

# The Influence of Communication, Organizational Climate and Transformational Leadership Style of The Principal on Teacher Performance

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## ARTICLE INFO

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### Keywords:

Communication;  
Organizational Climate;  
Transformational Leadership;  
Teacher Performance

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### Article history:

Received 2022-02-10  
Revised 2022-05-19  
Accepted 2022-08-19

## ABSTRACT

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This study aims to determine whether organizational communication, climate and principals' transformational leadership affect teacher performance. This study uses a qualitative approach to the type of literature study. The data collection process was carried out using a literature study, meaning that the data collection process was carried out by reviewing several similar previous studies to produce new research results with several considerations. This method is a literature review from various sources and relevant references. From the results and discussion of this study, it can be concluded that good communication is needed in a school organization to facilitate and improve teacher performance and support from a comfortable and healthy organizational climate or environment also greatly affects teacher performance. Also, the principal's transformational leadership style becomes very important in improving teacher performance, because the principal is the leader and benchmark of a school organization.

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## 1. INTRODUCTION

Education is an important thing that must be obtained by every individual in the life of society, nation and state. Education is an important focus in efforts to educate human resources. To achieve this goal, it is necessary to improve the quality of education by improving the curriculum, facilitating educational facilities and infrastructure, and improving the quality of educators. Because quality education will produce quality resources, so that it can provide rapid change and increase the prosperity of all Indonesians.

A school is a place where a child is stimulated to study under the supervision of a teacher. Schools are also significant places for students in their developmental stages and are a social environment that affects their lives (Eva, 2016). Schools are also a means of teaching and learning interaction between teachers as educators and students as students, where teachers are the main role holders (Na'imah et al., 2020). These two elements greatly determine the occurrence of the teaching and learning process in

schools. Teachers are one of the potentials in achieving school goals, requiring special skills as teachers that cannot be done by just anyone (Mujiyem, 2015).

Teachers are one of the human components in the teaching and learning process that play a role in efforts to form potential human resources in the field of development (Muin, 2014). Therefore, teachers are one of the elements in the field of education must play an active role and place their position as professionals, in accordance with the demands of an increasingly developing society. Teachers are professional educators, who must have competencies, expertise, with a set of knowledge, and skills based on values or norms that are upheld (Maiza and Nurhafizah, 2019). The teacher profession means a job that requires competence in education and learning in order to carry out the work effectively and efficiently and be able to create quality human resources, both scientifically (academically) and skillfully (Suroso, 2018). To actualize these various competencies, teachers need to get positive support from the school environment and the teacher's own personality. Therefore, the role of teachers is important in realizing the vision and mission of education, especially in the aspect of direct learning to students.

Schools as an organization that has organizational dynamics requires organizational harmonization in schools in accordance with autonomy, potential empowerment, and democratic resources (Art, 2021). Organizational climate is one of the factors that affect teacher performance, because with a conducive organizational climate, it will provide opportunities to foster creativity and innovation from teachers (Ausri, 2018). The organizational climate is also a force that affects both directly and indirectly on a person's performance (Mahendra and Surya, 2017). The organizational climate in an institution should be considered as one of the indicators in the improvement of the quality of teachers, such as good communication.

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Communication is the process of transferring information, ideas, ideas and places to channel curiosity from one person to another (Rizki et al., 2021). Communication has an important role in an organization, because with communication individuals can interact with other individuals so that they will understand what to do. Communication in an organization can also increase productivity, resolve conflicts, develop employee quality and can form professional relationships and a conducive environment (Rahmadini, 2018). From the above statement, it can be concluded that good communication as well as the leadership style of the principal can affect the level of teacher performance.

Leadership is the ability of leaders to influence, mobilize and direct the led so that they are willing and able to carry out their duties to achieve goals (Handoko and Tjiptono, 2019). The principal must have a leadership style that is able to motivate school residents to achieve the vision, mission and goals of the school. The transformational leadership of the principal is the leadership of the principal who is able to motivate teachers, is able to stimulate teachers to be creative, consider the needs of teachers, and appear as a charismatic person (Jaya, 2022). Transformational leadership is also defined as leadership including efforts to change the organization leading to superior performance in an organization that is facing the demands of renewal and change (Tucunan et al., 2014).

In addition to transpositional leadership must be mastered by the principal, the organizational climate, as well as communication between all elements of education is going well and all factors that can improve teacher performance are very important to pay attention to. Therefore, this study aims to determine whether there is an influence of organizational communication, organizational climate and principal leadership on teacher performance.

