

Research Article

The Relationship of Principal Instructional Leadership, Organizational Climate, and Interpersonal Communication of Teacher Performance at Elementary School South Banjarmasin District

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Article history:

Submission September 2021

Revised December 2021

Accepted December 2021

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ABSTRACT

The purpose of this study was to analyze the direct and indirect relationship between the principal's instructional leadership, organizational climate, and communication interpersonal relationship to the performance of SDN teachers in the South Banjarmasin District. This research is quantitative by using the correlation technique (correlation research). The research population was 309 teachers from 59 schools and 174 respondents were taken as research samples with a random sampling technique. Data collection using a questionnaire instrument and data analysis using descriptive analysis, classical assumption test, multiple linear regression analysis, and path analysis. The results showed that there was a positive and significant influence on the principal's instructional leadership (X1) on teacher performance (Y) of 0.301. There is a positive and significant effect of organizational climate (X2) on teacher performance (Y) of 0.176. There is a positive and significant effect of interpersonal communication (Z) on teacher performance (Y) of 0.213. There is a positive and significant effect of organizational climate (X2) on interpersonal communication (Z) of 0.602. There is a positive and significant influence of Principal Instructional Leadership (X1) on interpersonal communication (Z) of 0.145. There is a positive and significant influence between Principal Instructional Leadership (X1) and Inter-personal Communication (Z) on Teacher Performance (Y) of 0.031. There is a positive and significant influence between organizational climate (X2) and Interpersonal Communication (Z) on Teacher Performance (Y) of 0.128. Based on the results of the study, it can be concluded that the Principal's Instructional Leadership, Organizational Climate, Interpersonal Communication have a positive and significant effect on the performance of SDN teachers in South Banjarmasin District.

Keywords: Instructional, climate, interpersonal communication, teacher performance

Introduction

Teacher performance is the ability of a teacher to carry out learning tasks at school

and is responsible for students under his guidance by increasing student learning achievements. Teacher competence and

How to cite:

Irnawati, Aslamiah, & Suhaimi. (2021). The relationship of principal instructional leadership, organizational climate, and interpersonal communication of teacher performance at Elementary School South Banjarmasin District. *Journal of K6 Education and Management*, 4(3), 295 – 310. doi: 10.11594/jk6em.04.03.04

commitment have a significant positive effect on teacher performance (Siri et al., 2020). Therefore, teacher performance can be interpreted as a condition that shows the ability of a teacher in carrying out his duties at school and describes an act that is displayed by the teacher in carrying out learning activities (Supardi, 2013).

Teacher performance is the work achieved by a teacher in carrying out the tasks assigned to him. Teacher performance includes the quality and quantity of output as well as reliability at work. Teachers can work well if they have high performance so that they can produce good work as well. With the high quality of performance possessed by teachers, it is hoped that the goals of the school organization and educational goals can be achieved. On the other hand, the goals of the school organization are difficult or even impossible to achieve if the working teachers do not have good performance so that they cannot produce good work as well (Suryosubroto, 2014). According to Sutarto (2016) performance is the result of work that has been achieved by a person per his duties and roles by organizational goals associated with certain performance standards. From the two explanations above, performance can be interpreted as the work obtained by employees (teachers) per the responsibilities mandated by the leadership and organization. So that when an employee (teacher) is given the responsibility of a task by the leader, it is an obligation for the employee (teacher) to do it to obtain maximum work results or employee (teacher) performance.

Improvement efforts can be made in improving the performance of teachers in schools, one of which is by examining various factors that may affect the performance of teachers in schools. According to Supardi (2013) many factors affect teacher

performance, both internal and external factors. Internal factors are factors from within the teacher himself, including work motivation and teacher competence. External factors include the environment, both the family environment and the work environment. principals, school committees, and all school stakeholders. When observed in the field, teachers have shown maximum performance in carrying out their duties and functions as educators, teachers, and trainers. However, there are still some teachers who have not shown good performance which will certainly affect the teacher's performance at a macro level.

Many factors affect teacher performance, one of the factors that influence teacher performance is the leadership of the principal, leadership is one of the competencies that must be possessed by a principal. There is a significant relationship between leadership style, school culture, and organizational image, as well as the principal's leadership style which significantly predicts school culture and school culture which significantly predicts organizational image (Kalkan et al., 2020). As research conducted by Aslamiah (2018) that principals have a significant influence on teacher performance because principals are motivators and supervisors in coaching and improving teacher performance. This statement is also supported by research conducted by Suhaimi (2020) that good principal leadership can have a significant positive influence on teacher performance, the impact of principal leadership on employee performance is positive which means that every increase in principal leadership will improve teacher performance.

