

## **The Influence of Interpersonal Communication and Work Environment on Teacher's Performance**

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**Abstract:** This study aims to find out, whether or not there is an influence of interpersonal communication and the work environment on teacher performance in Public High Schools in East Prabumulih District, Prabumulih City. This research was carried out using a sampling technique using saturated sampling, namely the technique of determining the sample when all members of the population are used as samples. This is done by 110 teachers, so the research data samples will be conducted on all population numbers so that the research is carried out to obtain the maximum level of accuracy so that this research will be more reliable. The results of the study show that there is a significant effect of interpersonal communication on teacher performance, work environment on teacher performance, and the simultaneous influence of interpersonal communication and work environment on teacher performance in public high schools in East Prabumulih District, Prabumulih City

**Keywords:** Interpersonal Communication, Teacher's Performance, Work Environment

### **A. Introduction**

The process of national development is inextricably linked to individual human nature and is a requirement for reaching the correct objectives. The success of schooling is largely dependent on character development. Education creates human resources that are more empathetic, and open-minded, and helps people think more creatively. Anwar (2015) asserts that the quality of education itself has a significant impact on the community's requirements as users of educational services. Because all of this training is capable of meeting all problems and requirements as a result of the changing times, this indirectly influences the quality of the educational graduates themselves.

Education is a crucial pillar for a nation's future technological development, hence a nation's success or failure is determined by the quality of education of its citizens.

Mulyasa (2011) argues that strong teaching practices, as well as good planning and learning, all contribute to the quality of education. Teachers are crucial to both student learning and graduate quality improvement. Teachers' educational services play a part in examining pupils' capacities. Students suffer as a result of teachers' inability to develop effective learning models. According to (Ali, 2009), the caliber of a teacher is closely correlated with the caliber of the instructional team as a whole. Meanwhile, (Adegboyega, 2012) claims that functional education, which emphasizes the theoretical and practical components of the educational system, can be used to explain great education. The quality of education is strongly influenced by qualified teachers.

According to Koswara (Kowara, 2008), teachers strategically expand the desired values and personality, which helps to shape a nation's character. Consequently, it is challenging for teachers to find fill-ins. No form of media can take the place of the teacher in the educational system as the nation's generation's guardian, teacher, and role model. As a result, developing qualified teachers has a significant impact on the future achievement of the students. Communication is a very useful strategy for these teachers to use to fulfill the job of a teacher that is mandated by (Ngalimun, 2017). The manner of interaction, both verbal and nonverbal, is significantly influenced by the accomplishment or failure of a goal in a group or society (Suciata, 2015).

To accomplish a goal, communication is a crucial component, necessitating effective and efficient communication actions (Harapan & Syarwani, 2014). Interpersonal communication, a more specific type of interaction, is the interaction model that can outperform the general conditions in the community. From the perspective of organizational performance and efficiency, human communication is crucial (Wibowo, 2017). Interpersonal communication, according to Herlina in (Budyatna, 2011), comprises of the following: (1) a minimum of two or more persons; (2) suggestions; (3) can be offered even without meetings; (4) does not necessarily have to have a purpose; and (5) communication is intended to influence. In the field of education, communication can take place between teachers, between students and teachers, between teachers and supervisors, and between these professionals and other parties outside the educational or school context. This action is anticipated to have a favorable outcome, specifically improving the efficacy of the teacher's work.

Generally speaking, instructor effectiveness gauges the success of high-caliber graduates. The success of teachers' work at educational institutions has a significant role in achieving the goals and objectives of those institutions. Teachers are the most crucial element. College graduates' quality of education is impacted by education quality (Suharsaputra, 2013). Wahyudi (2012), a teacher's work is efficient and successfully finished. the outcomes of competently done assignments as well as the teacher's accountability. From several perspectives on the idea of efficiency, it can be

deduced that efficiency, in this case in the actions of a teacher, assesses a person's success in fulfilling his commitments, which is a measure of his capacity to be accountable for accomplishing the objectives of his institution. What can be accomplished by a conscientious educator in a school that can actualize educational ideals is the outcome of the teacher's job.

The work environment is another element that contributes to a teacher's ability to perform their job effectively. Factors that are physical, non-physical, physiological, mental, social, and economic have an impact on people's abilities and the evolution of the workplace in connection to job performance. According to Suwondo & Susanto (2015), the work environment has an impact on productivity. The work environment at schools is directly impacted by the infrastructure and buildings already in place. The physical work environment as well as the impact of the work environment are other aspects that Putra & Subudi (2013) claims also have an impact on work. not bodily. According to viewpoints on the workplace's surroundings and ambiance, all locations and areas where employees spend time at work have an impact on how well they execute their jobs.

