The Interpersonal Communication Skills and Perceptions of the Leadership Style on Teachers' Commitment

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ABSTRACT

The artilce was a correlational study which aims to determine the effect of the contribution of interpersonal communication and perceptions of the principal's leadership style on the teacher's commitment to carry out tasks. The population and research sample were public high school teachers in the city of Palembang. There were 22 public high schools in Palembang City with a total of 1,269 people. Data collection techniques were carried out in four ways, namely through observation, distributing questionnaires, and documentation, and interviews. Further data analysis was performed using the SPSS Ver computer program. The results can be concluded that the interpersonal communication variable (X1) has a significant effect on teacher commitment in carrying out the task (Y), the perception variable about the principal's leadership style (X2) has a significant effect on the teacher's commitment in carrying out the task (Y), and the interpersonal communication variable (X1) and the perception of the principal's leadership style (X2) simultaneously has a significant effect on teacher commitment in carrying out assignments (Y).

Keywords: *Teacher Commitment, Interpersonal Communication, Principal Leadership Style*

INTRODUCTION

In the millennial era like today, society has undergone rapid changes. This situation demands the availability of quality human resources at all levels of society. Human resources are the main capital compared to other resources therefore the preparation of reliable human resources can be done through quality education. Quality human resources can be realized with a good educational process and from quality educational institutions (Rahmadoni, 2018; Asvio et al, 2019). The preparation of human resources is needed by professional educators in every educational institution. All educational institutions in Indonesia have a duty and responsibility to build a generation that is potential and able to compete in the world market (Tobari et al, 2018).

The principal faces greater challenges than the past in carrying out the duties and functions he plays on a daily basis (Komalasari et al, 2020). The role of the principal as a leader with his leadership style must be able to influence other people or subordinates must have good emotional intelligence (Asvio et al, 2019). Principals who

lead educational institutions, of course, have certain styles. Each style applied by the Principal will affect the performance of each teacher, education staff and students. Structurally, the school principal functions as a leader and is obliged to influence the teachers and education personnel they lead. If the principal develops a leadership style that is unacceptable to the teacher, this will affect the performance of the teacher concerned, so that they do not carry out their duties seriously. For example, during meetings and discussions, the teachers agreed to all programs or instructions set by the Principal, but in practice they did not accept and even ridiculed them, so that all the programs that had been arranged did not run perfectly.

In an educational institution, there may be teachers who are hampered by promotion and academic functional positions, because there is a sense of dislike between the two. Friction between school principals and teachers and education personnel is often triggered by several cases, including transparency, welfare nepotism, unilateral policies, unfair decisions and so on. Education has a role and strategic function in order to produce the children's creativity (Lian et al, 2018).

Judging from several cases that have occurred, the Principal, as the head of the educational institution, should have fought to voice the interests of teachers and education personnel, and be fair to all. Psychologically, the Principal should be able to please teachers and other education personnel. Thus, the leadership style adopted by the principal is expected to influence the level of commitment in carrying out daily tasks.

From the results of observations in several state schools in Palembang City, it cannot be denied that many efforts have been made by the government and leaders of educational institutions so that teachers can carry out their duties properly. For example, building facilities and infrastructure with comfortable learning spaces, laboratory space and equipment, school libraries and hygienic school canteens, hotspots in the school environment, large and flood-free parking lots. In addition, school accreditation is carried out so that the school gets the title as a quality school, provides an internet network for the teaching and learning process in educational institutions, sends several teachers to take part in learning assignments and permits to study to a higher level. Several school principals also provide the widest possible opportunity for teachers to participate in various competitions at the local and national levels held by the Ministry of Education and Culture. Apart from the Principal, it also held a selection of outstanding teachers at school, local and national levels with the aim of providing motivation for teachers to carry out their duties seriously.