Many leadership models are applied in various organizations/institutions, both for-profit and non-profit, in this case, the most suitable leadership to be applied in schools is

instructional leadership or leadership for improved learning. Several studies such as those (Suriansyah & Suhaimi, 2020), (Aslamiah, 2018; Margarita, 2019) conclude that principals who focus on learning leadership produce better student learning achievements than principals who focus less on learning leadership. Ironically, most schools do not apply the learning leadership model. This is because instructional leadership efforts are complicated when leaders and teachers do not share areas of expertise (Jimerson & Fuentes, 2020).

Instructional leadership according to Bush (Suriansyah & Suhaimi, 2020), explains "Instructional leadership focuses on teaching and learning and on the behavior of teachers in working with students. Leader's influences are targeted at students learning via teachers". This means that instructional leadership focuses on teaching and learning and teacher behavior in working with students. This leadership influence is targeted at student learning through the teacher. As a result, principals in their roles as school leaders and teachers who are ultimately responsible for teaching are expected to develop practices that lead to improved student performance (Mora-Ruano et al., 2021).

Given the importance of instructional leadership in the principal's work process so that it can improve teacher performance and prove how much influence the principal's instructional leadership has on teacher performance. As research conducted by Verawati (2017) concluded that instructional leadership has a significant influence on teacher performance, the impact of instructional leadership on teacher performance is positive because instructional leadership focuses more on the area of teaching and teacher skills not only as administrator and management but plays a

role as an educator or teacher. This statement is also supported by research conducted by Iresha (2020) concluding that instructional leadership has a direct influence on teacher performance. Meanwhile, Ibrahim (2020) concluded that the principal's instructional leadership has a direct influence on teacher performance, instructional leadership is essentially focused on the process and student learning outcomes through professional teacher empowerment.

Another factor that influences teacher performance in schools is the work climate. This statement is per the results of research (Suriansyah & Aslamiah, 2015) which found that there was a positive and significant relationship between work climate and teacher work performance. While the results in research journals (Peariso, 2017) state that the existing work climate in a school can affect teacher performance at work. It was also revealed that the influence of different work climate factors on work style is a composite variable and its subfactors (Niculita & Zenobia, 2015). If the work climate is conducive, a familiar environment will make employees motivated so that they can improve the quality of their performance. On the other hand, if the work climate is not conducive, it will cause employees to be less motivated at work and have an impact on decreasing the level of teacher performance. In addition, school climate is also a major factor in explaining student learning and achievement (Maxwell et al., 2017).

According to Wirawan (2017) that "a less supportive work climate such as the physical work environment and an unsuitable relationship between a teacher and other teachers contribute to poor performance." Meanwhile, (Wibowo, 2014) argues that "Work climate is a psychological condition or condition that shows the process of interaction or relationships between

personnel in carrying out their cooperation to realize organizational goals in a certain period time and place". carrying out their duties need to be conditioned as comfortable as possible. A pleasant environment will create passion in work, harmony between members is created and ultimately productivity will increase.

Good and bad school work climate can cause changes in teacher behavior to be negative or positive. A positive influence can lead to changes in the direction of improvement, in this case, an increase in teacher performance which in turn can achieve organizational goals. While the negative influence has an effect on teacher performance which can cause delays, even deliberately slowing down the work of teachers.

Another factor that can affect teacher performance is interpersonal communication. This can be proven by several studies such as (Margarita, 2019) concluding that there is a relationship between principal interpersonal communication and teacher performance. If the principal's interpersonal communication goes well, it can make a high contribution to teacher performance. The application of interpersonal communication strategies encourages conversational engagement (Martin & MacDonald, 2020). (Suriansyah & Aslamiah, 2015) Concluded that the principal's interpersonal communication had a significant positive effect on teacher work motivation in realizing teacher performance (Thalib & Manda, 2016) concluded that there is a positive relationship between interpersonal communication and performance. Interpersonal communication is communication between people face-to-face, which allows each participant to capture the reactions of others directly, both verbally and non-verbally (Supardi, 2013). A special form of interpersonal communication is

communication that involves only two people, such as a teacher and students or a leader and his subordinates. Such communication shows: the communicating parties are nearby and they send and receive messages both verbally and non-verbally simultaneously and spontaneously.

