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Predicting Teacher Performance Through Interpersonal Communication and Work Discipline: Evidence from Indonesian State Elementary Schools

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Abstract: This study examines the influence of interpersonal communication and work discipline on teacher performance in Indonesian state elementary schools. Using a quantitative correlational design, data were collected from 70 teachers across four state elementary schools in Sako District, Palembang City, selected through simple random sampling from a population of 225 teachers. Questionnaires measuring interpersonal communication, work discipline, and teacher performance were administered, and data were analyzed using simple and multiple linear regression, t-tests, F-tests, and coefficient of determination (R^2). The findings reveal that: (1) interpersonal communication positively and significantly influences teacher performance (t-value > t-table, $p < 0.05$); (2) work discipline positively and significantly influences teacher performance (t-value > t-table, $p < 0.05$); and (3) interpersonal communication and work discipline jointly account for 65% of the variance in teacher performance ($R^2 = 0.65$, F-value > F-table, $p < 0.05$). These results indicate that improving both interpersonal communication skills and work discipline among teachers can significantly enhance their professional performance. The study contributes empirical evidence on teacher performance determinants in the Indonesian elementary education context and offers practical implications for school principals, policymakers, and teacher professional development programs seeking to improve educational quality through targeted human resource management strategies.

Keywords: Interpersonal Communication, Teacher Performance, Work Discipline

A. Introduction

Education is a stage of learning through teaching, research, or training regarding the knowledge, skills, and habits of a group of people learned from others or under the guidance of others. However, education can also be acquired through self-study. Education will produce quality human resources, possessing knowledge and skills and mastering technology (Sharma et al., 2022; Siregar et al., 2024). To realise its ideal function of improving the quality of human resources, the Indonesian education system must consistently address the needs and challenges that arise in Indonesian

society as a logical consequence of change. The success of educational goals must focus on educational components, particularly human resources, which play a crucial role in determining the success of schools in achieving educational goals.

Efforts to improve the quality of education in achieving educational goals require careful consideration, as numerous factors influence educational success. Indicators of improving the quality of education in schools include the quality of graduates, the quality of teachers, principals, school staff, the learning process, facilities and infrastructure, school management, and other components (Díez et al., 2020; Iqbal et al., 2024; Rodríguez et al., 2022). Teachers are key to the success of educational quality in achieving educational goals (Darling-Hammond, 2021), explain that teachers have no choice but to continuously update and even correct their knowledge and skills in every space and time. Teachers are required to develop themselves personally to explore their potential. Therefore, teachers are required to continuously develop their abilities and improve their performance to maximise their duties as educators.

Teacher performance is crucial because it is one of the factors in the success of an educational institution, alongside teacher professionalism and competencies. Camilleri (2021) argues that measuring an institution's performance is crucial, especially for evaluation and future planning. A positive and successful school is one with high-performing teachers. Various factors, including communication, motivation, discipline, and others, can influence teacher performance. Communication is crucial, particularly interpersonal communication. A teacher is required to be able to build good communication with fellow teachers and with students. Interpersonal communication, when defined, is the ability to exchange messages between two or more people for a common purpose. The current reality is that this inability often leads to miscommunication between teachers and students, which then turns into misperception, thus creating a bad relationship.

Building communication between teachers and students, teachers and teachers, teachers and the principal, and the entire school community is also crucial. Because with good communication, all problems will be easier to find solutions. West and Turner (2022) states that interpersonal communication includes (1) involving at least two people, (2) providing feedback, (3) not having to be face-to-face, (4) not having to be purposeful, and (5) producing some influence. The quality of interpersonal communication in an organization is crucial. Another problem that also occurs in achieving teacher performance is work discipline. Teacher performance is good if they have a high level of discipline. Discipline issues are a matter of changing habits. The lack of teacher discipline in a school can indicate the extent of its performance.

