THE IMPACT OF INTERPERSONAL COMMUNICATION AND ACADEMIC SUPERVISION ON ENHANCING TEACHER PERFORMANCE

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Abstract
Teacher performance is important to ensuring the quality of education. Therefore, it is necessary to know the factors that influence teacher performance. This research aims to investigate how teachers perform by examining interpersonal communication and academic supervision of school principals on teacher performance. The sample study is junior high school teachers in Bukit Batu District, totaling 61 people, and all of them were used as samples. Data was obtained using questionnaires, interviews, and observation. Using multiple linear regression for the analysis method the result reveals interpersonal communication and academic supervision have simultaneously been proven to have a significant effect on teacher performance, noteless that interpersonal communication between teachers and principals is going well but is not yet optimal. Interpersonal relationships between colleagues, teachers, and principals can help them cope with their work experiences and reduce the possibility of burnout, and it will have a good impact on achievement and performance

Keywords: *Teacher Performance; Interpersonal Communication, Supervision School Principal*

1. INTRODUCTION

Teacher performance is a component of human resources that must be given guidance and development so that they can carry out their functions professionally so that they can prepare the best generation. (Supardi, 2014). Teacher performance determines the quality of educational outcomes because teachers are the parties who most often have direct contact with students in the education/learning process at school educational institutions. Based on Minister of National Education Regulation number 16/2007 concerning Academic Qualification Standards and Teacher Competitions, it is explained that teacher competency standards are developed in their entirety from four main competencies, namely pedagogical competency, personality competency, social competency and professional competency. These four competencies are integrated into teacher performance.

The results of the Teacher Competency Examination (UKG) in 2023, especially in Bengkalis Regency, show that with an average score of 62.58%, the combination of pedagogical and professional abilities is ranked 53rd out of 121 existing regions, lagging behind compared to West Sumatra Province. Even West Sumatra, as the region that has the highest UKG score, is only 69.12, this does not reach 70. If we look at each ability, Bengkalis Regency gets an average score for pedagogical competence of 56.74% while it is 65.09%. for professional competence (Kemendikbud, 2020).

Establishing good communication between school principals and teachers is quite important to build well, because we are all social creatures. Improving teacher performance in accordance with the ISO 9001:2008 Quality Management System can be done through interpersonal communication. Communication that occurs in schools, especially between principals, teachers and staff, if carried out well and intensively, will influence teachers' attitudes in carrying out their daily duties, which will lead to increased performance at school.

On the other hand, if the communication process that occurs at school is not good, it can give rise to an authoritarian attitude. School principals actually have various competencies and abilities such as controlling, leading, evaluating, providing guarantees, and directing teachers so that the tasks they carry out are appropriate as teachers, namely educating and nurturing students so that they become better individuals. However, it cannot be denied that the communication between principals and teachers does not always run smoothly, sometimes problems or conflicts can cause the collapse of harmonious personal relationships. However, in reality, there are still many school principals who are not able to implement interpersonal communication with teachers optimally. Communication between the principal and teachers is only formal and official. The relationship between school principals is really like that of superior and subordinate, like boss and employee, therefore quite a few teachers have difficulty expressing the problems they face when teaching in class. In the end, the teacher came to school just to discharge his obligations as an educator. (Suha, 2021) The principal as the leader did not show good communication behavior with the teachers at the school. The principal's communication behavior with teachers does not function as a command value, disseminating information or news, providing advice, and evaluating teachers' performance. (Reza, 2023).

This is reinforced by research conducted by Hakim & Mukhtar (2018) discussing the effectiveness of school principals in communicating performance regarding 27 school principals who communicated with teachers. The overall results of this research show a low to moderate level of communication skills from both principals and teachers. Such communication behavior should not occur in school principals to improve teacher performance in schools. Of course, this is due to errors in conversation and communication management between the two. This will hinder good cooperation patterns between the two and reduce existing performance. A phenomenon that often occurs in the field is that communication is established or relationships are formed only on a bureaucratic basis, on administrative assignments, or when problems occur in the classroom so that it does not encourage the creation of a culture of professionalism and natural good relationships among teachers.