In the school environment, it is associated with teacher performance, interpersonal communication is mostly carried out between principals and teaching teachers. This is because every job needs to be well-coordinated by the teacher and the principal. All important information and problems that occur must be communicated properly so that they can be resolved immediately. Misinformation or poor delivery will lead to conflict between teachers which causes impaired coordination and will then have an impact on teacher performance results. Conversely, good interpersonal communication if owned by every teacher will increase mutual respect, empathy, cooperation, and job satisfaction.

In the school organization environment, the ongoing interpersonal communication can be seen from the interaction between teachers and teachers, interactions between teachers and principals, teachers with students, or teachers with administrative employees (Iresha, 2020), argues that interpersonal communication is related to teacher motivation. Teachers will be motivated to improve their performance when teachers feel good communication requires excellent coordination in their work requiring effective communication between each of their employees. It is intended that all information, suggestions, ideas, and problems in serving the community as consumers can be conveyed properly. Positively motivated behavior usually falls under the umbrella of ethical behavior and morality (McInerney, 2019). Meanwhile,

motivation itself is a psychological drive that produces a complex process of goal-oriented thoughts and behavior (Shkoler & Kimura, 2020).

Good communication between each teacher can create conducive conditions and provide a comfortable atmosphere for each employee. Convenience in working is what will also increase the morale of the teachers which has implications for improving employee performance in a work organization. Communication can be seen as one of the most important management reinforcers that companies can implement for team building and achieving valuable performance (Bucata & Rizescu, 2017).

Based on the above background, there will be teacher performance that is still not optimal, so researchers are interested in researching with the title "The Relationship of Principal Instructional Leadership, Organizational Climate, and Interpersonal Communication on the Performance of SDN Teachers in South Banjarmasin District".

Material and Methods

Research type and design

The type of research used is quantitative research. The design of this study used a cross-sectional method, namely a study in which the independent variables and the dependent variable were observed simultaneously at the same time (Prasetyo & Jannah, 2012). Furthermore, this study uses a correlation technique (correlation research). The design of this study was chosen because the researcher intends to reveal how big the relationship between the independent variables, namely the principal's instructional leadership (X1), work climate (X2), and interpersonal communication (Z) on the dependent variable, namely the level of teacher performance (Y) in the State

Elementary School area (SDN) in South Banjarmasin District.

Population and Research Sample

The population in this study consisted of all class teachers with the status of civil servants (PNS) who were in schools in the South Banjarmasin District, as many as 309 teachers from 59 schools and 174 respondents were taken as research samples. Given the large population in this study more than 100 respondents, then determine the size of the sample using the Slovin formula as follows:

$$n = N / 1 + N (e^2)$$

Explanation:

n : Number of Sample

N : Number of Population

e : Error Tolerance (5%=0.05)

Based on the above formula applied in this study, the research sample size was 174 people. The sampling technique in this study is probability simple random sampling, which is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as the research sample (Prasetyo & Jannah, 2012).

Validity and Reliability Test

The calculation of this validity is done by using the Pearson correlation test or by using the product-moment correlation formula. An indicator is said to be valid if $N = 20$ and $\alpha = 0,05$ then $r \text{ table} = 0.444$ If $r_{xy} > r \text{ table}$ the questionnaire item is said to be valid and if $r_{xy} < r$ the instrument table is said to be invalid.

The results of the calculation of the validity test on the instructional leadership variable (X1) which consists of 54 statement items which are then compared with the r table value of 0.444, it can be seen that 45

statement items are declared valid and 9 statement items less than 0.444 are declared invalid. In the work climate variable (X2) which consists of 40 statement items, it can be seen that 5 statement items are declared invalid and 35 statement items are declared valid, on the interpersonal communication variable (Z) which consists of 40 statement items, it can be seen that 33 statement items are declared valid. and 7 statement items were declared invalid and the performance variable (Y) did not go through the validity and reliability test because the teacher performance assessment data (PKG) was directly obtained from the respective principals.

The results of the reliability test can be seen that the Cronbach's Alpha value for each of the resulting variables is above 0.60, so it can be concluded that the variables used are reliable.