However, the efforts that have been made by the Principal have not touched the main problems desired by teachers and education personnel. Achmady (1993) views the efforts made by the Principal so far have not touched the basic problems faced by teachers. According to Johannessen (1996), the basic problems faced by educators are mainly related to various difficulties such as: low welfare for teachers who have not received the professional allowance, difficulty in obtaining certification, large teaching loads, negative public views on teacher behavior that are not praiseworthy.

Based on the results of observations at a State Senior High School (SMA) in Palembang City, it can be felt by researchers: (1) the teaching load of teachers is still above 24 hours per week, in the case that according to the Dirjendikdasmen regulations every teacher has an obligation to carry out 24 hours of teaching assignments; (2) the number of students who are supervised by each teacher is still above 30 people per class, in the case of the government's decision, the maximum for each teacher to teach is 30 people per class; (3) teachers and education personnel work

not in accordance with their respective main tasks and functions; (4) the ratio between teachers and students is not yet balanced, there are schools that have more students and there are also schools that lack students, the distribution of students is still not evenly distributed; (5) provision of teaching honoraria for honorary teachers who do not match the Provincial Minimum Wage (UMP); and so forth.

Equipping educational facilities and infrastructure as well as increasing technical skills alone does not guarantee the success of improving the quality of education. The facilities and infrastructures are the support in supporting the education system, and it will be meaningless if the human resources do not increase. Researchers obtained information from the Education and Culture Office of South Sumatra Province which shows that there are still many teachers whose educational level is not linear, both linearity in the education sector and linearity in the subject area. Sahertian (1994) states that the level of education will greatly affect a person's ability to think abstractly, which in turn will increase one's commitment to the task.

Symptoms of the low commitment of the teacher to carry out their duties include, among others, there are teachers who are busy looking for additional assignments to supplement their income in other places during work hours, thus neglecting their main tasks. This activity outside of this main task will greatly affect the quality of educational institutions. The not yet good quality of education is estimated by the low level of teacher commitment in carrying out their duties. So far, teachers' commitment in implementing has never received attention, so that teacher discipline has been somewhat neglected, and this also affects efforts to improve the quality of education. Schatz (1995) said that commitment is the most basic thing for everyone in their profession. This opinion also applies to every teacher who has his own profession. The commitment of the teacher in carrying out the task will be able to achieve teaching goals as well as increase awareness and responsibility (Sahertian, 1994). Commitment is very necessary, considering that there are many criticisms from the community towards the low quality of education at this time. This is presumably because many teachers do not carry out their duties on the basis of their commitment. The teacher will show an interest in following a task or activity and then carry it out well, if there is a driving factor, namely motivation (Darmiati et al, 2020).

This requires a high commitment from each teacher in carrying out their duties. Having roles and functions and responsibilities, teachers feel that the tasks they are carrying out are not light. Therefore, it is appropriate for teachers to receive high appreciation from educational institutions and society. Teachers who are committed to carrying out their duties will feel bound by the mandate entrusted to them so that they feel obliged to carry out their duties as best as possible according to their abilities. However, recently, the duties of teachers as educational professional positions in Indonesia have tended to decline and there has been a lot of gossip. Many teachers have a low level of commitment in carrying out tasks. In this regard, Saronggalo argues that the teaching profession in Indonesia today is widely gossiped and experiencing decline, because it is suspected that many teachers feel that they are not called to their profession, the most important thing for them is to become Civil Servants (PNS) of the State Civil Service (ASN). This opinion is in line with Sahertian (1994) which states that commitment is influenced by motivation and need. Motivation usually arises because of certain expectations and goals. These particular expectations and goals are thought to make a teacher more committed to carrying out his duties. In addition, commitment itself is closely related to welfare. A teacher whose life needs have been met and whose welfare has been achieved is estimated to have a higher commitment in carrying out

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their duties compared to a teacher whose life needs have not been fulfilled and their welfare has been achieved.