## 2. METHODS

The research was conducted using a qualitative approach with the type of literature study research. The data collection process is carried out by means of a literature study. This means that researchers are looking for many references related to the variables being collected to get the right information. This method is in the form of a literature review from various sources and relevant references. According to Sugiyono (2015) literature studies are theoretical studies and other references related to the studies being studied. Data analysis can adapt to the objectives of the research the stages are deductive, inductive, interpretive, comparative, historical. The research instrument is the researcher himself (human instrument).

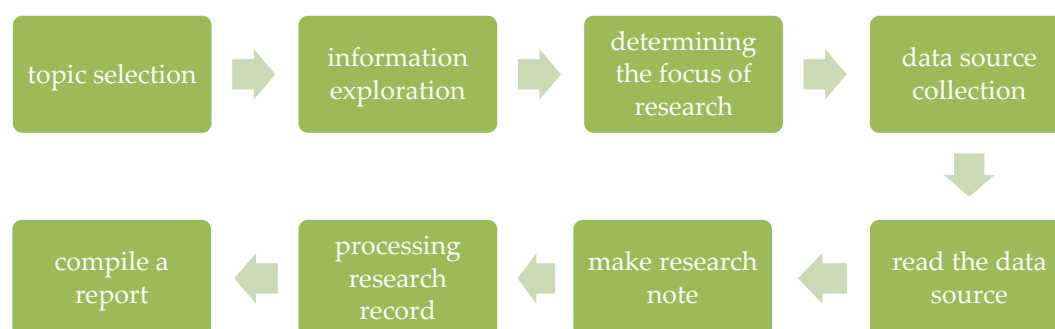


Figure 1. Literature Study Procedure

## 3. FINDINGS AND DISCUSSION

Communication is the process of conveying information or messages from the sender to the recipient in order to stream verbal and non-verbal information within the organization both vertically, horizontally, and diagonally where the information can be understood together and affect their behavior (Mendrofa and Syafii, 2019). The organizational communication used in this study refers to the theory of communication flows by Robbins and Ivancevich that flow vertically, horizontally, and diagonally (Rahmadini, 2018). Communication in an organization is an important part to facilitate the achievement of goals, because good communication will produce good things as well.

The organizational climate is the perception of the feelings of organizational members towards various social and psychological aspects of the organization that influence the characteristics of members to behave certainly (Khairuddin, 2020). The organizational climate used in this study was developed from the dimensions of the organizational climate of Hoy and Miskel and Wirawan, namely openness, health and citizenship, as well as the physical environment (Janah et al., 2020). This means that with openness between fellow members of the organization, in line communication will be created. It also has an impact on the health and physical environment of an organization, as well as one of the supporting factors in achieving common goals.

Whereas leadership is the ability of leaders to influence, mobilize and direct the led so that they are willing and able to carry out the tasks imposed on them to achieve goals (Italiani, 2018). The transformational leadership of the principal is the leadership of the principal who is able to motivate teachers, is able to stimulate teachers to be creative, consider the needs of teachers, and appear as a person with a charismaticity (Tondok and Andarika, 2004). The transformational leadership of the principal greatly affects whether or not the teacher's performance is good or not, because the leader is

a benchmark for whether or not he succeeds in improving the quality of an educational institution and making teacher performance better.

Teacher performance is defined as a description of behavior that shows the performance of the ability to perform the task or profession of the teacher and various behaviors and personal traits to support their professionalism (Nugraha, 2019). The teacher performance referred to in this study is a form of actualization of teacher competencies. The work of teachers used in this study is four teacher competencies, namely, personality competence, pedagogic competence, professional competence, and social competence.

Here are some of the results of previous studies that are relevant to this study. Research mudena, Sudirman Wilian, Sukardi. (2017) with the title *The Influence of Principal Communication and School Organization Work Climate on the Performance of State Elementary School Teachers in Mataram District, Mataram City*. Explaining the results of his research There is a positive and significant influence between the head's communication on teacher performance, the school organization's work climate on performance and the principal's communication and the school organization's work climate together on teacher performance. From comparative tests and statistical tests, the results obtained jointly the communication of the principal and the work climate of the school organization to the performance of teachers made a more positive and significant contribution than partially.