Hypothesis testing

Before testing the hypothesis, the researcher conducted a prerequisite test which included normality test, linearity test,

and multicollinearity test. After passing the hypothesis prerequisite test, it is continued with hypothesis testing to prove the relationship between the principal's instructional leadership variable (X), work climate (X2), and interpersonal communication (Z) with the dependent variable, namely the level of teacher performance (Y) either directly or indirectly. by using several analytical tests such as multiple regression test, partial test (T-test), coefficient of determination test and path analysis.

Results and Discussion

Variable descriptive results

The results of the description of the variable category describe the respondents' responses to the influence of instructional leadership, Organizational climate, and work interpersonal communication on the performance of SDN teachers in the South Banjarmasin District. The research data were then categorized into 5 groups of categories. variable descriptive results are as follows.

Table 1. Descriptive variable statistics

Variable	Frequency		Category
	Absolut (f)	Relative (%)	
Leadership Instructional	129	74,14	High
Working Climate	130	74,71	Very high
Interpersonal Communication	92	52,87	High
Teacher Performance	69	39,66	High

Prerequisite Test Results

The results of normality with non-parametric statistical tests show that the significance of Kolmogorov-Smirnov Z (Asymp Sig 2-Tailed) for the variables of instructional leadership, work climate, and

interpersonal communication on the teacher performance variable is $0.200 > \alpha (0,05)$, so the data distribution is distributed normally. The results of the linearity of the variables show that the variables of instructional leadership, work climate, and work interpersonal

communication on performance variables produce data deviations from the linear line (deviation from linearity) > 0.05 and a significance value < 0.05 , it can be concluded that the data are in the form of linear functions and model variables: instructional leadership, work climate and work interpersonal communication on performance variables resulted in a tolerance value > 0.10 and a VIF value < 10 , so it was concluded that the regression model did not occur multicollinearity.

Analysis test results

Regression model analysis was used to test the hypothesis to determine the effect of the principal's instructional leadership variables, work climate, and interpersonal communication on teacher performance at SDN South Banjarmasin District, either directly or indirectly, which can be seen in the summary table of the path coefficients as follows.

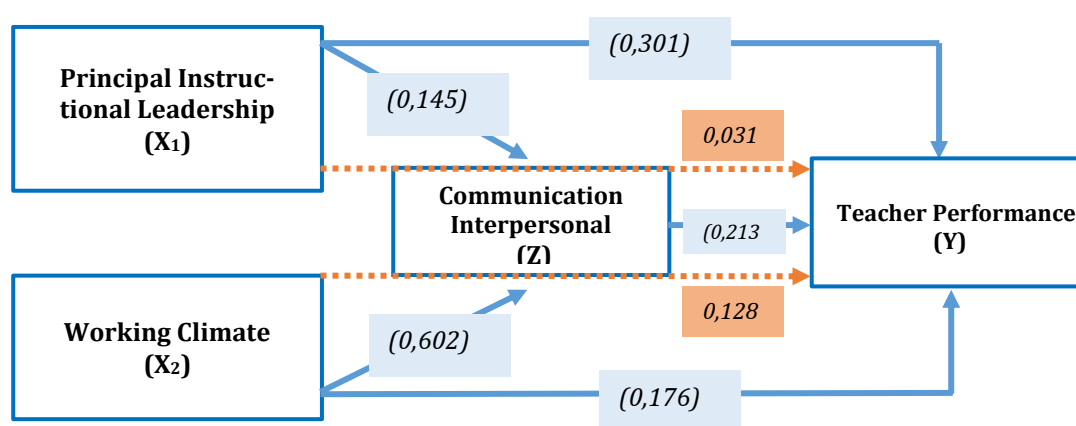


Figure 1. Summary of path analysis regression analysis test results

Table 2. Summary of path analysis regression analysis test results

Variable Effect	Direct Effect	Indirect Effect	Explanation
Principal Instructional Leadership (X1) – Teacher Performance (Y)	0,301	-	Positive
Principal Instructional Leadership (X1) – Interpersonal Communication (Z)	0,145	-	Positive
Work Climate (X2) – Teacher Performance (Y)	0,176	-	Positive
Work Climate (X2) - Interpersonal Communication (Z)	0,602	-	Positive
Interpersonal Communication (Z) – Teacher Performance(Y)	0,213	-	Positive
Principal Instructional Leadership (X1) – Interpersonal Communication (Z) – Teacher Performance (Y)	-	0,031	Positive
Work Climate (X2) – Interpersonal Communication (Z) – Teacher Performance (Y)	-	0,128	Positive

The positive and significant influence of the principal's instructional leadership (X1) on teacher performance (Y) at Elementary School South Banjarmasin District

The regression coefficient value of the principal's instructional leadership variable is 0.301, which means that if the principal's instructional leadership variable increases by 1 point, the teacher's performance will increase by 0.301 points. So, the higher the principal's instructional leadership will increase or improve teacher performance.