Then a person's commitment is influenced by work relationships. Glickman (1995) states that a harmonious working relationship takes place in educational institutions between teachers and fellow teachers, teachers and principals, teachers and education personnel, teachers and students, and even teachers and the community. If the working relationship is in a good and joyful atmosphere, then the work relationship is expected to make teachers more committed in carrying out their duties. Because everyone expects to work in a calm and pleasant atmosphere. A harmonious working relationship can be seen from the interpersonal communication that occurs to every personnel in educational institutions. The factors that are thought to affect teacher commitment in carrying out tasks vary widely. These factors include: (1) employment relationship; (2) communication links; (3) welfare; (4) work performance; (4) leadership; (4) work motivation; (5) a harmonious working climate; (6) passion or work ethic; (7) awards, and (8) professional skills. These various factors may partially or simultaneously influence teacher commitment, which in turn can increase or decrease the quality of work and the quality of educational institutions. Therefore, the researcher was interested in examining how the contribution between some of the factors mentioned above and the level of teacher commitment in carrying out the task. Based on the description that has been stated, the researcher wants to take a scientific look at the Commitment of Teachers to Carry Out Tasks (As a Result of Interpersonal Communication Ability and Perceptions of the Leadership Style of Public High School Principals in Palembang City).

METHOD

This research is a correlational study that wants to see the contribution of interpersonal communication and perceptions of the principal's leadership style as an independent variable on the teacher's commitment to carrying out the task or dependent variable. The population and research sample were public high school teachers in Palembang. Currently, there are 22 public high schools in Palembang City with a total of 1,269 people. Meanwhile, private high schools are not included as research subjects. All independent variables will be measured their contribution to the dependent variable. Each indicator of each variable will be measured partially or simultaneously.

Data collection techniques were carried out in four ways, namely through observation, distributing questionnaires, and documentation, and interviews. The fourth method is done if the data obtained by one is still in doubt, then another method triangulation is used. The instrument for measuring the interpersonal communication variable (X_1) and perceptions of the principal's leadership style (X_2), as well as the teacher's commitment to carrying out the task (Y) was a questionnaire. The questionnaire is arranged according to a Likert scale pattern. Tuckman (1972) suggests that the Likert scale is the most appropriate model for expressing a person's attitude or opinion about an object. In this study, the scale used consists of four continuum, namely: strongly agree, agree, disagree, and strongly disagree.

Further data analysis was performed using the SPSS Ver computer program. 25 to test each of the proposed research hypotheses. The first activity undertaken is to analyze the normality value. Normality testing is done to test whether the population data is normally distributed or not. This is done to ensure whether the regression analysis can be used against the research data. Sudjana (1992) argues that the normality

assumption needs to be checked for its validity so that the next steps, namely correlation and regression, can be accounted for. The normality test is performed using the Chi squared formula. The second activity is to test the disconnection between the independent variables (X_1 and X_2), namely to see the magnitude of the relationship between the two variables by correlating the independent variables. If there is a high relationship, there is the possibility of merging, even removing one of the independent variables.

RESULT AND DISCUSSION

1. The Influence of Principal's Interpersonal Communication on Teachers' Commitment in Performing Assignments in Public High Schools in Palembang City
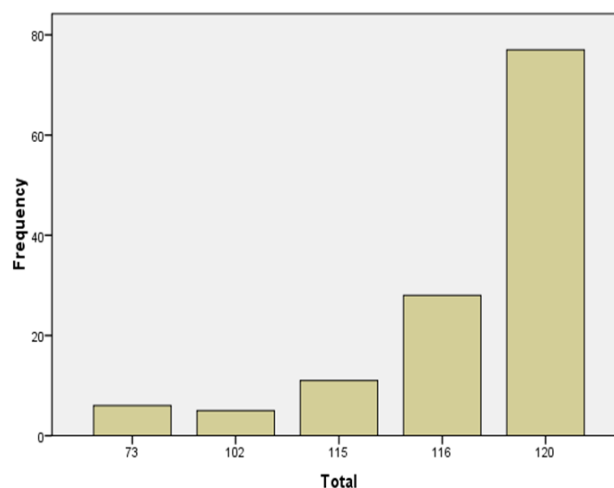
The results of the calculation of interpersonal communication data (X1) obtained from 127 respondents (n = 127) of SMA Negeri Palembang teachers, obtained a maximum score of 120, a minimum score of 730 with an average (Mean) of 115.76, median (Me) = 120 and mode (Mo) = 120 and standard deviation 10.278. From the frequency data above, it can be seen that most of the respondents, namely 77 people (60.6%) have a score of 120.

