

The Influences of Communication and Decision Making at Senior High School to Teacher's Performance in East Aceh Regional

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Abstract

This study aims to obtain an overview of the influence of communication and decision making on senior high school teacher's performance at East Aceh Regional. This research was survey research involving ten principals, 20 vice principals, 30 teachers, and 30 students. This study consisted of independent variables, i.e., communication (X1) and decision making (X2), and the dependent variable, i.e., teacher performance (Y). The results showed that communication and decision making significantly influenced teachers' performance. Therefore, the Schools in East Aceh Regional should maintain and improve the current effective communication and decision making to increase teachers' performance.

Keywords: Communication, Decision Making, Teacher's Performance.

Introduction

Communication is a process of interpreting information and people's attitudes and behavior in the forms of knowledge, conversation, gestures, and feelings so that one reacts to information, attitudes, and behavior based on his/her experience; communication aims to change one's behavior, build togetherness, and create a common understanding of a message (Zainal et al., 2014).

The communication process is divided into two stages: the primary communication, conveying one's thoughts or feelings to others using symbols, and the secondary communication, delivering messages by one to another using tool as a second medium, such as letters, telephones, newspapers, magazines, radio, television, films and others (Effendi, 2017).

A school is an organization consisting of the principal, teachers, and administrative staff and students. Besides, there are school committees, student guardians, and the community around the school; all parties should communicate to run their respective roles. Article 12, paragraph 1 of the Government Regulation No 28 of 1990, stated that "the principal is responsible for other educational staff, and the utilization and maintenance of facilities and infrastructure." As the leader in an organization, the principal plays a major role in decision making. Rahawarin and Arikunto (2015) found an influence of communication, organizational climate, and transformational leadership style of principals on high school teacher's performance.

A principal should be able to make good and sound decisions as the manager of an educational organization as decision making is a manager's responsibility. A manager can take a certain approach in decision making (Anwar, 2014).

A teacher is one of the most crucial components for the educational process to run. She/he is the main facilitator in the implementation of student learning. Teachers must develop and use their professional skills to improve their performance in carrying out their duties and roles. Performance is the outcome of an organization, both the profit-oriented and non-profit oriented organization, over a period of time. More firmly, Armstrong and Baron in Fahmi (2014) argued that performance is the outcome of work that has a strong relationship with the organization's strategic goals, customer satisfaction, and contributes to the economy.

The results of observations and interviews with several high school teachers in East Aceh regional found that communication was not well established, and the leadership style of school principals was still not in accordance with the indicators so that teacher performance in East Aceh was not optimal.

Based on the above background, the problem formulation in this study is How is the the influence of communication and decision making at senior high school teachers' performance in East Aceh Regency.

Literature Review

According to Mangkunegara (2015), communication is a process of transferring information, ideas, and understanding from one to another. It is expected the other person can interpret it accordingly; thus, communication is crucial in an organization, and every activity undertaken requires communication.

Decision making is the management's action in achieving goals, and the theory shows the main elements of decision-making: a decision-maker encountering certain problems that can be compared with one another with goals, values, or objectives that guide the decision-maker clearly and the levels are determined based on the importance (Murtiningsih & Lian, 2018). Communication and decision making can affect one's performance. This is in line with Habibie et al. (2017), who argued that communication, teamwork, and decision making influence the employee's performance. Besides, Purwanto (2011) also reported an effect of communication, motivation, and job satisfaction on employee performance.

The operational definition of communication is interpersonal communication or a face-to-face communication process between two or more people, where the sender can convey messages directly, and the recipients can receive and respond to the message directly (Zaini, 2016). The definition of interpersonal communication is operationally used as the indicators: 1) Openness, 2) Empathy, 3) Support, 4) Positive Sense, and 5) Similarity.

Fahmi (2016) argued that decision making is conducted in four stages: intelligence, a process of gathering information to identify problems. These operational definitions are used as sub-variables and indicators: 1) intelligence, 2) design, 3) choice, 4) implementation, 5) problem identification, 6) decision criteria, 7) decision weight, 8) developing alternatives, and 9) analyzing alternatives.

According to Supardi (2016), the conceptual definition of teacher performance is the ability and success of the teacher in conducting learning tasks as indicated by these indicators: 1) the ability to prepare lesson plans, 2) the ability to conduct learning, 3) the ability to make interpersonal relationships, 4) the ability conduct an assessment of learning outcomes, 5) the ability to conduct enrichment, and 6)

ability to conduct remedial. In this study, the teacher performance was measured through students' perceptions as students receive and understand lessons through the learning process in the classroom.