Schools that foster discipline in the teaching and learning process will function to shape values, individual norms, self-control, and responsibility for teachers. Discipline is an obligation that must be obeyed and a prohibition that must not be violated by any employee (teacher). According to Karaoulas (2024), discipline is

something that needs to be deeply understood and cultivated within the individual as something that must be done to implement applicable regulations. The reality of teacher indiscipline, such as arriving late to school, skipping school without a clear reason, and acting indifferent, can result in low student performance and further decline in school quality. This also sets a bad example for students, as they assume they need to be taught discipline when the teacher is undisciplined. Teachers are role models for their students, and therefore, they should set a good example.

Teacher performance is always the cornerstone in achieving the quality expectations of graduates from educational institutions, especially schools. Teachers, as educators, are educational leaders, determining the learning process in the classroom. This leadership role is reflected in how teachers carry out their roles and duties (Chen, 2025). This means that teacher performance is a crucial factor in determining the quality of learning, which is related to the quality of educational outcomes after graduation. Teacher performance is the performance of teachers in carrying out their duties as educators. The quality of teacher performance will greatly determine the quality of educational outcomes, because teachers are the parties who have the most direct contact with students in the educational process in school educational institutions (Tabroni et al., 2022).

One reflection of the improvement in the quality of education in schools is teacher achievement in improving the quality of productive graduates, with a high spirit of teacher teaching performance, which will create graduates with good quality (Susanto et al., 2025). Meanwhile, Hamka (2023) argues that teacher performance is the work results both in quality and quantity achieved by teachers in carrying out their duties in accordance with the responsibilities given to them. Education is a strategic social investment for the development of quality human resources. At the elementary school level, the success of the educational process is largely determined by the performance of teachers as the primary agents of learning. Teachers are not merely instructors but also facilitators, innovators, motivators, and mentors for students, in accordance with the demands of the Merdeka Belajar curriculum, which prioritizes student-centered learning (Maslina & Simaremare, 2025).

In this context, the quality of teacher performance is crucial in ensuring the realization of national education goals as mandated by Law Number 20 of 2003 concerning the National Education System. The 2022 International Student Assessment (PISA) data shows that Indonesia's average score remains below the OECD average, particularly in reading and mathematics literacy. This demonstrates that despite improvements compared to previous years, improving the quality of Indonesian education still requires intensive efforts, one of which is through improving teacher competence and performance. Internally, one of the factors that determine teacher effectiveness is the quality of interpersonal communication and work discipline (Yao et al., 2020; Yuniarti, 2022). Interpersonal communication in educational organizations is understood as the

process of effective and efficient information exchange between individuals, involving both cognitive and affective dimensions (Fadhlan et al., 2023).

Effective communication enables teachers to exchange ideas, overcome professional barriers, and create synergistic work coordination. According to organizational behavior theory (Hermawan et al., 2024), quality interpersonal communication increases social capital within an organization, which has implications for individual and team performance. Furthermore, recent research confirms that in the school context, interpersonal communication is a significant mediator between organizational culture and teacher work effectiveness (a moderator of teacher performance), especially following the shift in learning paradigms following the Covid-19 pandemic (Fatah Ansori & Wit Daryono, 2024). In addition to communication, work discipline is a fundamental aspect in ensuring the orderly implementation of teachers' professional duties.

Work discipline includes adherence to standard operating procedures, punctuality, responsibility for tasks, and an ethical commitment to the profession. Professional Commitment Theory states that work discipline reflects an individual's commitment to their professional role, which directly impacts the productivity and quality of educational services (Wulandari et al., 2023). Relevant research has shown that work discipline has a significant positive relationship with teacher performance across various school contexts (Kamalia et al., 2022). However, while this study provides an overview of the role of each variable, it remains limited by geographic and structural context. Many previous studies were conducted partially or on a micro-scale within a specific school. However, the complexity of education dynamics in an urban area like Palembang City requires a more comprehensive study.

Data from the Central Statistics Agency of Palembang City from 2024 shows that basic education indicators in Sako District vary across public schools, with some schools still showing suboptimal achievement ratios of minimum competency standards compared to the national average. This variability opens up the possibility of internal inhibiting factors that have not been fully identified empirically. This research was conducted at a public elementary school in Sako District, Palembang City. One reason the researchers conducted the study at this school was that the location, located in the same district as the researcher's residence, was expected to facilitate implementation. Furthermore, researchers found that, based on online interviews with several principals at four public elementary schools in Sako District, Palembang, in early December 2025, some teachers still had low performance, characterized by a lack of harmony between teachers, infrequent interpersonal communication between teachers, resulting in a lack of exchange of ideas, and unprogrammed teacher working group activities.