Based on this data, a list of frequency distribution is compiled which is presented in table 1. below:

Table 1. Distribution of Interpersonal Communication Scores (X1)

No.	Score	Frequency	Percentage (%)
1.	73	6	4,7
2.	102	5	3,9
3.	115	11	8,7
4.	116	28	22
5.	120	77	60,6
Amount		127	100

Picture 1.
Histogram for interpersonal communication

The results of this study indicate that there is a significant influence between interpersonal communication on the commitment of the teacher in carrying out the task. This is evidenced by the results of the t-test which obtained a t-value of 7,267> 1,663 with a probability of a significant level of 0,000 <α 0.05, and the regression coefficient (b1), the result is 0.720 units, this number means that if interpersonal communication increases by 1 unit, the teacher's commitment in carrying out assignments at public high schools in Palembang City will increase to 0.720.

The results of this study are supported by Hidayanto's (1992) theory which states that interpersonal communication aims to avoid conflicts that will occur. Conflict is thought to affect a person's commitment to his duties. Interpersonal communication that occurs in educational institutions will be formed through patterns of interaction between teachers and school principals, teachers with fellow teachers, teachers with education personnel, teachers with students, and teachers with the community or with parents or student guardians. If communication between them runs smoothly and their relationship goes well, then this is expected to increase the teacher's sense of responsibility for their duties.

The results of this study are also in line with previous research conducted by Sahertian (1994) which states that highly committed educators are determined by the internal influence that exists on the educator himself. In addition, a person's commitment to their duties is also determined by the conceptual understanding they have. Educators who have a high conceptual understanding of educational problems will have a more positive relationship with students and colleagues and leaders.

From the explanation above, the researchers assume that with good communication with colleagues, superiors, students and guardians, it will make it easier for teachers to understand the situation or problems faced in carrying out tasks. So that teachers will find it easier to carry out their duties and be able to work more responsibly and optimally.

2. The influence of perceptions of the principal's leadership style on teacher commitment in carrying out tasks at public high schools in Palembang

The results of the calculation of data on Perceptions of the principal's leadership style (X_2) obtained from 127 respondents (n = 127) of SMA Negeri Palembang teachers, obtained a maximum score of 100, a minimum score of 73 with an average (Mean) of 115.76, median (Me) = 120 and mode (Mo) = 120 and standard deviation 10.278. From the frequency data above, it can be seen that most of the respondents, namely 38 people (36.2%) have a score of 95. Based on this data, a list of frequency distributions is compiled which is presented in table 2. below:

Table 2. Distribution of Score Perceptions about the leadership style of the principal (X_2)

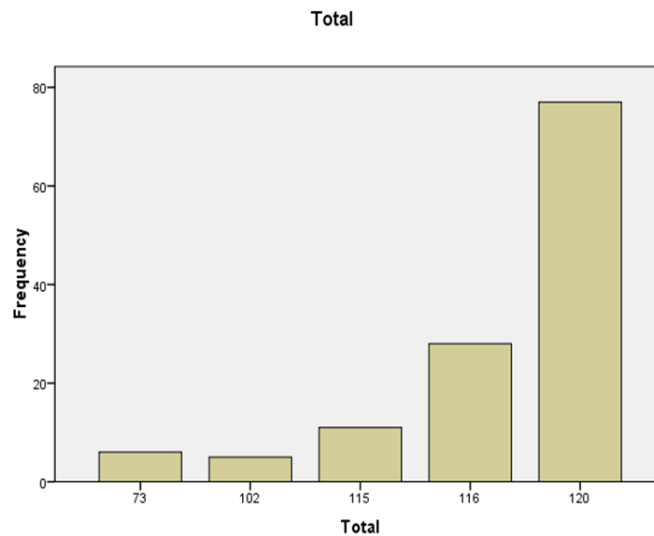| No.	Score	Frequency	Percentage (%)
1.	73	6	4,7
2.	102	5	3,9
3.	115	11	8,7
4.	116	28	22
5.	120	77	60,6
	Amount		