In Minister of Education and Culture Regulation no. 15 of 2018 concerning Secondary Education emphasizes that at the secondary education level, apart from supervision, the principal also has the task as a supervisor to carry out direct observations in class and monitor teacher activities in class during the teaching process. Coordination between supervisors and school principals in providing guidance to teachers has not occurred effectively. In reality, both the supervisory board and the school principal have not been able to carry out supervision comprehensively, and are even ineffective so that supervision lacks direction from the supervisor.

Based on literature studies that have been carried out, the implementation of academic supervision that is carried out tends to be in the form of orders only so that supervision carried out by supervisors or school principals cannot help them solve the problems they face when carrying out their duties, but rather looks for weaknesses and mistakes, not looking for solutions to problems. (Suyeti, 2020) Apart from that, the difference in educational background and the subjects taught by the principal and the teachers being supervised is an obstacle in creating effective academic supervision and the solutions offered regarding strategies and learning methods are not on target.

Based on the results of previous studies, supervision is carried out on a scheduled and regular basis by the school principal for teachers, so that there is harmony in its implementation. However, on the other hand, the implementation of supervision still varies, for example, it is not scheduled, and they do not understand the meaning of supervision, principles, and techniques for implementing supervision, thus the results achieved from this activity are not appropriate to the targets and objectives to be achieved. In the end, it can cause the learning

atmosphere to be less effective and the collaboration between the principal and teachers to be less harmonious. If conditions like this occur, efforts to improve the quality of education, which is characterized by improving the performance of teachers in the school, will not be achieved as expected. (Rostiana et al, 2020).

Interpersonal communication and supervision skills can be synergized, they will have a positive impact on teacher performance. The principal not only provides direction and supervision to teachers, but he is also able to communicate and be accepted by teachers who have good interpersonal communication about important matters to create a conducive and dynamic work atmosphere (Vinal, 2020). Interpersonal relationships between colleagues, teachers, and principals can help them cope with their work experiences and reduce the possibility of burnout. This will have a good impact on achievement and performance. In turn, such an atmosphere will be able to encourage enthusiasm for work. Providing academic supervision for teachers will increase teacher abilities and competence. Based on the discussion and previous studies above, the purpose of this study is to examine and analyze the partial and simultaneous effect of interpersonal communication and academic supervision on teacher performance

2. LITERATURE REVIEW
Teacher Performance

Teacher performance is an activity in carrying out everything related to learning activities including the learning process as well as school administration activities in the form of quality and quantity of work results achieved by teachers in carrying out their duties in accordance with the responsibilities given. The Ministry of National Education (2004) states that teacher performance is the teacher's ability to demonstrate various skills and competencies possessed in their duties and world of work. Teachers must have professionalism to offer quality education, knowing the competencies that have been previously determined and the competencies that they have. Professional competence is an individual's ability and is manifested in the mastery of knowledge, skills and abilities to carry out certain activities effectively related to the profession.

An effective school atmosphere where teachers continue their professional development, are engaged in the school's vision, and where teachers move toward excellence inside and outside of school can help children achieve their goals. In this sense, it is suggested that there is a strong relationship between school effectiveness and teacher performance. (Özgenel, 2019) Teacher performance is the main and first issue in educational reform and school development. Therefore, teacher performance is a key element in the success of school effectiveness and is very important. Performance is a numerical or non-numerical result resulting from predetermined goals (Sahabuddin, 2017). Performance evaluation is a management system prepared by superiors/superiors. Indicators for assessing teacher performance, namely: 1) planning learning activity programs, 2) implementing learning activities and 3) evaluating/assessing learning.