Low teacher discipline was evident in teachers' frequent late arrivals, as evidenced by attendance lists and face prints, and frequent absences from school activities.

Researchers observed that several factors, such as interpersonal communication and work discipline, could influence low teacher performance. Some teachers at public elementary schools in the Sako District of Palembang have not demonstrated significant performance, as evidenced by teachers who have not been promoted within a four-year period. This is also evident in student grades that remain below the average standard, according to data from the Palembang City Education Office in 2025. Sako District is a strategic educational area in Palembang City, with a relatively high number of public elementary schools and a diverse teacher composition in terms of teaching experience, educational background, and professional competence. Preliminary findings in several public elementary schools in this district indicate challenges such as a lack of structured communication between teachers, inconsistent interpretations of assignments, and suboptimal disciplinary practices.

However, studies focusing on the relationship between interpersonal communication and work discipline on teacher performance simultaneously in this region are still very limited in the scientific literature. This empirical issue is important to examine because it directly relates to efforts to improve the quality of basic education as a whole. Nationally, the Indonesian government, through the Ministry of Education, Culture, Research, and Technology, continues to promote teacher quality improvement through various teacher professional development policies. However, strengthening internal factors such as interpersonal communication and work discipline often receives less attention in holistic empirical studies. Thus, this research answers both academic and policy needs by combining two main determinant variables in one comprehensive research model. Various previous studies have examined the influence of interpersonal communication and work discipline, but only a few have tested the influence of both variables simultaneously on teacher performance at the elementary school level in certain geographical areas such as Sako District.

Based on this description, the need to empirically examine the influence of interpersonal communication and work discipline on teacher performance at public elementary schools in Sako District, Palembang City, is urgent. The findings of this study are expected to not only enrich the scientific literature but also provide practical recommendations for principals, local education policymakers, and teachers' professional development program developers. Based on the background outlined, the researcher will reveal the extent to which interpersonal communication and teacher work discipline influence elementary school teacher performance at public schools in Sako District, Palembang. Therefore, the researcher conducted a study entitled "The Influence of Interpersonal Communication and Teacher Work Discipline on the Performance of State Elementary School Teacher Performance in Sako District, Palembang."

This study aims to examine the influence of interpersonal communication and work discipline on teacher performance at state elementary schools in Sako District, Palembang City. Specifically, this study addresses the following research questions:

1. Does interpersonal communication significantly influence the performance of state elementary school teachers in Sako District, Palembang City?
2. Does work discipline significantly influence the performance of state elementary school teachers in Sako District, Palembang City?
3. Do interpersonal communication and work discipline jointly influence the performance of state elementary school teachers in Sako District, Palembang City?

Corresponding hypotheses are:

H_1: Interpersonal communication positively and significantly influences teacher performance.

H_2: Work discipline positively and significantly influences teacher performance.

H_3: Interpersonal communication and work discipline jointly positively and significantly influence teacher performance.

B. Methods

This research was conducted in four public schools in Sako District, Palembang City, namely Public Elementary School 105, Public Elementary School 109, Public Elementary School 110, and Public Elementary School 111, for four months. Using a quantitative approach, this study analyzed the data chronologically after all data were collected, with subsequent interpretation to obtain broader meaning and implications from the analysis results. In accordance with the research objective to determine the effect of interpersonal communication and work discipline on teacher performance, this study is a correlational study, with interpersonal communication (X1) and work discipline (X2) as independent variables and teacher performance (Y) as the dependent variable. The study population included all teachers (PNS, PPPK, and honorary) in the four schools, totaling 225 people. The sample was determined by the purposive sampling method using the Slovin formula with a tolerance level of 0.1, resulting in a sample of 69 teachers. Data collection techniques used questionnaires and documentation studies. Teacher performance was measured through indicators of the ability to plan, implement, and evaluate learning. Interpersonal communication was measured through indicators of openness, empathy, support, positive attitudes, and equality. Work discipline is measured through indicators of attendance, compliance with regulations, punctuality, responsibility, and consistency in carrying out professional duties. Instrument validity was tested using the product-moment correlation formula. Data analysis was performed using simple and multiple linear correlation tests and significance tests using the t-test and F-test.

