

## **Diagnosis of Students' Character Education through the Principal's Interpersonal Communication and Teachers' Performance**

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### **ABSTRACT**

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This study aims to investigate the principal's interpersonal communication and teachers' performance, the relationship of the principal's interpersonal communication to students' character education, the relationship of teachers' performance to students' character education, and the mutual relationship between the principal's interpersonal communication and teachers' performance on character education of high school students in Langsa. This study utilized a quantitative approach, using a cross-sectional survey method. The population and samples in this study were five senior high schools in Langsa. This study found that three principals scored 56.83%, meaning that the principal possessed good interpersonal communication, and two principals scored 43.17%, implying that the principal had excellent interpersonal communication. Furthermore, 35 of 92 teachers scored 38.04% in the good category, and 57 teachers scored 61.96% in the excellent category. Then, the partial test results obtained a relationship between the principal's interpersonal communication on students' character education (0.041), and there was a relationship between teachers' performance and students' character education (0.029). Furthermore, simultaneous test results obtained that there was a jointly significant relationship between the principal's interpersonal communication and teacher's performance on students' character education (0.01), where X1 variable (Principal interpersonal communication) and X2 variable (Teacher performance) influenced for 58.8% on Y variable (students' character education). In comparison, other variables influenced 41.2% of high school students' character education in Langsa.

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## 1. INTRODUCTION

As one of the educational institutions, a school organizes teaching and learning processes to guide, educate, train, and develop students' abilities to achieve educational goals, among others, to become virtuous human beings or humans who have good character. Therefore, the school community needs to build the atmosphere of school life based on their respective functions and positions. Principals, administrative staff, teachers, and students can contribute to a life of noble characters through their attitudes and behavior at school.

One that determines the school's success is the principal's leadership, and one of the successes of the principal's leadership is the ability to communicate interpersonally. Therefore, the ability to build interpersonal communication requires strict attention of the principal's leadership because the principal's leadership is the principal's effort to influence, encourage, guide, direct, and move teachers, staff, students, parents, and other related parties to work and participate in achieving the target goals. Efendi (2000) states that communication functions to inform, educate, entertain, and influence someone, which the principal can carry out if he can communicate interpersonally to all personnel in the school and work environment.

In practice, the ability to build good interpersonal communication influences the principal's success, meaning to have a strong personality. The principal must develop personalities, like confident, brave, passionate, generous, should possess social sensitivity and good character. Damayanti (2014) expressed that character education is a national movement to create schools that foster ethics, responsibility, and care for young people by modeling and teaching the character and universal emphasis, the values that we all believe. Whereas, Doni Kusumah (2007) comments that character education aims to continuously improve individuals and train their abilities to lead a better life. Building character is an effort made to foster, improve, and shape characters, psychological traits, and morals (human characters) so that they show good temperament and behavior based on the values of Pancasila (LAN 2014).

As a leader at schools, the principal must make the educational institutions they lead a strategic tool for forming the students' character; this includes the high schools in Langsa, which became the topic of this research as part of Indonesia. The shaping of high school students' characters is expected to encourage students to learn and make students happy at school as a friendly home for growth and development. For this reason, the principal must be able to form a sound and directed pattern so that character education can be manifested in absolute terms that can be seen in the behavior of all school members. Ali (1995) stated that characters are mental properties, character, or moral that distinguishes one person from another. Munir (2010) says that character is a pattern, including thoughts, attitudes, and actions attached to a person very firmly and are difficult to remove. Finally, according to Ambarita (2013), a character is a pattern of personal thoughts, attitudes, and actions affecting the pleasure of doing good as a moral choice. The three opinions above conclude that character is the behavior existing in a person, which can be seen from his attitudes and actions towards the moral values he adheres to.

Character education at schools is the principal's responsibility as the leader and the teachers' responsibility as a person who directly deals with students daily. Teachers' daily behavior will be an example for students at school to strengthen their character education. Teachers must be able to create an atmosphere in the context of implementing character education. It is a conducive atmosphere to create an atmosphere of life with a noble character based on divinity and social relations between school members. On that basis, moral values such as obedience, discipline, honesty, perseverance, and tolerance are expected to be realized in every situation. Teachers can apply all values in character education according to the conditions and situations faced.