The results of the above research are in line with the results of research conducted by Suwatno (2018) which shows the effectiveness of communication between principals and teachers is very important in order to improve teacher performance. By controlling the effectiveness of communication between the principal and the teacher in the school environment, that the performance of the teacher, among others, can be predicted depending on the effectiveness of the communication he fosters with the principal in the school environment. The organizational climate of the school is very important in order to improve the performance of teachers. By controlling the organi- sasi sekolah climate, it can be significantly predicted that teacher performance depends, among other things, on the organizational climate of the school.

The conclusions of the previous two studies stated that the influence of communication between teachers and principals as leaders is more dominant in improving teacher performance, and the organizational climate is also a significant factor in improving teacher performance. Because with a controlled organizational climate, the communication created is very optimal. Meanwhile, research conducted by Sri Kurniawati, Sukmawati, and M. Chiar (2017). States that The higher the level and transformational, the higher the level of teacher performance. Conversely, the lower the level of transformational leadership and the organizational climate of the school, the lower the level of teacher performance.

In line with Winda Wirasti Aguswara's research, Reza Rachmadtullah (2017) stated that the results of the third hypothesis test illustrate that the leadership style of the principal owned at this time is factually enough to contribute to the organizational climate optimally so that school development can be clearly seen. So it is very clearly revealed that the headmaster's leadership style has a direct effect in building the professionalism of teaching teachers. As well as the research of Masduki Asbari, Agus Purwanto, Priyono Budi (2020) has research results that are in line with 2 other studies, namely Transformational leadership has a positive and significant effect on the organizational climate and it is also concluded that the transformational leadership variables and organizational climate also have a positive and significant effect on innovative work productivity partially and simultaneously.

It was concluded that transformational leadership is also very important to improve teacher performance and control the organizational climate more easily implemented and support in improving the quality of the institution. So, between communication between teachers and the head of the secretariat, the organizational climate and transformational leadership are interconnected and have an important role to play in improving teacher performance.

Based on the results obtained broadly speaking, it can be said that organizational communication between teachers and between teachers and principals must be effective. This is supported by the attitude of the principal to listen to the proposals and suggestions of the teacher, the teacher also shares information with each other, and the teacher is willing to accept constructive criticism. So that the better the organizational communication, the better the teacher's performance will also increase. Therefore, organizational communication becomes very important.

The results of several previous studies have shown that organizational communication has an effect on improving teacher performance. Effective and open communication can lead to a positive impact, namely the smooth running of all organizational activities, as well as members who carry out their duties more specifically in educational organizations, effective communication can improve the quality of teacher performance. This is in accordance with the theory presented by Ivan cevich which states that communication helps members of the organization achieve individual goals and also organizational goals, respond to and implement organizational changes, coordinate organizational activities, and play a role in almost all relevant organizational actions (Aprini, 2014).

In addition, the organizational climate of the school is created conducive, if the physical environment of the school is sufficient, the existence of an open climate, a healthy climate and a civic climate. Because with the comfortable physical environment of the school, the relationship between fellow educational elements is warm and open, it can create a good and effective quality of teacher performance. In addition, the transformational leadership style of the principal affects the performance of teachers. The principal's leadership with a transformation style, meaning that the principal is trusted and accepted by the school community, firm, able to socialize the vision, mission of the school. As well as, the principal who is able to motivate teachers, supervise and care for individual teachers.

Thus, teachers will also be eager to actualize their competencies so that teacher performance can also improve. This is in accordance with the theory presented by Bass and Riggio states that transformational leaders are leaders who stimulate and inspire followers to achieve greater goals and develop their leadership abilities (Dewi, 2013). Transformational leadership helps its followers to grow and develop into leaders by addressing the needs of followers, empowering followers and directing followers to achieve individual, leader, group and organizational goals. Individual goals, leaders, groups, and school organizations can be achieved if teachers perform well. The leadership of the principal with a transformation style needs to be continuously pursued by the principal so that teachers can maximally actualize their competencies. Thus, teacher performance can continue to be improved.

#### 4. CONCLUSION

The conclusion of this study is that in an educational organization, good communication between fellow educational elements is needed so that it can facilitate activities in schools and improve teacher performance. Support from a conducive and healthy school organizational climate or environment affects the comfort of teachers. Therefore, the warm relationship between all school members, the openness of the existing system is a supporting thing to improve the quality of school quality and improve teacher performance. This relationship can also be established with the leadership style of the principal who can inspire and embrace teachers by developing their leadership skills. It can be said that the factors to improve teacher performance are many, one of which is good communication, a comfortable physical environment and transformational leadership to the school. Suggestions for other researchers if they want to raise similar topics are suggested to focus more on what variables will be used for better and effective research results.

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