In light of the background information, the following research problem formulation is made:

1. Does interpersonal communication have an impact on teachers' performance in East Prabumulih Subdistrict State Senior High Schools?
2. Does the work environment in the State Senior High Schools in the East Prabumulih Subdistrict have an impact on the performance of the teachers?
3. Do instructors' performance in the public senior high schools in the East Prabumulih sub-district simultaneously suffer from poor interpersonal communication and a hostile work environment?

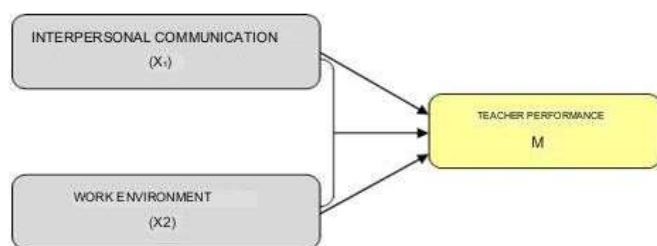


Figure 1. Relationship between variables (interpersonal communication and work environment on teacher performance)

Information:

- X1 = Interpersonal communication
- X2 = Work environment
- Y = teacher performance
- = Influence

## **B. Methods**

In this study, partial effects between existing variables are discussed using a quantitative methodology (Sugiyono, 2012). The goal of quantitative research, according to Sugiyono (Sugiyono, 2007), is to demonstrate the relationship between variables. To accomplish specific objectives, research is a process that involves methodical and logical data collection and analysis. Data gathering and analysis involve both quantitative and qualitative scientific procedures, whether they are interactive or not (Sukmadinata, 2013). Field research, or research that focuses on gathering empirical data, is used in this study. In this area of study, numerical data were gathered and analyzed by the application of statistical data (Sugiyono, 2013: 8). Essentially, inferential research (hypothesis testing) relies on quantitative techniques and is founded on the conclusion that the hypothesis cannot be refuted. Each existing variable's relevance is determined by the quantitative method (Azwar, 2017). Using appropriate measurement techniques on specific variables, quantitative research evaluates issues to provide solutions while drawing conclusions that apply to all situations and data types, particularly quantitative data (Arifin, 2012).

In terms of methods for gathering data, such as surveys and documentation. According to Muhidin (Muhidin, 2011), there are techniques to be used and data to be gathered while summarizing a variety of numerical information. In general, there are many different ways to collect data, including surveys, observations, and research that is archived. Researchers used questionnaires and paperwork to gather data for this investigation.

#### **a. Questionnaire**

A questionnaire, according to Riduan (Riduwan, 2013), is a set of questions that are asked of one or more respondents who agree to provide an answer after submission. This study employs a survey/survey data collection technique by gathering written question data, with the poll/survey's contents consisting of several questions about the research paper's title that are gathered and completed. The answers from the checklist are filled in by the respondents by marking them. The researcher can only provide a maximum of 25 sentences for each variable (X2) and variable (Y) and a maximum of 28 sentences for the independent variable (X1).

#### **b. Documentation**

Documentation, according to (Sugiyono, 2012), is a method of gathering numerous archives and information through study and compiling a list of the essentials. Sugiyono (Sugiyono, 2012) claims that when something is being documented, written literature, archives that already exist, as well as photographs that can be used as written records, and data from evaluations, are all searched for. Books and other written sources of information, as well as material from science and other sources, are used in this study. Photographs of the research-related activities serve as additional documentation.

## C. Results and Discussion

### 1. The effect of interpersonal communication on teacher performance in public high schools in Prabumulih Timur District, Prabumulih City.

The statistical descriptive analysis test revealed that interpersonal contact in schools either has a significant impact or has no impact at all. The findings of the statistical test are as follows:

**Table 1. Coefficient of Determination of Interpersonal Communication on Teacher Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
X1 -- Y	.738 <sup>a</sup>	.545	.541	3.235

a. Predictors: (Constant), X1

Interpersonal communication has a 54.5% coefficient of determination on teacher performance, with other factors influencing the remaining 45.5%. According to the coefficient of determination data, the interpersonal communication variable has a significant enough impact on teacher performance. This affects the teacher's work. Because the teacher's performance will improve and increase if each student tends to behave well. On the other hand, if a student's predisposition towards interpersonal contact is poor, the teacher's performance will also be poor and decline.