The Presidential Regulation Number 87 of 2017 concerning strengthening character education has the following objectives: a. to build and equip students as the golden generation of Indonesia in 2045 with the spirit of Pancasila and good character education in order to face the dynamics of change in the future; b. to develop a national education platform that places character education as the leading soul in providing education for students with the support of public involvement through formal, non-formal,

and informal education by taking into account the diversity of Indonesia; and c. to revitalize and strengthen the potential and competence of educators, education staff, students, communities, and the family environment. Furthermore, Permendikbud RI number 20 of 2018 states that strengthening character education is carried out by applying the values of Pancasila, including religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the land. Water, achievement appreciation, communication, love peace, love to read, care for the environment, care about society, and be responsible. The implementation of this Perpres and Permen is the school's job to carry it out.

It is crucial to strengthen the character education because socially, Indonesian people now seem to have lost their grip on living with morality and noble character. We witness various adverse events, namely actions that are not following the behavior of a virtuous nation, lack of affection, and mutual respect. Character is a solid foundation in building relationships. Our children will be happier, more caring, more forgiving and more responsible because they are taught to think about the needs of others. The social sense of Indonesian people, which we know very well, has turned into an asocial sense. The rise of intolerance and violence, corruption, violent behavior in education and society, sexual crimes, student brawls, promiscuity, and drug addiction, vigilante, in which it is feared that high school students will also be involved in the problems mentioned above. Soedjatmoko (1986) said that if breaking the rules is considered as something to be proud of, the quantity and quality of crime would immediately increase. We worry about this condition for high school students as the next generation of the nation in the future. To avoid this, Bernadib (1986) argues that the school needs to include character education in the curriculum aiming at, among other things, building future generations so that apart from being intelligent, they also have good morals and character. Immoral character needs to be prevented from appearing in human association. Ambarita (2013) also stated how vital character education is for the educated young generation, the intelligent generation of the nation's leaders.

## 2. METHODS

This study utilized a quantitative approach with a cross-sectional survey method because the information collected about the variables studied was only conducted once in the field research and taken from a predetermined population. This research was conducted at high schools in Langsa. The population was all high schools in the city, with a total of 5 high schools. Therefore, the total population was taken as the sample evenly. This technique was based on Arikunto (2010), stating that if the samples were less than 100, the samples were taken as a whole. Meanwhile, if the samples are more than 100, 10% - 15% or 20% - 25% of the population was taken. As for in this study, the number of samples taken by 15% of the total population.

## 3. FINDINGS AND DISCUSSION

### *Normality Test*

Normality test was operated to prove that the distribution of research data spread based on the principle of a normal curve. The normality test was analyzed by using Kolmogorov-Smirnov Test. As a criterion, if  $p > 0.05$ , the distribution is declared normal, otherwise if  $p < 0.05$ , the distribution is declared abnormal. Based on this analysis, the data for the three variables analyzed followed a normal distribution. Table 4 presents the result of the calculation of the normality test.

**Table 1.** Normality Test Calculation Results

Variables	Value of Asymp. Sig. (2-tailed)	Remarks
The principal's interpersonal communication	0,223	Normal
Teachers' performance	0,244	Normal
Students' character education	0,576	Normal

Table 4.1 shows the value of Asymp. Sig. (2-tailed) for each variable is 0.223 (X1), 0.244 (X2), and 0.576 (Y), meaning that the value is more significant than 0.05. Thus, the three variables X1 (Interpersonal Communication Principal), X2 (Teacher Performance), Y (Student Character Education) are normally distributed.