Figure 2.
Histogram Perceptions of the principal's leadership style

Leadership style is behavior that is aimed at someone when he tries to influence the behavior of others. A leader must first recognize the environmental situation or circumstances and the nature and attitudes of the followers he will lead, so that he can apply the most appropriate way of leading. It depends on who and how the nature and attitudes of the people he dreams of, so the leadership style may vary from place to time.

The results of this study indicate that perceptions of the principal's leadership style have a significant influence on the commitment of teachers in carrying out assignments at public high schools in Palembang City, this is evidenced by the results of statistical tests obtained by the t-count value of 2,213 with a probability of a significant level of 0.029 <α 0 , 05, and from the multiple linear regression test, the regression coefficient (b2) is 0.229 of the unit, this figure means that if the perception of the principal's leadership style increases by 1 unit, then the commitment of teachers in carrying out assignments at public high schools in Palembang City will increase. to 0.299 units.

The results of this study are in line with the results of Glassberg's research in Glickman (1995) which concludes that the results of his research are that educators who have a level of abstract thinking in schools have an adaptation style and flexible teaching styles. Such educators are more sociable and able to use various teaching models. Adaptability and abstract thought processes and high creativity will be able to create a variety of fun teaching. In addition, educators who have the characteristics above are more flexible in carrying out educational tasks (Sahertian, 1994).

From the explanation above, the researcher assumes that the perception of the surrounding situation, especially the superior, will affect the workings of a subordinate, if he thinks the boss only gives orders without caring about the needs of subordinates, then the subordinates will feel bored and not carry out their duties wholeheartedly. Likewise, if the teacher thinks that the principal is not firm in leading, it will certainly provoke teachers to disobey the rules and be less responsible in carrying out their duties.

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3. The influence of the principal's interpersonal communication and perceptions of the principal's leadership style on the commitment of teachers in carrying out tasks at public high schools in Palembang

Tabel 3. Hasil Uji- t (Parsial)

Coefficients^a

Model		t	Sig.
1	(Constant)	1.310	.193
	Interpersonal Communication	7.267	.000
	Perceptions of The Principal's Leadership Style	2.213	.029

a. Dependent Variable: the commitment of teachers in carrying out tasks

Based on Table 3, the t statistical test that has been carried out can be concluded as follows: 1) the t-value is 7,267> 1,663 with a probability of a significant level of 0,000 <α 0.05. The conclusion is a significant influence between interpersonal communication on teacher commitment in carrying out tasks. Thus, it means that the first hypothesis (H1) is accepted; 2) the t-value is 2,213 with a probability of a significant level of 0.029 <α 0.05. Then there is a significant influence between perceptions of the principal's leadership style on teacher commitment in carrying out tasks. Thus, it means that the second hypothesis (H2) is accepted.