The results of this analysis are supported by research (Nurwati et al., 2019; Margarita, 2019; Rayma, 2016) who both researched instructional leadership on performance with the results of their research concluding that proving that the principal's instructional leadership is positively related and significant on teacher performance. The results of research by Aslamiah (2019), Suriansyah, and Suhaimi (2020), which show the direct influence of the principal's instructional leadership on student achievement.

Principals at SDN South Banjarmasin District in carrying out their instructional leadership can systematically evaluate subjects and teachers, develop sustainable learning models, provide opportunities, encouragement, and facilities for the learning community. Principals develop professional teachers by providing opportunities for teachers to attend training that is considered important to improve student learning outcomes.

According to Supardi (2013) said that the principal's instructional leadership needs to play a role in improving teaching and learning in schools by always providing direction, providing resources, and most importantly providing assistance to teachers. At the elementary school level, the principal is a key figure in advancing the teaching and

learning process. Related to this, the principal has responsibility for developing school programs, curricula, and resources, including having the responsibility to improve teacher professionalism.

The principal's instructional leadership affects the teaching performance of teachers as evidenced by a significance value of $0.003 < 0.05$, so H_0 is rejected and H_a is accepted. The direction of the coefficient relationship has a positive direction, which means that the higher the principal's instructional leadership, the higher the teacher's performance will be. This can also be seen from the T-Count value of $2.523 > 1.654$ (T-table), meaning that the hypothesis states that there is a direct relationship between the principal's instructional leadership and teacher performance can be fulfilled.

According to Bush (2011) states that the concept of instructional leadership focuses on teaching and learning activities and on teacher behavior in serving students. The leader's influence is targeted at student learning through the teacher. Rigsbee (Dessler, 2013) suggests that a good principal is an instructional leader who helps teachers to create the best way for students to learn. Instructional principals place the learning agenda in the first order of all their activities. Provide appropriate support for improving the quality of teacher teaching performance and learning success in the classroom.

Hallinger (2015) emphasizes that an instructional principle also tries to create a positive learning environment by supporting professional development, sharing a vision, and providing strong motivation and inspiration for teaching staff (teachers) learning. The principal of instructional schools motivates teachers to develop professionalism so that teachers can improve the quality of teaching.

The strategy implemented by the principal's instructional leadership at SDN South Banjarmasin District proved to affect the teaching performance of teachers. This reflects the superiority of the principal's concept of instructional leadership in leading school institutions that have a core business of teaching and learning. The advantages of implementing the principal's instructional leadership from the results of this study are an increase in the teaching performance of teachers, as well as an increase in the quality of the learning process and student learning outcomes.

The Positive and significant influence of Principal Instructional Leadership on interpersonal communication (Z) at Elementary School South Banjarmasin District

Based on the results of the regression analysis, shows that there is a relationship between instructional leadership and interpersonal communication for SDN teachers in South Banjarmasin District. This can be seen from the magnitude of the correlation value of 0.145 and the significance value of $0.004 < 0.05$, the coefficient relationship has a positive direction, which means that the better the principal's instructional leadership, the higher the teacher's interpersonal communication will be. It can also be seen from the T-Count of $2.282 > 1.654$ (T-table), meaning that the hypothesis states that there is a direct relationship between the principal's instructional leadership on teacher interpersonal communication can be fulfilled.

The results of this study are in line with research (Iresha, 2020) with a sample of 110 state junior high school teachers in Tanah Laut, stating the results of his research that there is a relationship between the principal's instructional leadership and interpersonal

communication with a very strong category of 0.947. Suriansyah (2020) that instructional leadership has a positive and significant effect on interpersonal communication and the results of the study (Seli, 2018) suggest that there is a direct positive influence of instructional leadership on interpersonal communication with a correlation coefficient value of 0.345 and a path coefficient value of 0.520. This shows that instructional leadership has a direct positive effect on interpersonal communication.