### Linearity Test

The linearity test was intended to determine the relationship between the independent variable and the dependent variable. The linearity test shows whether the independent and dependent variables in this study can or cannot be analyzed. The basis for decision making is the value of sig. deviation from linearity  $> 0.05$ , there is a linear relationship between the independent and dependent variables and if the value of sig.  $< 0.05$ , there is no linear relationship between the independent variable and the dependent variable. Determining the results of the linearity test can also be done by looking at the F value as the basis for making decisions. For example, if the calculated F value  $< F$  table, there is a linear relationship between the independent variable and the dependent variable, and if the calculated F value  $> F$  table, there is no linear relationship between the independent variable and the dependent variable. The linearity test values between principal's leadership behavior and student character education and teachers' performance with student character education can be seen from table 4.2 and table 4.3 below:

**Table 2.** Linearity Test Results Between Principal Interpersonal Communication with Student Character Education

		ANOVA Table				
		Sum of Squares	Df	Mean Square	F	Sig.
Character Education Students *	Between Groups	271,04818,07 0.227	15		1,311	(Combined)
Interpersonal Communication Principal	Linearity	1.106	1	1.106	.080	.778
	Linearity Deviation from	269 942	14	19 282	1,399	.186
	Within Groups	771 827	56	13 783		
	Total	1042.875	71			

Based on the linearity test, Table 4.2 shows the value of sig. deviation from linearity is 0.186  $> 0.05$ ; thus, there is a relationship linear between the principal's interpersonal communication and student character education.

**Table 3.** Linearity Test Results Between Teacher Performance and Student Character Education

			ANOVA Table				
			Sum of		Mean		
			Squares	df	Square	F	Sig.
Character Education of Students *	Between Groups	(Combined )	138,502	10	13,850	.934	.509
Teacher Performance		Linearity	.915	1	.915	.062	.805
		Deviation from Linearity	137.587	9	15.287	1,031	.428
	Within Groups		904.373	61	14,826		
	Total		1042.875	71			

Based on Table 3, the value of sig. deviation from linearity is  $0.428 > 0.05$ ; thus, it can be concluded that there is a relationship between teacher performance and student character education.

#### Description of Data

Norm categorization was used to find out the description of the principal's interpersonal communication and the performance of high school teachers in Langsa. This categorization consists of three subject categories, namely quite good, good, and excellent. The normative table used for the subject category in this study can be seen in the following table.

**Table 4.** Norm for Research Respondents Category Norm

Formula for Category	Category
$X M - 1.0 SD$	Fairly Good
$M - 1.0 SD < X M + 1.0 SD$	Good
$M + 1.0 SD X$	Very Good

Guided by the norm compiled, the researcher categorized the score of each research respondent on the research variables. The criteria for the assessment reference are as follows.

**Table 5.** Reference Criteria for Research Respondents Category

Norm Formulas	Category
$X < 30$	Fairly Good
$30 < X < 60$	Good
$60 < X$	Very Good

The results of the categorization of the principal's interpersonal communication and teachers' performance were explained as follows.

**Interpersonal communication of high school principals in Langsa**

Results of categorization of high school principals' interpersonal communication in Langsa:

**Table 6.** Categorization of the principal's interpersonal communication

Schools	Average	Categories
SMA Negeri 1 Langsa	57	Good
SMA Negeri 2 Langsa	57.37	Good
SMA Negeri 3 Langsa	56.12	Good
SMA Negeri 4 Langsa	60.89	Very Good
SMA Negeri 5 Langsa	60.87	Very Good

Based on the table above, it is seen that three principals had good interpersonal communication. Those principals were from SMA Negeri 1 Langsa, SMA Negeri 2 Langsa, and SMA Negeri 3 Langsa while two principals have excellent interpersonal communication, namely, SMA Negeri 4 Langsa, and SMA Negeri 5 Langsa.

**Teachers' Performance in Langsa**

The results of the categorization of teachers' performance is displayed in Table 7:

**Table 7.** Categorization of Teachers' Performance Categorization in Langsa

Schools	Average	Categories
SMA Negeri 1 X	61.75	Very Good
SMA Negeri 2 X	57.87	Good
SMA Negeri 3 X	59.37	Good
SMA Negeri 4 X	62.12	Very Good
SMA Negeri 5 X	61.62	Very Good

From the table above, it is seen that teachers from three schools had an outstanding performance, namely teachers of SMA Negeri 1 X, SMA Negeri 4 X, and SMA Negeri 5 X, while teachers from two schools had a good performance, namely teachers of SMA Negeri 2 X, and teachers SMA Negeri 3 X.