Research Method

Data were analyzed using a normality test, simple linear regression analysis, f-test), t-test, and determinant coefficient.

This research was conducted at public senior high schools in the East Aceh regional. This study focused on investigating communication, decision making, and its effects on teachers' performance. Data collection was conducted by administering questionnaires containing questions about communication, decision making, and their influence on teachers' performance.

The population in this study were the principals, the vice-principals, teachers and students in public senior high school in East Aceh Regional. The sampling technique used was cluster sampling by selecting ten schools in the eastern region. The samples were 30 school principals and vice-principals, 30 teachers, and 30 senior high school students in East Aceh Regional.

The variables in this study consisted of the independent variables: communication (X1) and decision making (X2), and the dependent variable: teacher performance (Y). Data collection was conducted using questionnaires and interviews.

Results and Discussion

Validity test

Table 1. The results of the validity test

Variable/indicator	r	Condition	Decision
Communication (X1)	0.60	Nilai r > 0.113	Valid
Decision Making (X2)	0.43	Nilai r > 0.113	Valid
Teacher Performance (Y)	0.66	Nilai r > 0.113	Valid

Table 1 shows that the instruments developed were valid ($r > 0.113$ for the three variables), so the instruments were suitable for further analysis.

Reliability Test

Table 2. The results of the reliability test

Variable/indicator	Alpha	Decision
Communication (X1)	0.82	Reliable
Decision Making (X2)	0.68	Reliable
Teacher Performance (Y)	0.70	Reliable

The reliability test results in Table 2 show that the Cronbach alphas of the independent variables: communication (X1) and decision making (X2), and the dependent variable: teacher performance (Y), were above 0.6, indicating that all variables were reliable and can be used for subsequent analysis.

Table 3. Simultaneous test results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	254.440	2	127.220	4.161	.027 ^b
1 Residual	825.427	27	30.571		
Total	1079.867	29			

The results of simultaneous testing in Table 3 show that the F is 4.161 ($p=0.027$), indicating a significant result. So, it can be concluded that H_0 was rejected, and H_1 was accepted. It can be concluded that both communication and decision making had significant effects on teachers' performance.

Table 4. t-test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	(Constant)	124.581	16.845		
1 Communication	-.367	.139	-.454	-2.645	.013
Decision making	-.122	.201	-.104	-.606	.045

Table 4 shows t-test results for the communication variable ($t=-2.645$; $p=0.013$), indicating a significant result. Hence, it can be concluded that H_0 was rejected, and H_1 was accepted. This means that the communication variable partially has a significant influence on senior high school teacher performance at East Aceh Regional.

Similarly, decision making influenced the teacher performance, indicated by the t-test results ($t=-0.606$; $p=0.045$), indicating a significant result. Thus, it can be concluded that H_0 was rejected, and H_1 was accepted. This means that the variable decision making partially has a significant effect on senior high school teacher performance at East Aceh Regional. These results can also be illustrated in Figure 1.

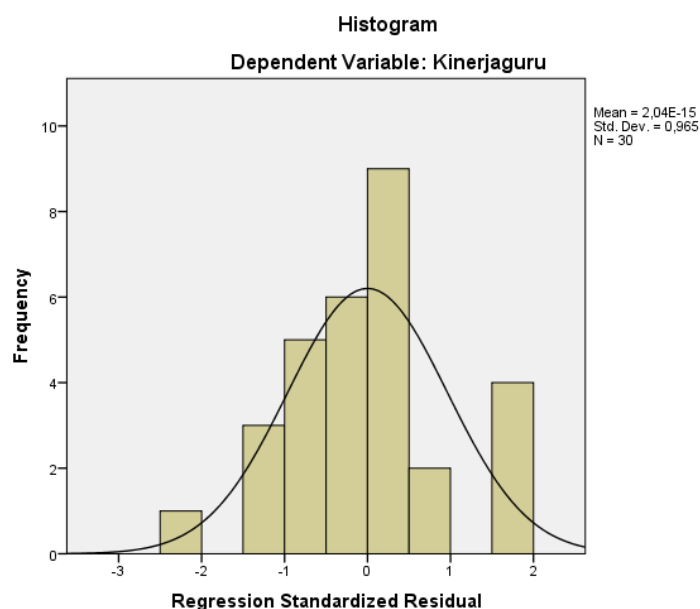


Figure 1. The histogram of the influence of communication and decision-making on teacher performance

Conclusions

There is a significant influence of communication and decision making on senior high school teachers' performance at East Aceh Regional. Therefore, the schools should maintain and improve effective communication and decision making to enhance teachers' performance.

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