The role of the principal with his instructional leadership in building interpersonal communication can be seen from the principal communicating with teachers on innovations and new policies in education, listening to the wishes of teachers and students, taking time to communicate with students at school, creating opportunities to build familiarity with teachers and students. Based on the findings of the relationship between instructional leadership and interpersonal communication such as equality, the highest average score is 3.12. The role of the principal in leading, facilitating, and collaborating with teachers with a strategy of transparency, meaning that elementary school teachers in the South Banjarmasin District have high interpersonal communication skills. good manners.

Sub-variable positive feelings (positiveness) obtained the highest average value of 3.06. This value is included in the high category, meaning that the average SDN teacher in South Banjarmasin District considers that interpersonal communication whether carried out by the principal or co-workers is well developed, such as being able to place oneself on a par with others, being aware of different interests, acknowledging the importance of the presence of others. and the atmosphere of communication is intimate and comfortable.

According to Ruliana (2016), interpersonal communication is a central value in realizing organizational solidarity. Solidarity is a sense of togetherness, with a sense of togetherness means the teacher will foster a good attitude of communication between members, it can be said that interpersonal communication will foster communication between members in the organization. The principal's expertise in creating interpersonal communication for teachers such as the principal provides freedom of speech (descriptiveness) to the teacher so that all the wishes and needs of the teachers can be known, more able to build spontaneous communication (spontaneity), and the ability to think (provisional).

Based on the description above, it can be seen that there is a close relationship between the principal's instructional leadership skills and interpersonal communication between the principal and the teachers, so the success of the principal can be seen not only from the completeness of the administration but also how to build interpersonal communication with the teachers.

The Positive and significant influence of organizational climate (X2) on teacher performance (Y) at Elementary School South Banjarmasin District

Based on the results of the study, the regression coefficient value of the work ethic variable was 0.176, which means that if the work climate variable increased by 1 point, the teacher's performance would increase by 0.176 points. So, the better the teacher's work climate will increase or improve teacher performance.

The results of this study strengthen the opinion (Ruslan, 2019) in his research stating that there is an influence between the work climate and employee performance. The results of the linear regression test show that

0.024 so it can be concluded that there is an influence between work climate and employee performance. Research (Rahardjo, 2018) with a sample of 109 Tsanawiyah teachers throughout the Balangan district stated the results of his research that there was a significant influence between work climate and teacher performance of 0.283 for each addition of 1 work climate value. In line with research (Ruslan, 2019) with a sample of 153 SMAN Banjarmasin teachers, the results of his research showed that there was a relationship between work climate and teacher performance with a very strong category, which was 0.908.

The climate in an organization has a very important role in achieving the desired organizational goals. A good work climate will create a sense of comfort for the teacher. A sense of comfort and pleasure will affect the performance of teachers to be more active, diligent, and enthusiastic in working and vice versa if the work climate is bad, it will result in a decrease in teacher performance.

According to Wirawan (2017) states that employees who feel comfortable with the work climate, tend to work more effectively and enjoy the work process compared to employees who feel uncomfortable. In this study, all indicators of the work climate are included in the medium category according to the teacher's assessment. A work climate with a work atmosphere, relationships with co-workers, and the availability of comfortable work facilities can provide teachers with peace of mind so that their performance is optimal.

Based on a significance value of 0.001 <0.05, H_0 is rejected and H_a2 is accepted. This means that there is a positive relationship between work climate and teacher performance, so the higher the work climate, the higher the teacher's performance will be. This can also be seen from the T-count value

of $3.250 > 1.654$ (T-table). This means that the second hypothesis which states that there is a direct relationship between work climate variables and teacher performance can be fulfilled.

According to Gorton (2015) explains that the climate of an organization will affect the behavior and attitudes of members in the organization, the climate becomes less conducive because the organizational environment and organizational members who interact lack a social sense. For this reason, the creation of a climate that is oriented and can prioritize workers can facilitate the achievement of the desired results.

The work climate can be described through mutual support (supportive), the level of friendship (collegial), the level of intimacy (intimate), and cooperation (cooperative). The conditions that occur in the four dimensions of the work climate have the potential to improve teacher performance (Bush, 2011).