**Hypothesis****Testing T-test (Partial Test)**

The t-test was conducted to show the influence of the independent variables (the principal's interpersonal communication and teachers' performance) individually in explaining the variation of the dependent variable (student character education). It has a significant effect if the calculated probability value is  $< 0.05$  (assigned significance). The results of the t-test (partial) is seen in the following table.

**Table 8.** Result of t-test (Partial Test)

Model	Coefficients <sup>a</sup>			T	Sig.
	Unstandardized	Standardized			
	Coefficients	Coefficients			
	B	Std. Error	Beta		
1	116,703	12,797	9,119		(Constant)
	.000				
	Interpersonal	.026	.123		.025
	Communication	7,202			
	Principal	.041			
	Teacher	6,167	.212	.021	.036
	Performance	.029			

a. Dependent Variable: Strengthening Student Character Education The

Hypotheses proposed were:

Ha1: There was a significant relationship between the principal's interpersonal communication on students' character education in Langsa.

The partial test results obtained the value of sig. for the variable X1 (Principal's interpersonal communication) was 0.041, which was smaller than 0.05 ( $0.041 < 0.05$ ), meaning that it had a positive and significant effect. Thus, there was a relationship between the principal's interpersonal communication on students' character education in Langsa.

Ha2: There was a significant relationship between teachers' performance on students' character education in Langsa.

The partial test results obtained the value of sig. for the variable X2 (Teacher Performance) was 0.029, which was smaller than 0.05 ( $0.029 < 0.05$ ), meaning that it had a positive and significant effect. Thus, there was a relationship between teachers' performance on students' character education in Langsa.

#### *F test (simultaneous test)*

The F test shows whether all the independent variables (interpersonal communication of the principal and teacher performance) included in the model have a joint influence on the dependent variable (student character education). The F test was utilized to analyze whether the hypothesis was accepted or rejected. The F value, namely the probability value, has a significant effect if the calculated probability value is  $< 0.05$  (significantly determined).

**Table 9.** Simultaneous Test Results

		ANOVA <sup>b</sup>				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1,528	2,	764	3,506	.010 <sup>a</sup>
	Residual	1041,347	69	15,092		
	Total	1042,875	71			

a. Predictors: (Constant), Principal interpersonal communication, teacher performance

b. Dependent Variable: Student Character Education

The hypotheses tested were as follows:

Ha2: There was a significant relationship between the principal's interpersonal communication and teachers' performance on students' character education in Langsa.

The results of the F test in the calculation obtained F count = 3.506 with p-value = 0.01 (a) < 0.05. Thus, the hypothesis was accepted, meaning that there was a jointly significant relationship between the principal's interpersonal communication and teachers' performance on the students' character education in Langsa.

### *The coefficient of determination (R<sup>2</sup>)*

The coefficient of determination (R<sup>2</sup>) measures how far the model can explain the dependent variable (character education students). The coefficient of determination in this study used the value of R Square. The results of the determination test are seen in Table 10.

**Table 10.** Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.768 <sup>a</sup>	.588	.576	3885

a. Predictors: (Constant), Teacher Performance, Principal Interpersonal Communication

In the table above, the R-value was 0.768, and the value was R Square 0.588. It means that 58.8% of the variation in the value of students' character education (Y) was influenced by the principal's interpersonal communication (X-1) and the teachers' performance (X2). At the same time, other variables influence the remaining 41.2%.

### *Research Discussion*

The results of this study found that 3 principals had good interpersonal communication, namely, SMA Negeri 1 Langsa, SMA Negeri 2 Langsa, and SMA Negeri 3 Langsa, and 2 principals had excellent interpersonal communication, namely, SMA Negeri 4 Langsa, and SMA Negeri 5 Langsa.

The results showed that teachers from three schools in Langsa had an outstanding performance, namely teachers at SMA Negeri 1 Langsa, SMA Negeri 4 Langsa, and SMA Negeri 5 Langsa, while teachers from two schools had good performance, namely, teachers at SMA Negeri 2 Langsa, and SMA Negeri 3 Langsa.