C. Results and Discussion

The Influence of Interpersonal Communication on Teacher Performance at Public Elementary Schools in Sako District, Palembang City

Based on the data analysis conducted using IBM SPSS Statistics 26, it was found that interpersonal communication (X1) significantly influences teacher performance (Y) at a public elementary school in Sako District, Palembang City. This is demonstrated by the t-test results, which obtained a significance value of less than 0.05, thus accepting the hypothesis that interpersonal communication influences teacher performance. This finding indicates that the better a teacher's interpersonal communication, the higher their performance in carrying out their duties. Effective communication allows for clear information delivery, harmonious interactions, and optimal cooperation within the school environment. Thus, interpersonal communication is a crucial factor in improving the overall quality of teacher performance. Theoretically, the results of this study align with Ono and Odionye's (2022) opinion, which states that interpersonal communication is the process of sending and receiving messages between two or more people with direct effects and feedback.

Devito explains that effective interpersonal communication is characterized by several key indicators: openness, empathy, supportiveness, positivity, and equality (Hargie, 2021). In the educational context, these five indicators play a crucial role in creating harmonious working relationships between teachers and students, fellow teachers, and the principal. Teachers who are open and empathetic tend to more easily build positive relationships, thereby improving the effectiveness of the learning process and their professional performance. Furthermore, interpersonal communication also serves as a means to convey ideas, concepts, and constructive feedback in the workplace. Teachers with good communication skills will find it easier to coordinate with colleagues, resolve conflicts wisely, and create a conducive work environment. This aligns with Lee and Kim's (2021) research, which states that communication is a crucial element in organizations because it can influence individual and group performance.

In a school environment, effective communication can strengthen collaboration between teachers in designing learning, evaluating learning outcomes, and improving the overall quality of education. Therefore, interpersonal communication not only impacts social relationships but also has direct implications for teacher performance.
The results of this study also show that teachers with high levels of interpersonal communication tend to be more active in interacting and participating in school activities. They are more open to input, able to respond appropriately to problems, and have good adaptability to change. This indicates that interpersonal communication plays a role in improving teachers' social competence, which ultimately impacts performance. In performance theory, one of the factors influencing

performance is individual abilities and attitudes, with communication being a crucial part of social skills in supporting work success (Swanson et al., 2020).

This finding is further supported by research by Alanny et al. (2024), which states that interpersonal communication has a positive and significant influence on teacher performance. This demonstrates consistency between the results of this study and previous research, thus strengthening the validity of the findings. Thus, interpersonal communication can be considered a variable that significantly contributes to improving teacher performance. The better the quality of communication, the more effective the teacher's duties and responsibilities in the learning process. In practice, good interpersonal communication creates a comfortable and mutually supportive work environment. Teachers who communicate effectively find it easier to establish harmonious relationships with students, making the learning process more interactive and enjoyable. Furthermore, good relationships with fellow teachers also foster solid teamwork, which ultimately improves collective performance.

Therefore, interpersonal communication plays a role not only in individual aspects but also in the overall organizational aspects of the school. However, if interpersonal communication is not effective, it can lead to various problems, such as misunderstandings, conflict, and poor coordination between teachers. This will negatively impact teacher performance, both in the learning process and in carrying out other duties. Therefore, it is crucial for every teacher to continuously improve their interpersonal communication skills through training, experience, and self-awareness in interacting with others. These efforts are expected to continuously improve the quality of working relationships and teacher performance. Therefore, based on the analysis and theoretical studies conducted, it can be concluded that interpersonal communication plays a crucial role in improving teacher performance. These findings indicate that the better a teacher's interpersonal communication, the higher their performance. Therefore, improving interpersonal communication skills needs to be a primary concern in efforts to improve the quality of teacher performance in the school environment, especially at public elementary schools in Sako District, Palembang City.