Table 4. T-test results (partial)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.836^a	.699	.696	2.752

a. Predictors: (Constant), Interpersonal Communication Perceptions of The Principal's Leadership Style

Table 5. Multiple Linear Regression Analysis Test Results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	.085	.065	
	Interpersonal Communication	.720	.099	.694
	Perceptions of The Principal's Leadership Style	.229	.104	.211

a. Dependent Variable: the commitment of teachers in carrying out tasks

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Based on the F test, the calculated F value of 6,341> F table is 5.67 with a significant value of 0.019 <α 0.05. This shows that the independent variable interpersonal communication and perceptions of the principal's leadership style, have a significant positive effect on the dependent variable teacher commitment in carrying out tasks. And from the results of the multiple linear regression test, the regression coefficient b1 and b2 are greater than the constant a value, this indicates that there is an increase in teacher commitment in carrying out their duties after interpersonal communication and the perception of the principal's leadership style are improved. And from the result of the determination test, it is found that the value of R^2 is 0.669, it is known that interpersonal communication, perceptions of the leadership style of the principal has a 67% contribution to the commitment of teachers in carrying out their duties.

This study is in line with Arikunto's (1990) theory, arguing that highly committed educators always want to do more for their students and other peers. They generally do not mind working more than a predetermined working hour. Educators who are indifferent to every change that occur can be categorized as educators who have a low level of commitment. Such educators will not do much to help advance the world of education.From the explanation above, the researcher assumes that the teacher's commitment in carrying out the task will not be supported either from within the teacher, namely how to communicate and thought patterns as well as from outside, namely the behavior of peers and superiors. Good communication and good perception will lead to high awareness and responsibility to carry out tasks.

The presence of teachers as professional educators plays a very important role. Professional teachers have social responsibility manifested through teacher competence from the social environment and have effective interactive skills (Fitria et al, 2019). Professional teachers believed to be able to make student think, behave and act creatively (Ruslan et al, 2020). Teachers must find learning methods so that students participate actively in the learning process (Kristiawan, 2013). Koestoro in Harapan (2014) states that no matter how great the facilities are, if there are no good teachers, the teaching and learning process will not run well. Even long before, Henderson (1999) had stated firmly that professional educators would ensure that schools or educational institutions were of higher quality. As professionals in the field of education, teachers are the main element capable of improving the quality of education through setting the learning environment, creating a learning climate, and determining learning strategies, paying attention to students, and implementing other activities. In this connection, Joni (1990) states that one of the important requirements for the realization of quality education is if its implementation is carried out by professional teachers who are reliable for expert services. Education is a planned effort to influence other people, both individuals, groups and communities to do what education practitioners expect (Murkatik et al, 2020).

Realizing the importance of the role of educators in improving the quality of education, the government, in this case the Ministry of Education and Culture through the Office of Education and Culture of South Sumatra Province, has made various efforts, so that every educational institution, especially those at the high school level, complete the facilities and infrastructure. learning, encouraging teachers to have creativity and innovating learning, as well as increasing the professional ability of teachers through various workshops and training activities, giving permission and study assignments, and providing scholarships for teachers who will continue their

education to a higher level, and so on. Human resources must be empowered in information technology to become professional teachers (Rahmadoni, 2018).

All of these efforts will work effectively if teachers who have participated in various upgrading activities, training, and other activities can communicate the results they get to other teachers who have not had the opportunity to participate in such activities. Many factors affect teacher performance, both external and internal factors (Maryati et al, 2020). So far, there is still a lack of effective communication between educators in schools. This can be seen from a less harmonious relationship between long-serving / senior teachers and junior teachers. Sahertian (1994) states that long-serving educators often do not want to give instruction, guidance, direction, advice, or lessons and experiences to junior educators. This may be due to a fear of being rivaled by young teachers. In this case, senior teachers should want to become mentors for junior teachers through various task activities in educational institutions. If this is not possible for broad communication, then this should be done between individuals. Successful communication between teachers will ensure succession in learning. In connection with these communication factors, Arni (2005) said, based on the number of interactions that occur, communication can be divided into three categories, namely communication between two people or what is often referred to as interpersonal communication, group groups, and public communication or mass communication.