Based on the results of the linearity test, the value of sig. deviation from linearity was 0.184 > 0.05; thus, there was a linear relationship between principal's interpersonal communication and students' character education. Furthermore, it was also known that the value of sig. deviation from linearity was 0.426 > 0.05; thus, there was a linear relationship between teachers' performance and students' character education. (Marini et al., 2018)

From the partial test results obtained, there was a relationship between the principal's interpersonal communication and teachers' performance on students' character education in Langsa. Furthermore, the results of the simultaneous test found that there was a jointly significant relationship between the principal's interpersonal communication and the teachers' performance on the students' character education in Langsa, in which the variables X1 (principal's interpersonal communication) and X2 (teachers' performance) gave a contribution of 58.8% to Y variable (students' character education). (Yusuf et al., 2020)

The education program aims to strengthen character education at schools. It means to instill values of national character formation massively and effectively by implementing the central values

of the National Mental Revolution movement in the fields of religion, nationalism, independence, cooperation, and integrity. This movement focuses on learning, habituation, and civilizing so that national character education can change the behavior, way of thinking, and way of acting of all students for the better and with integrity. In practice, a strong personality strongly influences the principal's success. Therefore, the principal must develop a self-confident, courageous, passionate, generous personality, social sensitivity, and good character, where character education is now a national movement that started in 2010. (Qodriyah, 2021)

Through good interpersonal communication with teachers and other education personnel, education principals can develop activities to improve teaching-learning and activities as well as other activities that enable students to benefit more from their intellectual and emotional development.

The principal needs to know with certainty the content of the character education lessons taught by the teacher with the intention that if there are students who do not comply with applicable norms, the principal, through good interpersonal communication, can remind teachers about deviant students' actions behavior of the bad character. The role of the principal in maintaining the school atmosphere is not limited to students alone, but it is also necessary to pay attention to the behavior of teachers while in the school environment to advise teachers who are not conducive to the formation of student behavior. The principal must build interpersonal communication with students by advising on the teacher's character education. (Effendi et al., 2020)

In addition to the interpersonal communication of the principal, another thing that affects the character education of high school students in Langsa is the teacher's performance. Teachers become idols and are highly respected by students. Therefore every teacher takes advantage of the opportunity of the school environment as a place for fostering the character of students, to create a school atmosphere that supports the application of character because the character taught by the teacher in the classroom is the basis for good behavior. Noble, its application in schools is the teacher's task. Therefore, the teacher must present himself as a polite, authoritative person, maintains manners, is disciplined and pleasant, and morally avoids actions that demean his status as a teacher. (Jeynes, 2019)

#### 4. CONCLUSION

From the results of the study, the conclusions are as follows:

The results of this study found that 3 principals had good interpersonal communication; they were from SMA Negeri 1 Langsa, SMA Negeri 2 Langsa, and SMA Negeri 3 Langsa. Meanwhile, the remaining two principals had excellent interpersonal communication; they were from SMA Negeri 4 Langsa and SMA Negeri 5 Langsa. The results showed that teachers from three schools had an outstanding performance, namely the teachers of SMA Negeri 1 Langsa, SMA Negeri 4 Langsa, and SMA Negeri 5 Langsa, while two teachers had good performance, namely, teachers of SMA Negeri 2 Langsa, and teachers of SMA Negeri 3 Langsa.

Based on the results of the linearity test, there was a relationship between the principal's interpersonal communication and students' character education. Based on the results of the linearity test, there was a relationship between teachers' performance and students' character education.

The simultaneous test results obtained a jointly significant relationship between the principal's interpersonal communication and the teachers' performance on students' character education in high school in Langsa.

Constraints faced in character building are: 1) some students have high self-confidence low; 2) some students have low motivation in the learning process; 3) some students are passive in participating in class learning.

Thus, the principal is expected to create a school atmosphere that supports school life with noble and virtuous character. Every teacher can direct students to have a noble character, be polite through

examples and examples carried out by the teacher so that students can practice the attitudes expected by character education into every action.

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