in the community.

Discipline is a form of employee's self-control and regular implementation as well as a demonstration of the level of seriousness of a team in an organization. One can be regarded as having high work discipline if he or she is consistent, observant and responsible for the accomplishments of jobs trusted to him or her.

In order that teachers are able to fulfil all of the above conditions, they need continuous programmed development and education. Schools need to evaluate teacher performance in accomplishing their jobs so that the aspects that need to be developed are clear. Interpersonal communication is also another aspect which needs to be taken into consideration. Interpersonal communication which takes the forms of communication among teachers and all of the school members should be well-established. If the communication among the members of the school is not well-established, the development programs that have been sustainably prepared and programmed might not run well. Therefore, work discipline, work motivation and interpersonal communication considerably affect the successfulness of teachers in realizing the educational goals.

Communication, especially effective interpersonal communication has been known for a long time as one of the pillars for the success of one organization. The reality in the field, shows that communication both vertical and horizontal communication has not been established optimally. They may communicate well in one situation, but what have been communicated might not be realized. This situation, of course, extremely influences teacher performance.

The research conducted by [2] concerning the correlation between interpersonal communication, work motivation and employee performance at the Library of East Kalimantan Province found that there was a significant correlation between interpersonal communication and employee performance. This implied that higher the interpersonal communication of an employee of the Library of East Kalimantan Province the higher is his or her performance. There was also a significant correlation between work motivation and employee performance. This indicated that the higher work motivation will be responsible for higher teachers' performance.

Another study was conducted by [3] on the influence of interpersonal communication of the school principals and work motivation on the performance of the teachers in the private schools in Tandes Sud-district, Surabaya City. It was found that the interpersonal communication of the school principals and work motivation simultaneously influenced teacher's performance.

A study conducted by [4], on the correlation between interpersonal communication and work motivation and employee performance at the Library of East Kalimantan Province found that there was a significant correlation between interpersonal communication and employee performance and there was a correlation between motivation and employee performance.

[5] conducted a study in 110 high schools which were randomly selected in Kedah and Perlis. A total of 86 schools were taken as the sample of the research, namely 78% from the total number of respondents. The result of correlation analysis showed that (a) procedural fairness had a significant positive correlation with employee performance; (b) work motivation had a significant positive correlation with employee performance and (c) academic achievement had a significant positive correlation with employee performance.

Based on the background of the problem above and in order to prove its truth, a study was conducted on the influence of teacher work discipline, work motivation and interpersonal communication on the performance of high school teachers in Samarinda Ulu Sub-district.

Performance or work achievement is defined as the expression of one's ability based on his/her knowledge, attitudes, skills and motivation in accomplishing a particular task.

According to [6] performance is an execution of one's action which is demonstrated in his/her appearance, behaviours and work achievement as the accumulation of his/her knowledge, skills and attitudes.

According to [7] performance is a work accomplishment which has a strong relationship with the strategic goals of an organization, consumer satisfaction and gives contributions to economy.

From some definitions of performance above, it can be concluded that performance is a work accomplishment that has been achieved by someone. Performance or work achievement is the final product of activities done by someone to achieve a particular objective.

2.1 Teacher Performance

Teacher's performance has certain specifications. Teacher's performance can be seen and measured based on the specifications or criteria of competencies that a teacher should have. [8] stated that indicator of work achievement/teacher performance includes the quality of learning achievement which is considerably influenced by teachers in: preparing instructional design, understanding of students, interacting with students to make them highly-motivated so that they feel that the teaching and learning process is fun. Teacher's performance is also demonstrated by the ability of teachers in mastering the instructional materials and applying learning resources to promote active learning process through the development of process-oriented skills as well as being able to identify individual differences of the students so that the teachers are able to facilitate learning, to assess the teaching and process and learning outcomes, giving feedback to students and designing remedial program.

Based on the Regulation of Minister of the National Education No. 41 Year 2007 on the Process Standards for High School Education, the teacher workload covers main activities as follows: planning lesson, implementing learning activities, assessing learning outcomes, guiding and coaching students and performing some supplementary tasks.

From a number of definitions above, it can be concluded that teacher performance is the result of a job or work achievement which is accomplished by a teacher based on the ability in managing teaching and learning activities which consists of planning lesson, implementing learning activities, evaluating learning and establishing interpersonal communication with students.

3. 2.2 Factors which influence performance

The factors which determine the level of teacher performance include work discipline, work motivation and interpersonal communication among teachers.

4. 2.3 Work Discipline

According to [9] work discipline is one of the internal factors which needs to be considered in increasing teacher's performance. Work discipline is closely related to adherence in applying school regulation. Work discipline which is ignored by teachers will become a bad work culture and may decrease teacher's performance in administering educational process.

According to [10] the nature of discipline is adherence to the rules or instructions which have been set by the organization. According to [11] discipline is basically a managerial action to motivate the members of an organization to fulfil various conditions and rules, followed by the adherence of the members and sanctions for the violators.

From a number of opinions above, it can be concluded that that work discipline is important to achieve predetermined goals to support task accomplishment. Without awareness on complying predetermined rules, the teaching and learning will not achieve its maximum target in the process of teaching and learning.