Additionally, this is consistent with the theoretical analysis of earlier research performed by (Nilasari et al., 2020) under the title "The Influence of Interpersonal Communication and Work Discipline on Teacher Performance at SMA Negeri 21 Palembang." The study came to the additional conclusion that teacher effectiveness is significantly impacted by interpersonal interactions. This is evident from the outcomes of the performance of teachers who can create lesson plans, carry out suitable teaching and learning activities, establish interpersonal communication, make assessments of learning outcomes, and possess personal and social competencies by (Supardi, 2014) and (Kartowagiran, 2011) opinions.

There are still community groups at work, there is still a lack of concern among coworkers and teachers in terms of the student's learning process, and these are some of the elements that prevent the achievement of optimal interpersonal communication. Due to these current circumstances, it is essential to raise knowledge and cooperation among coworkers to improve interpersonal communication, which will have an impact on overall performance.

## 2. The effect of the work environment on teacher performance in Public High Schools in East Prabumulih District, Prabumulih City

The impact of the work environment on teacher performance was employed in the statistical descriptive analysis test to determine how a work environment impacts both good and poor teacher performance in schools. The analysis of statistical data on the percentage of variables affecting the work environment and teacher performance produced the following results:

**Table 2. Work Environment Determination Coefficient on Teacher Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
X2 -- Y	.656 <sup>a</sup>	.430	.425	3.622

a. Predictors: (Constant), X2

It was discovered through uji analisis deskriptif statistik that dampak lingkungan kerja terhadap kinerja guru had to be carefully monitored in order to understand how one particular lingkungan kerja berpengaruh terhadap baik and kurang kinerja guru in the classroom. Here are the results of the statistical analysis of the impact of variable work environment on mentorship:

Based on the aforementioned test results, the coefficient of determination for the work environment variable is 0.430, which means that other factors account for 57% of the variance in the relationship between the work environment and teacher performance. As a result, it may be inferred that if the second hypothesis (Ha2) is true, the working environment has a beneficial effect on teachers' performance. The teacher's performance will improve if there is a tendency from comments towards a positive working environment. The performance of the teacher, however, declines if there is a tendency to claim that the workplace is unfavorable. It is possible to determine whether the work is valid based on the tendency of the statements made. The teacher performance of the state senior high schools in East Prabumulih District, Prabumulih City, is influenced by the work environment variable. It is meant to determine the percentage of the work environment variable that affects teacher performance based on the coefficient of determination results. The findings of this study are consistent with research done in (Fitria et al., 2020) with the title "The Influence of the Work Environment and Work Motivation on the Performance of High School Teachers in Muara Padang District". Work environment variables also have a significant impact on teachers' performance.

The state of the workplace, the size of the workspace, adequate airflow, the presence of a place of worship, and access to transportation options are all factors that influence the work environment. Having a harmonious relationship with coworkers

makes it possible to interact comfortably in a work environment that is calm, safe, and pleasant. This is also supported by the availability of adequate work facilities, such as the availability of adequate work equipment, good windows, and adequate light sources. The availability of uniforms, convenient parking, and training opportunities for staff development can all contribute to better teacher performance.

### **3. The Influence of Interpersonal Communication and Work Environment on the Performance of State Senior High School Teachers in Prabumulih Timur District, Prabumulih City**

The following table shows how current data processing can be used to determine whether or not interpersonal contact and the workplace have a simultaneous positive or negative impact on teacher performance, which can affect both good and poor teacher performance:

**Table 3. Coefficient of Determination of Interpersonal Communication and Work Environment Teacher Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
X1,X2 -- Y	.789 <sup>a</sup>	.623	.616	2.958

a. Predictors: (Constant), X2, X1

Based on the aforementioned findings, the coefficient of determination for the variables that affect interpersonal communication and the work environment simultaneously is 0.623, which means that 62.3% of the influence on the performance of State Senior High School Teachers in Prabumulih Timur District, Prabumulih City comes from these two variables alone, with the remaining 37.7% coming from other variables. Thus, accepting the third hypothesis (H3), which is suspected of having a beneficial influence between interpersonal communication and the work environment on the performance of State Senior High School Teachers in Prabumulih Timur District, Prabumulih City, can be concluded from the above.

The performance of State Senior High School Teachers in Prabumulih Timur District, Prabumulih City, is simultaneously influenced by interpersonal communication and the work environment by 62.3%, and the remaining 37.7% is influenced by factors other than interpersonal communication and the work environment, according to the aforementioned results, which show that the coefficient of determination of the interpersonal communication and work environment variables simultaneously is 0.623. Thus, accepting the third hypothesis (H3), which is suspected of having a

beneficial influence between interpersonal communication and the work environment on the performance of State Senior High School Teachers in Prabumulih Timur District, Prabumulih City, can be concluded from the above.

