



The Effect Of Organizational Communication On Teacher Performance At Sma Negeri 5 Banjarmasin

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ABSTRACT

Teachers are an internal part of an educational organization that has a very strategic function, role and position in order to achieve the nation's development goals in the field of education. Teachers are at the forefront of implementing various educational programs through learning activities. So that the success and quality of educational programs designed by educational policy makers, one of which is very dependent on the performance of teachers. In this regard, modern society as it is today always demands the fulfillment of the needs of good and quality education for its children. Society is increasingly challenging, requiring and demanding the implementation of professionally managed education and supported by high teacher performance. The research which will be carried out within a period of four months is aimed at knowing the description of organizational communication and teacher performance at SMA Negeri 5 Banjarmasin, in addition to knowing the effect of organizational communication on teacher performance at SMA Negeri 5 Banjarmasin. The method used is a quantitative research approach and a research instrument with a questionnaire which is analyzed with Simple Linear Regression. The results showed that organizational communication and teacher performance at SMA Negeri 5 Banjarmasin were in the good category. Organizational communication has a significant effect on teacher performance at SMA Negeri 5 Banjarmasin, as evidenced by the significance value of $0.000 < 0.05$ and the $t_{count} 10.175 > t_{table} 2.003$. The value of the termination coefficient (R^2) or the magnitude of the influence of the teacher performance variable caused by organizational communication was found to be 67.2%..

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INTRODUCTION

Teachers are an internal part of an educational organization that has a very strategic function, role and position in order to achieve the nation's development goals in the field of education (Octavia, 2019: 12). A good teacher in getting along with his colleagues and giving lessons to his students certainly requires communication. By communicating, humans can relate to each other wherever humans are. There is no human who will not be

involved in communication (Ardial, 2018: 1). In addition, according to Ardial (2018: 2) says that the importance of communication in an organization needs to be the attention of managers so that they can assist in carrying out tasks that have an impact on the level of performance of educators.

SMA Negeri (SMAN) 5 Banjarmasin is one of the best public high schools in Banjarmasin. SMA Negeri (SMAN) 5 Banjarmasin is one of the State Senior High Schools in the Province of South Kalimantan, Indonesia. It has been established since 1979 and graduated its first alumni in 1982. The graduation of competent students is influenced by the teachers who teach them. Because the teacher is the spearhead of the implementation of various educational programs through learning activities. So that the success and quality of educational programs designed by educational policy makers, one of which is very dependent on the performance of teachers. In this regard, modern society as it is today always demands the fulfillment of the needs of good and quality education for its children. Society is increasingly challenging, requiring and demanding the implementation of professionally managed education and supported by high teacher performance.

Conrad in Simamora (2021: 46) says that one of the functions of organizational communication is the relational function with respect to communication relationships at work affecting job performance. Based on this, it can be seen that one way to improve the performance of a teacher can be through organizational communication. Seeing the importance of good organizational communication between teachers and between teachers and principals, so that it is expected to be able to improve teacher performance which will have an impact on the quality of a teacher as an educator, the authors are interested in taking the title "The Influence of Organizational Communication on Teacher Performance at SMA Negeri 5 Banjarmasin" .

METHOD

1. **Organizational Communication**

Organizational communication is the sending and receiving of various messages within the organization (in both formal and informal groups of the organization). Formal communication is communication that is approved by the organization itself and is organization-oriented. It contains the ways of working within the organization, productivity and various jobs that must be done in the organization. Informal communication is communication that is socially approved. The orientation is not on the organization itself, but rather on its members individually (Joseph A. Devito in Simamora, 2021: 36). Organizational communication in this study is measured by indicators from Redding & Sanborn's theory in Ardial (2018: 12), including: 1) downward communication or communication from superiors to subordinates, 2) upward communication or communication from subordinates to superiors. 3) horizontal communication or communication from people at the same level/level in the organization.

2. **Performance**

The term performance is often Indonesianized as performance, or also known as performance. Performance is the output produced by the functions or indicators of a job or a profession within a certain time (Hamali, 2016: 98). The success of the organization depends on the performance of the actors in the organization concerned. Therefore, each work unit in an organization must be assessed for its performance so that the performance

of human resources contained in the units within an organization can be assessed objectively. Teacher performance in this study was measured by indicators from Robbins' theory (2015: 170), as follows: 1) Quality, 2) Quantity, 3) Timeliness, 4) Effectiveness and 5) Independence.