The existence of good communication from the teachers is expected to be able to develop their careers through increased work performance. Job performance cannot be separated from the work mechanism that occurs in the organization. Through a good work mechanism, work performance will be known. It is estimated that an increase in work performance is due to an increased commitment to carry out tasks. Interpersonal communication seems to make the relationship between teachers intimate. Interpersonal communication is not only established among teachers, but must be carried out between teachers and the principal, between teachers and students, and between teachers and the community / stakeholders, as well as other parties who have an interest in the school. Interpersonal communication can be established between teachers from one school and teachers from other schools through existing educational organizations, such as the Indonesian Teachers Association (PGRI), the Subject Teacher Conference (MGMP) and other teacher professional organizations, so that their relationship is personal be good too.

It is thought that the interpersonal communication of the teachers will influence their duties in addition to the responsibility of the principal as the direct supervisor. Each Principal has their own style. The leadership style of the Principal that is liked by teachers and other education personnel will make their relationship closer. The closeness between the principal and his teachers as well as the relationship that occurs between the teachers themselves creates a good working climate and motivation to carry out assignments. Administratively and psychologically, the principal's leadership style determines the existing management in an educational institution. The principal as a leader plays a multi-complex role, because the principal is not only functioning as an educator, manager, administrator, supervisor, leader, innovator, motivator (Mulyasa, 2005). However, this role has shifted according to Government Regulation No. as an educator but is helped to become an entrepreneur (MASLIME) in the institution he leads. The leadership of the principal is very supportive of achieving effective and efficient school management (Aprilana et al, 2016). Therefore, the principal as the leader of the educational institution is required to be able to use a style that is liked by teachers and other educational personnel. Leadership involves a

process of social influence, in which case someone's deliberate influence on others to structure activities and relationships within a group or organization (Yuliani and Kristiawan, 2016).

Apart from the factors that have been stated, the factor which is expected to determine the commitment of teachers in carrying out their duties is the leadership style of the principal himself. Schatz and Schatz (1995) said that increased commitment to all tasks assigned to teachers was determined by the leadership style of the principal. The principal must be able to practice innovations, be able to direct all members and the school as an educational organization into a change in mindset, improve vision and mission by utilizing the talents, skills and abilities of its members (Andriani et al, 2018).

Based on the conclusions of the results of this study, which are the implications of research with regard to interpersonal communication, perceptions of the principal's leadership style and teacher commitment in carrying out tasks at public high schools in Palembang City can be explained as follows: 1) because interpersonal communication will be able to create relationships. good relations between teachers, principals, guardians of students and students, so this is expected to increase the sense of responsibility of teachers towards their duties; 2) because the perception of the principal's leadership style will affect the comfort of teachers at work, the presence of the principal is expected to be able to lead, support and direct the teachers. With in increasing the perception of the principal's leadership style. Things that must be improved are: (1) how to divide tasks among subordinates; (2) how to make decisions; (3) how to delegate authority to subordinates, and (4) how to develop teacher initiative.

CONCLUSION

From the research results it can be concluded as follows: 1) the interpersonal communication variable (X_1) has a significant effect on teacher commitment in carrying out tasks (Y). So that the better interpersonal communication, the better the commitment of the teacher in carrying out tasks. This is in accordance with the first hypothesis (H1) which states that interpersonal communication affects teacher commitment in carrying out assignments at public high schools in Palembang City; 2) the perception variable about the principal's leadership style (X_2) has a significant effect on the teacher's commitment in carrying out the task (Y). So that the better the perception of the principal's leadership style, the better the teacher's commitment to carrying out the task. This is in accordance with the second hypothesis (H2) which states that perceptions of the principal's leadership style affect teacher commitment in carrying out assignments at public high schools in Palembang City; 3) the interpersonal communication variable (X_1) and the perception of the principal's leadership style (X_2) simultaneously have a significant effect on teacher commitment in carrying out the task (Y). So that the better interpersonal communication and perceptions of the principal's leadership style, the better the teacher's commitment to carrying out tasks. This is in accordance with the third hypothesis (H3) which states that interpersonal communication and perceptions of the principal's leadership style simultaneously affect teacher commitment in carrying out tasks.

AUTHOR CONTRIBUTION STATEMENT

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