The effectiveness of State Senior High School Teachers in Prabumulih Timur District, Prabumulih City, is influenced by interpersonal communication and work environment factors. This is corroborated by the coefficient of determination findings, which show that interpersonal communication and workplace variables together have a significant impact on the performance of State Senior High School Teachers in Prabumulih Timur District, Prabumulih City.

The effect of interpersonal communication on teacher performance. From this study, it can be stated that it continuously has a significant influence on the performance of State Senior High School Teachers in Prabumulih Timur District, Prabumulih City. In addition, the score of the coefficient of determination (R-square) is more than half the percentage of the interpersonal communication variable. The work environment also influences teacher performance as shown by the strong enough influence on the performance of State Senior High School Teachers in Prabumulih Timur District, Prabumulih City. And from the amount obtained the coefficient of determination (Rsquare) in the work environment also shows a fairly high number.

According to Sigiani (2019), the workplace atmosphere will affect how productive employees. As a result, the school will keep striving to enhance working circumstances to increase productivity and performance if teacher performance is anticipated to rise. Based on the results of this study, it can be concluded that continuous independent variables have a moderately high impact on the performance of state high school teachers in the East Prabumulih District, Prabumulih City. These variables include interpersonal communication and the work environment. Additionally, a sizable number of numbers from both the workplace environment and interpersonal communication are simultaneously present in the coefficient of determination (R-square) results.

In comparison to earlier studies, such as the one by Falah (2020) and titled "The Influence of Interpersonal Communication and the Work Environment on Employee Performance at CV. Syntax Corporation Indonesia," although this study was conducted at a different research site and the dependent variable was the performance of teachers in schools rather than employees, the outcomes were essentially the same. To increase and maximize teacher performance, all parties involved in the school must endeavor to be able to build directed interpersonal communication together with the provision of a comfortable, safe, and enjoyable work environment.



These data indicate that to achieve good teacher performance, interpersonal communication must be established and maintained by teachers with peers, leaders in the school, and other school components. Based on the correlation between interpersonal communication and teacher performance, which is quite high, it is clear that teachers' interpersonal communication is crucial to carrying out their primary duties and responsibilities. When all activities are well-informed and appropriate, the performance of the teachers is even better, especially when it comes to carrying out their duties and responsibilities, which include creating lesson plans and conducting effective teaching. Realizing optimum interpersonal communication while also taking into account other elements is the yardstick for whether a teacher is successful or unsuccessful in carrying out his or her duties.

According to Arjunaita et al., (2020), the school principal is one of the factors that contributes the most to raising the standard of education and is in charge of advancing the curriculum at his institution. This claim suggests that the principal is also in charge of encouraging and assisting teachers in performing their primary responsibilities and tasks through effective communication. According to this research, if a teacher's performance tends to decline, one strategy that can be used is to increase interpersonal communication among teachers, with superiors, and with other staff members. This will ensure that information is properly conveyed and, in the end, that all teachers and staff members can communicate with one another. collaboration between school administration and others, particularly in the learning process for kids, will help teachers perform better.

Schools are required to maintain and improve the conditions for a comfortable, safe, and conducive working environment in schools so that teachers as educators can take part in improving their performance because they are supported by adequate facilities., a good working atmosphere, and a comfortable relationship so that teachers can interact. This will also affect the school's productivity. Schools are required to maintain and improve the conditions for a comfortable, safe, and conducive working environment in schools so that teachers as educators can take part in improving their performance because they are supported by adequate facilities., a good working atmosphere, and a comfortable relationship so that teachers can interact. This will also affect the school's productivity.

#### **D. Conclusion**

The following conclusions can be made using data analysis and hypothesis testing: Interpersonal communication has a big impact on teachers' performance in Prabumulih City's State Senior High Schools in the East Prabumulih sub-district. In other words, the level of interpersonal communication will often grow along with instructor performance.

In the East Prabumulih sub-district of Prabumulih City, there is a significant relationship between the work environment and teacher performance in State Senior High Schools. The performance of teachers will be aided by a pleasant workplace.

In the State Senior High Schools in the East Prabumulih sub-district of Prabumulih City, interpersonal interactions and the workplace environment have a substantial impact on teacher performance. The influence of interpersonal communication will be better supported by good infrastructure.

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