3. Teacher

A teacher is someone who has an adequate teacher education background in carrying out his educational tasks, which is obtained after taking certain teacher education. The role of the teacher as an educator is as a professional worker with the function of teaching, guiding and training. Teachers are also humanitarian workers with the function of being able to realize all their human capabilities, teaching tasks and functions as well as educating the public to become good citizens (Octavia, 2019: 26). Peters in Octavia (2019: 26) mentions the duties and responsibilities of teachers, namely 1) teachers as teachers, 2) teachers as supervisors and 3) teachers as administrators. The three tasks of the teacher are the main tasks of the teaching profession. Where the teacher as a teacher emphasizes the task of planning and implementing teaching. The teacher as a supervisor puts pressure on the task, provides assistance to students in solving the problems they face. While the teacher as a high class administrator is essentially a link between teaching and management in general.

Systematically the framework of this research can be described in the following chart:

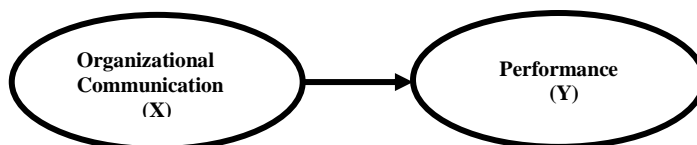


Figure 1. Framework of thinking

Source: Processed by the Author, 2022

In the chart above, there is one independent variable or in Indonesian it is often called the independent variable, namely organizational communication. The independent variable affects a dependent variable / dependent variable, namely teacher performance.

4. Hypothesis

The hypothesis in this paper is as follows:

H1: Organizational communication has a significant effect on teacher performance at SMA Negeri 5 Banjarmasin.

H0: Organizational communication has no significant effect on teacher performance at SMA Negeri 5 Banjarmasin.

5. Research Work Steps

1) Research Approach

In conducting this research, the writer chose the type of quantitative research with a survey approach.

2) Research Type

The author in this study used descriptive and associative research methods.

3) Research Location

This research was conducted at SMA Negeri 5 Banjarmasin which is located at Jl. Sultan Adam No.76, Surgi Mufti, Kec. North Banjarmasin, Banjarmasin City, South Kalimantan 70122, with objects covering the effect of organizational communication on teacher performance at SMA Negeri 5 Banjarmasin.

4) Population and Sample

The population in this study were all teachers in SMA Negeri 5 Banjarmasin totaling 58 people. In this study the entire population will be taken as a sample. So, the sample to be taken in this study was 58 respondents with the simple saturated technique. The scale used in this study is the Likert Scale.

- 5) Data Collection Techniques
To obtain data at SMA Negeri 5 Banjarmasin, especially primary data, this study used a collection technique using a questionnaire (questionnaire).
- 6) Data Analysis
To answer the first and second problem formulations, Respondents' Level of Achievement Analysis (TCR) is used which aims to describe each variable independently, while to answer the third problem formulation, Simple Linear Regression Analysis is used to determine whether there is an influence of organizational communication (X) on teacher performance (Y).

RESULTS AND DISCUSSION

1. Teacher Organization Communication

Table 1. Teacher Organizational Communication

Statement	Score	TCR %	Category
Organizational Communication (X)	1440	82,8	GOOD
<i>Downward Communication</i>			
X1	251	86,6	GOOD
X2	237	81,7	GOOD
<i>Upward Communication</i>			
X3	233	80,3	GOOD
X4	249	85,9	GOOD
<i>Horizontal Communication</i>			
X5	243	83,8	GOOD
X6	227	78,3	Pretty good

Source: Source: Researchers, SPSS Output 26, 2022

Table 2. Respondent Achievement Criteria

Range	Category
90% - 100%	Very good
80% - 89%	Well
65% - 79%	Pretty good
55% - 64%	Not good
1% - 54%	Not good

Source: Khusairi & Sarmigi (2022: 237)

In table 2 From these results, it can be seen that the average value of the highest teacher responses is found in the parameter of the principal giving criticism/suggestion on

the way teachers work (X1) of 251, this shows that the most dominant indicator for improving teacher organizational communication at SMA Negeri 5 Banjarmasin is Downward Communication. Based on the results of the questionnaire that has been analyzed, it can be seen that the organizational communication of the teachers at SMA Negeri 5 Banjarmasin is good. Where after scoring the answers of the teachers regarding organizational communication variables, the researchers then calculated the Respondent Achievement Level (TCR) in the answers to each statement and adjusted to table 4.8. Range of Respondents' Achievement Criteria, in order to categorize the answers. After converting the data, the researcher found that the score of the Respondent's Achievement Level from the teachers' responses to the organizational communication variable reached 82.8%, which means that the teacher's organizational communication at SMA Negeri 5 Banjarmasin can be assumed to be good.