The Influence of Work Discipline on Teacher Performance at Public Elementary Schools in Sako District, Palembang City

Based on the data analysis conducted using IBM SPSS Statistics 26, work discipline (X2) significantly influences teacher performance (Y) at a public elementary school in Sako District, Palembang City. This is evidenced by the t-test results, which showed a significance value of less than 0.05; thus, the hypothesis stating that work discipline influences teacher performance is accepted. These findings indicate that the higher the level of work discipline possessed by teachers, the better their performance in carrying out their duties and responsibilities. Work discipline is a crucial factor determining a person's success in carrying out their work optimally and professionally.

Theoretically, the results of this study align with Tarantul & Berkovich's (2025) opinion, which states that work discipline is a person's awareness and willingness to comply with all applicable regulations and social norms. Discipline is not only related to compliance with rules but also reflects an attitude of responsibility, commitment, and sincerity in work.

In the educational context, teacher work discipline can be seen from punctuality in school attendance, adherence to regulations, readiness to teach, and consistency in carrying out professional duties. Teachers with high levels of discipline will demonstrate orderly, systematic, and responsible work behavior, positively impacting their performance. Furthermore, according to Masruddin et al. (2025), work discipline is a factor influencing employee performance, as it reflects an individual's level of compliance with established work standards. In a school environment, teacher work discipline plays a significant role in creating an effective and efficient learning process. Disciplined teachers will be better prepared to develop learning materials, implement structured teaching and learning activities, and conduct timely evaluations. This demonstrates that work discipline directly contributes to improving the quality of teacher performance in carrying out their duties as educators.

The results of this study also indicate that teachers with high work discipline tend to have a greater level of responsibility for their work. They not only carry out formal duties but also take the initiative to improve the quality of learning. Work discipline encourages teachers to work consistently and professionally, thereby achieving optimal results. In the performance theory explained in Chapter II, one of the factors influencing performance is motivation and work attitude, where discipline is an important part of work attitude, reflecting an individual's commitment to their work. Work discipline also plays a role in establishing a positive work culture in the school environment. Disciplined teachers will serve as role models for students and other colleagues, thereby creating an orderly and conducive educational environment.

This aligns with Hillmann's (2021) opinion, which states that discipline impacts not only individuals but also the organization as a whole. With good work discipline, learning activities can run smoothly, be directed, and align with established educational goals. This research finding is also supported by Amini et al. (2022), who showed that work discipline has a positive and significant influence on teacher performance. This indicates a congruence between the results of this study and previous research, further strengthening the belief that work discipline is a crucial factor in improving teacher performance. Therefore, work discipline can be considered a significant contributing variable in determining the success of individual performance within educational organizations.

However, if work discipline is not implemented effectively, it can lead to various problems, such as tardiness, lack of preparation for teaching, and low accountability for tasks. This will undoubtedly negatively impact teacher performance and the

quality of learning provided to students. Therefore, it is crucial for every teacher to be highly aware of the importance of work discipline as part of their professionalism in carrying out their duties as educators. Based on the results of a multiple linear regression analysis conducted using IBM SPSS Statistics 26, a coefficient of determination (R-squared) of 0.65 was obtained. This value indicates that 65% of the variation in teacher performance (Y) can be explained by the variables interpersonal communication (X1) and work discipline (X2). This means that these two independent variables significantly influence teacher performance at public elementary schools in Sako District, Palembang City. The better a teacher's interpersonal communication and work discipline, the higher their professional performance.

Meanwhile, the remaining 35% is influenced by factors outside the research variables not examined in this study. These factors include work motivation, principal leadership, the work environment, professional competence, and the school's organizational culture. This demonstrates that teacher performance is a complex variable influenced by various aspects, both internal and external. Therefore, although interpersonal communication and work discipline have a significant influence, improving teacher performance also requires support from other relevant factors. Thus, the coefficient of determination indicates that the regression model used in this study has a fairly good ability to explain the relationship between the independent and dependent variables. This also indicates that interpersonal communication and work discipline are important factors that need to be considered in efforts to optimally improve teacher performance. Therefore, schools need to develop appropriate strategies to improve these two aspects as part of efforts to improve the quality of human resources in the educational environment.