In addition, [12] stated that the external factors which influence employee discipline are: the amount of compensation, leader role model, fixed rules which can be used as guidelines, the leader's courage in taking actions, supervision on leaders, attention to the employees and the creation of good habits which can support the enforcement of discipline.

Based on the opinions above, it is concluded that the implementation of work discipline is the adherence of the employees to the instructions of the leader and the observance to the existing and applicable rules and regulations as well as the willingness to work by following predetermined work guidelines.

2.4 Work Motivation

In [13] stated that motivation is the effort to do something while motive is a need, wish and desire or impulse. Motivation is a wish or intention existing in individuals which stimulates them to take an action or something which becomes a basis or reason for them to behave.

According to [14] motivation is a process in which activities are initiated, maintained and directed to achieve a particular objective. Work motivation can be defined as a wish or need which drives someone to work.

Based on the expert opinions above, it can be concluded that motivation is a condition in one's person which forces

him/her to do certain activities in order to achieve a particular goal.

2.5 Interpersonal Communication

Humans are living creatures that can be seen from two sides, biological and social creature. The characteristics of social life oblige every individual to build a relation with others so that a mutual bound of feelings can be established in one pattern of relationship which is called interpersonal communication.

[15] explained that that human communication is a process through which individuals in groups in organizations and in the community create, send and use information to establish coordination with their environment and other people.

[16] stated that interpersonal communication is broadly defined as interactions carried out by one person to another in all situations and in all aspects of life so that happiness and satisfaction of both parties can be reached. Interpersonal communication is specifically defined as an interaction carried out by one individual to others in a work environment or work situation with the purpose of creating productive and cooperative activities.

[17] stated that interpersonal communication is the extent to which every individual has an ability to control his/her actions over other people or surrounding community as an indicator that an individual is running a cognitive process.

[18] stated that in addition to interpersonal communication, social skills also consider empathy and solidarity in professional performance. This will involve emotions in other places in order to identify emotion and to mobilize various actions which promote solidarity in all levels of educational community. The research strongly supported that there is a correlation between the quantity and quality of communication and organizational performance. Communication, especially effective interpersonal communication has been known as a determinant factor for the success of an organization.

[19] stated that there are some characteristics of interpersonal communication, namely: intimately knowing each other having mutual needs using patterns of interpersonal communication, and establishing cooperation.

3. Method

The method used in this study was survey method. The population of this study was the entire teachers of junior high schools in Samarinda Ulu Sub-district, Samarinda Municipality with the total sample of 105 teachers taken randomly as follows in Table 1:

Table 1: Research Sample

No	School Names	Total Sample
1	SMPN 1 Samarinda	15
2	SMPN 4 Samarinda	15
3	SMPN 5 Samarinda	15
4	SMPN 7 Samarinda	15

5	SMPN 22 Samarinda	15
6	SMPN 24 Samarinda	15
7	SMPN 39 Samarinda	15
Total		105

The data of the research was collected by distributing questionnaires.

The independent variable of this research was work motivation, work discipline and interpersonal communication, while the dependent variable was the teacher performance.

Regression Model used to predict the hypotheses or to interpret the regression model was as follows:

$$\hat{Y} = b_0 + b_1X_1 + b_2X_2 + b_3X_3$$

Based on the result of statistical calculation, it was found that the value of coefficient $b_0 = 8,196$; $b_1 = 0,780$; $b_2 = 0,148$; $b_3 = 0,087$, where b_1 was the coefficient of motivation variable, b_2 was the coefficient of work discipline variable and b_3 was the coefficient of interpersonal communication variable, so that the regression equation of this research was $\hat{Y} = 8,196 + 0,780 X_1 + 0,147 X_2 + 0,087 X_3$

4. Discussion and Conclusion

There was an influence of work discipline, work motivation and interpersonal communication on the performance of the junior high school teachers in Samarinda Ulu Sub-district, Samarinda City. The result of multiple regression analysis for teacher performance variable showed that the value of F_{count} was 711.803 while the value of $F_{table} = 2.64$. Because $F_{count} > F_{table}$, the obtained regression model can be used to predict the result of teacher performance. In other words, motivation, work discipline and interpersonal communication influenced teacher performance. Coefficient of determination $R^2 = 0.955$ which means that the contribution of work discipline, work motivation and interpersonal communication of the teachers on the teacher performance was 95.5%. Therefore, it can be said that the higher the work discipline, work motivation and interpersonal communication of the teachers, the higher is the teacher's performance.

Work discipline influence the teacher's performance. Therefore, discipline needs to be enforced as the effort to increase teacher performance. It also means that the factors which affect teacher discipline need to be enforced such as leader role model, rules which become guidelines, leader supervision, habits which support the enforcement of discipline. Motivation influence teacher performance. This implies that teachers as a part of school components play important roles and become the spearhead for the educational accomplishments. Interpersonal communication influenced teacher performance. It means that interpersonal communication built by teachers to other people such as communication among colleagues and with superiors can increase teacher performance.

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