2. Teacher Performance

Table 3. Teacher Performance

Statement	Score	TCR %	Category
Teacher Performance (Y)	1187	81,9	GOOD
Quality Y1	243	83,8	GOOD
Quantity Y2	237	81,7	GOOD
Punctuality Y3	231	79,7	Pretty good
Effectiveness Y4	235	81,0	GOOD
Independence Y5	241	83,1	GOOD

Source: Researcher, SPSS Output 26, 2022

In table 3 From these results, it can be seen that the average value of the highest teachers' responses is found in the parameter of teachers feeling the work done is completed with good results (Y1) of 243, this shows that the most dominant indicator to improve the performance of teachers at SMA Negeri 5 Banjarmasin is Quality. In addition, the researcher also calculates the Respondent's Achievement Level (TCR) in the answers to each statement and adjusts it according to table 4.8. Range of Respondents' Achievement Criteria, in order to categorize the answers. After converting the data, the researcher found that the respondent's achievement level value from the teachers' responses regarding the performance variable reached 81.9%, this indicates that the teacher's performance at SMA Negeri 5 Banjarmasin is also categorized as good.

3. The Effect of Organizational Communication on Teacher Performance

Table 4. Simple Linear Regression

Coefficients ^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	6,834	1,288		5,305	,000
Organizational Communication	,652	,061	,820	10,715	,000

a. Dependent Variable: Performance

Source: Researcher, SPSS Output 26, 2022

In table 4.5, the numbers of simple linear regression equations based on the output coefficients are obtained as follows:

$$Y = 6.834 + 0.652X$$

From these equations it can be explained that:

- a. The constant value of 6.834 means that if the organizational communication (X) value is 0, then the teacher's performance at SMA Negeri 5 Banjarmasin is 6.834.
- b. Organizational communication variable regression coefficient (X) is 0.652, meaning that if the organizational communication variable has increased by 1%, then employee performance will increase by 0.652.

In table 4 it can also be seen that:

- a. Based on the significant value: From the Coefficients table obtained a significant value of $0.000 < 0.05$ so it can be concluded that the organizational communication variable (X) has an effect on performance (Y).
- b. Based on the t value: It is known that the tcount value is $10.175 > t_{table} 2.003$, then H1 is accepted so that it can be concluded that there is a significant influence between organizational communication on teacher performance at SMA Negeri 5 Banjarmasin.
 $t_{table} = (0.05/2 : n - k - 1)$
 $= (0.05/2 : 58 - 1 - 1)$
 $= (0.025: 26)$ [Viewed on the distribution of ttable values]
 $= 2.003$

Table 5. Determination Test Coefficient Results (R2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,820 ^a	,672	,666	1,554
a. Predictors: (Constant), Organizational Communication				
b. Dependent Variable: Performance				

Sumber: Peneliti, *Output* SPSS 26, 2022

From table 5. From this, it can be seen that the value of R (correlation coefficient) explains the level of relationship between the independent variable (X) and the dependent variable (Y) of 0.820, which means that the relationship between organizational communication and teacher performance is 82.0%. While the value of R2 (R Square) or the

coefficient of determination is 0.672 or 67.2%. This means that the percentage contribution of the influence of organizational communication variables on teacher performance variables at SMA Negeri 5 Banjarmasin is 67.2% while the remaining 32.8% is influenced by other variables not included in this study.

CONCLUSION

Based on the results of the analysis of the influence of organizational communication and on teacher performance at SMA Negeri 5 Banjarmasin, it can be concluded as follows In the organizational communication variable, it is known that the most dominant indicator to improve teacher organizational communication at SMA Negeri 5 Banjarmasin is downward communication. In addition, it was found that the score of the Respondent's Achievement Level reached 82.8%, which means that the organizational communication of the teachers at SMA Negeri 5 Banjarmasin can be assumed to be good. In the performance variable, it is known that the most dominant indicator to improve the performance of teachers at SMA Negeri 5 Banjarmasin is quality. In addition, it was found that the score of the respondent's level of achievement reached 81.9%, this indicates that the teacher's performance at SMA Negeri 5 Banjarmasin is also categorized as good. Organizational communication has a significant effect on teacher performance at SMA Negeri 5 Banjarmasin. This is evident from the significance value of $0.000 < 0.05$ and the $t_{count} 10.175 > t_{table} 2.003$ so it can be concluded that H1 in this study is accepted.

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