The Positive and significant influence of organizational climate (X2) on interpersonal communication (Z) at Elementary School South Banjarmasin District

Based on the results of Path Analysis, the regression coefficient value of the principal's instructional leadership variable is 0.145, which means that if the principal's instructional leadership variable increases by 1 point, the teacher's interpersonal communication will increase by 0.145 points. So, the higher the principal's instructional leadership will add or improve teacher interpersonal communication. This shows that the work climate is related to interpersonal communication because the climate can foster a sense of kinship in the school environment, especially between the principal and teachers and fellow teachers so

that there is comfort in building communication.

The findings of this study are supported by previous research by (Iresha, 2020) and (Margarita, 2019) with the conclusion that the work climate has a positive effect on interpersonal communication. Research from (Seli, 2018) shows a significant relationship between work climate and employee interpersonal communication. a positive work climate can create a good communication climate and vice versa a negative work climate such as too much contradictory competition creates disharmony in building interpersonal communication.

The creation of a conducive teacher work climate is very necessary for good communication, especially between fellow teachers in the school, because the communication process is a very essential factor for the creation of a conducive teacher work climate. The work climate in SDN South Banjarmasin District is built in a relationship of intimacy and intimacy between teachers and the principal which is good so that teachers feel comfortable to work, besides that a conducive work climate is expected to always create harmony for teachers such as the treatment of superiors to teachers. very friendly and friendly, working relations with the leadership are going well.

The relationship between work climate and interpersonal communication in SDN South Banjarmasin in this study can be seen from the attitudes and behavior in communicating. The work climate is influenced by various behaviors and ways of communicating. In this study, SDN teachers in South Banjarmasin Sub-district saw a work climate full of brotherhood which encouraged teachers to communicate openly, relaxed, and friendly with other teachers.

The importance of a conducive climate in building interpersonal communication, because teachers need to have a good work climate, if teachers have good relationships in socializing and working, of course, they can build comfortable school conditions for all school members. School as a gathering place for teachers, students, and school employees, various kinds of human characteristics appear in it, they interact and communicate with each other, including the teachers who work at the school.

The positive and significant influence of interpersonal communication (Z) on teacher performance (Y) at Elementary School South Banjarmasin District

Based on the results of simple regression analysis, it shows that there is a relationship between interpersonal communication and the performance of SDN teachers in the South Banjarmasin District. This is evidenced by the regression coefficient of the interpersonal communication variable of 0.213, which means that if the interpersonal communication variable increases by 1 point, the teacher's performance will increase by 0.213 points. So, the higher the teacher's interpersonal communication will increase or improve teacher performance. These results are supported by research (Andana, 2016) and (Arianti, 2018) in the conclusion of the study that there is a significant relationship between the principal's instructional leadership and teacher performance.

The relationship between the principal's interpersonal communication relationship in improving teacher performance can be seen from the respondents' answers such as communication carried out with positive feelings (positiveness), on average the SDN teacher in South Banjarmasin District considered that interpersonal communication, whether carried out by the

principal or co-workers, was well developed, such as being able to place being equal with others, aware of the existence of different interests, recognizing the importance of the presence of other people and the atmosphere of communication is intimate and comfortable. Communication can be done anywhere in the work environment, ease of exchanging opinions among colleagues to solve a problem, openness in expressing opinions to school principals and principals implementing routine communication for smooth work activities.

Interpersonal communication has a very important relationship to teacher performance, the results of the study have a significance value of $0.000 < 0.05$, then H_0 is rejected and H_a3 is accepted. This means that there is a positive relationship between interpersonal communication and teacher performance, so the higher the interpersonal communication, the higher the teacher's performance will be. This can also be seen from the T-count value of $4.485 > 1.655$ (T-table). This means that the third hypothesis which states that there is a direct relationship between interpersonal communication variables directly with teacher performance can be fulfilled.

The establishment of a good 2-way communication relationship that runs intimately and comfortably is felt by the teacher will create enthusiasm to work better, but if the interpersonal communication of teachers in a school does not get comfortable openness and interactiveness, the impact on work performance results in decreases. Furthermore, Wong and Law (Hoy & Miskel, 2014) found that positive communication is needed to support success in the work environment. Someone with good interpersonal communication skills will be able to develop good and effective cooperative relationships so that someone

will be able to work with good feelings and can make a good contribution to his performance. Therefore, communication is considered to influence teacher performance.