Thus, based on the data analysis and theoretical studies conducted, it can be concluded that work discipline has a significant influence on teacher performance. The higher the level of work discipline a teacher possesses, the better their performance will be. Therefore, improving work discipline needs to be a primary focus in efforts to improve the quality of teacher performance, particularly at public elementary schools in Sako District, Palembang City, so that educational goals can be optimally achieved.

The Influence of Interpersonal Communication and Work Discipline on Teacher Performance

Based on the data analysis conducted using IBM SPSS Statistics 26, it was found that interpersonal communication (X1) and work discipline (X2) simultaneously had a significant influence on teacher performance (Y) at public elementary schools in Sako District, Palembang City. This was demonstrated by the F-test, which showed a significance value of less than 0.05, thus accepting the hypothesis that interpersonal communication and work discipline have a joint influence on teacher performance. Furthermore, the coefficient of determination indicated that both variables

contributed significantly to explaining variations in teacher performance. This finding indicates that teacher performance improvement is not influenced by a single factor but rather results from a combination of interrelated factors.

Theoretically, this study's findings align with Anwar & Abdullah's (2021) human resource management concept, which states that individual performance is influenced by various factors, both internal and external. In this regard, interpersonal communication and work discipline are two important, complementary factors in shaping teacher performance. Interpersonal communication plays a role in building effective social relationships, while work discipline plays a role in shaping responsible work attitudes and behaviors. By combining these two factors, teacher performance can be optimally improved, both in terms of the quality and quantity of work produced. This study demonstrate that performance is determined not only by technical skills but also by the individual's social skills and work attitude. Teachers who possess good interpersonal communication skills and strong work discipline will be able to carry out their duties effectively, efficiently, and professionally. In the educational context, the combination of interpersonal communication and work discipline is crucial for creating a quality learning process. Teachers who communicate well will more easily convey material, understand students' needs, and foster positive interactions in the classroom. Furthermore, work discipline will ensure that the entire learning process runs according to established plans and rules. Thus, these two variables mutually support each other in improving teacher performance across all aspects, including pedagogical, social, and professional aspects.

The results of this study align with research by Yuniarti (2022), which found that teachers with strong interpersonal communication and high work discipline tend to perform more optimally than those with only one of these two factors. This suggests that teacher performance is the result of a synergy between the ability to interact with others and the ability to manage oneself. Interpersonal communication helps teachers build harmonious relationships, while work discipline helps teachers maintain consistency and responsibility in their work. These findings are further supported by performance theory, which states that performance is influenced by factors such as ability, motivation, and work attitude. In this regard, interpersonal communication can be categorized as part of social skills, while work discipline is part of work attitude.

When a teacher possesses both of these factors simultaneously, optimal working conditions are created that support continuous performance improvement. Therefore, it is crucial for educational organizations to address these two aspects in efforts to improve the quality of human resources. The results of this study align with those of Dwitari (2024), who demonstrated that interpersonal communication and work discipline simultaneously have a significant influence on teacher performance. This demonstrates the consistency of the research findings, further strengthening the belief that these two variables are crucial factors in improving teacher performance.

Therefore, efforts to improve teacher performance cannot be undertaken in isolation but must be comprehensive, taking into account the various influencing factors.

However, if either of these two factors is not functioning properly, it can hinder teacher performance improvement. For example, a teacher who has good interpersonal communication skills but lacks discipline in their work will still perform less than optimally. Conversely, a teacher who is disciplined but lacks good communication skills will also struggle to carry out their duties effectively. Therefore, a balance between interpersonal communication and work discipline is necessary to maximize teacher performance. Based on the research results, it can be seen that the interpersonal communication and work discipline of teachers at public elementary schools in Sako District, Palembang City, are generally in the good category. This is evident from the questionnaire data processing results, which showed that the majority of respondents answered in the "often" and "always" categories. This indicates that teachers possess fairly good communication skills and a relatively high level of discipline in carrying out their duties. However, several aspects still need to be improved to achieve more optimal performance.