The Positive and significant influence between Principal Instructional (X1) and Interpersonal Communication (Z) at SDN in South Banjarmasin District

Based on the calculation of path analysis regression analysis, it can be seen that the magnitude of the indirect relationship is 0.031. These results indicate that the value is positive, meaning that there is a positive indirect relationship of instructional leadership through interpersonal communication with teacher performance at SDN South Banjarmasin District, although the intervening variable job satisfaction is not able to strengthen the direct relationship of instructional leadership with teacher performance because the indirect relationship is only equal to $0.031 < 0.301$ the value of the direct relationship of transformational leadership with teacher performance.

Similar research results such as these results are supported by research (Arianti, 2018; Aslamiah, 2018; Andana, 2016; Suriansyah & Aslamiah, 2018; Hallinger, 2015) in each of the research conclusions that there is a positive relationship instructional leadership through interpersonal communication on teacher performance.

According to Bafadal (2013) explains the principal as a leader, in addition to serving and assisting teachers in carrying out the teaching and learning process, there must also be good communication between the principal and the teachers because communication is one of the activities that have a very big influence. on the success of educational institutions in achieving goals. A leader must be able to communicate effectively because it is one of the

characteristics of leadership. Effective communication is the exchange of information, ideas, feelings that result in a change in attitude so that a good relationship is established between the sender and the recipient of the message. Effective communication also connects the principal with the teachers, and good communication is very important in achieving school goals.

Effective communication that takes place in schools will not be separated from the main role of the Principal (headmaster). Good and bad communication in schools lies in the leadership of the principal concerned. The function of the principal as a leader is to facilitate the achievement of goals cooperatively among school members, and at the same time provide opportunities for their personal growth and development.

Teacher improvement is strongly influenced by learning leadership. That is, if performance is to be improved, then leadership that emphasizes learning should be applied in the implementation of the educational process in schools. Many studies prove that principals who are actively focused on teaching programs have higher teacher performance achievements than principals who manage schools who are only limited to managing school management and administration (Hoy & Miskel, 2014).

The Positive and significant influence between organizational climate (X2) and Interpersonal Communication (Z) on Teacher Performance (Y) at SDN in South Banjarmasin District

Based on the calculation of path analysis, the coefficient of the indirect relationship between the school work climate variable and the teacher's performance through the interpersonal communication variable is 0.128. This value indicates that the value is positive, meaning that there is a positive

indirect relationship from the school work climate through interpersonal communication with the performance of teachers at SDN South Banjarmasin District. This research is in line with research (Margarita, 2019) which states that the values of the work climate and interpersonal communication have a positive relationship with teacher performance. Other studies such as (Syauta & Troena, 2016), (Nurwati et al., 2019; Arianti, 2018) Work climate and interpersonal communication have a simultaneous and significant influence on teacher performance

The role of interpersonal communication as an intervening in the work climate relationship with the performance of SDN teachers in South Banjarmasin District can be seen from complete trust in co-workers, full communication with openness, honest communication between two parties, giving a good response when communicating and ease in exchanging opinion of colleagues to solve a problem.

The working climate of teachers at SDN South Banjarmasin District can be seen from a comfortable, safe, conducive teaching atmosphere to create a good work cycle between fellow teachers and fellow school members to create a pleasant teaching atmosphere to improve teacher performance in teaching.

Ruliana, (2016) argue that improving the work climate in schools can make schools more effective in building better communication patterns. The relationship with the work climate with interpersonal communication in improving teacher performance is that there is communication, so there is a social relationship, between one another who need each other, so that reciprocal interactions occur.

Based on the description above, it is known that the work climate in SDN South

Banjarmasin is related to interpersonal communication in improving teacher performance. Teachers who have good interpersonal communication will create harmonious relationships between fellow teachers and will produce a good work climate to create a sense of security and comfort in carrying out their duties and responsibilities.

Conclusion

Based on the results of the study, it can be concluded that the Principal's Instructional Leadership, Organizational Climate, Interpersonal Communication have a positive and significant effect on the performance of SDN teachers in South Banjarmasin District.

Acknowledgment

The authors would like to thank the supervisors and lecturers of the Master of Education Management program, Lambung Mangkurat University, Banjarmasin 70123, Indonesia. The latter has provided input to the author since the implementation of the research until this article can be completed. May Allah SWT give blessings to all those who have helped the author until the publication of this article.

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