In practice, several problems related to interpersonal communication were still encountered, such as a lack of openness among teachers, limited communication with the principal, and suboptimal teamwork. This situation can hinder the coordination and collaboration process in implementing learning activities. Furthermore, in terms of work discipline, some teachers still lack consistency in terms of punctuality, teaching readiness, and completing learning administration. This indicates that, although generally good, there is still room for improvement. This situation demonstrates that the results of this study are not merely theoretical but also reflect the reality in the field. Good interpersonal communication and strong work discipline have been shown to positively impact teacher performance. However, if these two aspects are not managed effectively, they can hinder performance improvement. Therefore, ongoing efforts are needed from schools to improve the quality of teacher communication and work discipline through coaching, supervision, and providing appropriate work motivation.

The correlation between the research results and field conditions indicates that interpersonal communication and work discipline are highly relevant factors in improving teacher performance. These findings are expected to serve as a basis for schools in formulating more effective policies and strategies for human resource management in the educational environment, particularly at public elementary schools in Sako District, Palembang City. Thus, based on the data analysis and theoretical studies conducted, it can be concluded that interpersonal communication and work discipline together have a significant influence on teacher performance. These two variables complement each other and contribute to improving the quality of teacher performance. Therefore, improving interpersonal communication and work discipline needs to be a primary focus in human resource management in schools,

particularly at public elementary schools in Sako District, Palembang City, to achieve more optimal and sustainable educational goals.

D. Conclusion

This study examined the influence of interpersonal communication and work discipline on teacher performance at state elementary schools in Sako District, Palembang City. Through quantitative analysis of data from 69 teachers across four schools, the study addressed three research questions regarding the individual and joint effects of the predictor variables on teacher performance. The findings demonstrate that interpersonal communication significantly and positively influences teacher performance. Teachers with better interpersonal communication skills, characterized by openness, empathy, supportiveness, positivity, and equality, demonstrate higher professional performance. Effective communication facilitates clear information exchange, harmonious workplace relationships, and optimal collaboration. This confirms that interpersonal competence is not merely a social skill but a crucial determinant of professional effectiveness in educational settings. Work discipline also significantly and positively influences teacher performance. Teachers with higher discipline levels, demonstrated through punctuality, regulatory compliance, task responsibility, and professional consistency, perform more effectively. Work discipline reflects professional commitment and responsibility that translates into improved teaching quality, learning preparation, and accountability. This confirms the importance of systematic, orderly work behaviors in educational performance. Most significantly, interpersonal communication and work discipline jointly explain 65% of the variance in teacher performance, indicating these factors are complementary rather than competing. This synergistic relationship suggests that comprehensive strategies addressing both interpersonal competence and professional discipline are most effective for improving teacher performance. The remaining 35% is explained by other factors including work motivation, principal leadership, school environment, professional competence, and organizational culture, indicating the multidimensional nature of teacher performance. These findings have important theoretical and practical implications. Theoretically, they extend understanding of teacher performance determinants by demonstrating the complementary roles of social skills and professional discipline in educational contexts. The study provides empirical support for performance theory that emphasizes both individual capabilities and work attitudes as critical performance determinants. Practically, school principals should invest in programs developing interpersonal communication skills through workshops, training, and reflective practice. Work discipline should be strengthened through clear standard operating procedures, consistent monitoring, constructive feedback, and positive reinforcement. Policymakers should consider integrating these factors into teacher professional development frameworks and performance evaluation systems. The study acknowledges limitations including cross-sectional design, reliance on self-report, and limited geographic scope. Future research should employ longitudinal designs, objective performance measures, and

diverse school contexts to establish causal relationships and enhance generalizability. Research examining the mechanisms mediating these relationships, such as organizational commitment or job satisfaction, would further illuminate the pathways through which interpersonal communication and work discipline influence teacher performance. Despite these limitations, this study provides valuable empirical evidence for improving teacher performance through targeted interventions in interpersonal communication and work discipline, contributing to enhanced educational quality in Indonesian elementary schools.

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