The explanation of teacher performance indicators (Usman, 2013) explains the ability to plan and prepare for teaching, including preparing programs, learning media, and teaching aids. What is included in carrying out the learning process includes: opening the lesson, delivering the material and closing the lesson. Meanwhile, activities to carry out evaluations or assessments in learning include carrying out tests, processing assessment results, and implementing teaching improvement and enrichment programs. Thus, we can conclude that the determining factors of a teacher's performance can be seen from internal and external, where these two things synchronize with each other in influencing the quality of a teacher's performance.

Teacher performance explained by Indra et al. (2024) can be seen from their abilities in: a. Planning teaching and learning which includes: 1) Formulating specific instructional objectives 2) Outlining descriptions of lesson units 3) Designing the teaching and learning activities that will be undertaken 4) Selecting various media and learning resources 5) Developing instruments to assess mastery of the objectives that have been set. b. Implement and lead the teaching and learning process. c. Assessing the progress of the teaching and learning process d. Utilize the results of learning progress assessments and other information about students to improve teaching and learning programs.

Interpersonal Communication

Engkoswara (2010) explains that communication is basically the process of conveying messages. Kartono (2014) defines communication as the ability of individuals or groups to convey feelings, thoughts and desires to individuals or groups. Effective communication is a learned skill; although some people are born more extroverts, all can improve their abilities and become more effective communicators. (De Vito, 2016). According to Suharsono (2013) interpersonal communication is a communication process carried out by one or more people directly or indirectly. Meanwhile, Mulyana (2010) explains that interpersonal communication is communication between two people, such as husband and wife, intimate peers, close friends, teachers and students, and so on. Based on the opinions of the experts above, it can be interpreted that interpersonal communication is a personal conversation between one another in depth to build a relationship of trust and cooperation between the two to achieve mutual goals and benefits, whether done face to face or just by voice. Quality interpersonal communication will involve people listening to each other with full attention and empathy (Jatiningrum et al. 2024) Communicators must be able to express their emotions deeply when starting a conversation that is meaningful for the sender and recipient. Individuals must be able to communicate confidently, showing that they know the things being communicated and accept themselves and be themselves. (Ardianto & Soleh, 2015). A person's interpersonal communication will be effective when the individual has knowledge about self-disclosure, skills in acting, and dynamics in relationships (Floyd, 2012). Interpersonal communication will be effective if the atmosphere is equal.

There are several indicators of effective communication from good interpersonal relationships, according to Sutrisno, et al. (2023), namely: 1) understanding, understanding the message conveyed, 2) pleasure, namely if the communication process is successful in a mutually comfortable atmosphere. In fact, the purpose of communication is not only to send messages, but also to make each other comfortable to improve relationships. 3) Influence on attitudes, actions influencing other people when messages are conveyed are part of communication in everyday life. 4) Improved relationships, that in an effective communication process the quality of interpersonal relationships will improve. 5) Action, both parties communicating take action in accordance with the message communicated.

Listening skills are also important in interpersonal interactions with other people. In interpersonal communication, listening effectively influences the process of sending and receiving messages between two parties. To be a good listener, we must let others finish their words before interrupting by asking questions or providing ideas, not arguing in thought when others continue to talk, not interrupting when others give their ideas, asking questions when we do not understand the ideas being conveyed. , and always pay attention when others are speaking to ensure they understand all messages. (Ibrahim et al., 2017).

Academic Supervision

Neagley and Evans (1980) define that academic supervision is all services for teachers which ultimately result in improving teaching and learning in the curriculum, which focuses on teachers and support services for improving teaching, successful student learning and curriculum development. This supervision is carried out by school supervisors and principals who fulfill this role by providing direction, checking compliance with prescribed teaching techniques, and evaluating instructional effectiveness. (Burton, 1922). Principals as supervisors need different traits in their personality such as self-confidence, empathy and sensitivity, enthusiasm, originality, sense of humor, sense of relative values, sincerity, firmness, clarity of vision, good judgment, intelligence, communication skills, professional competence, understanding of human psychology, commitment and selflessness, impressive personality, intuitive ability, better listening ability, trustworthiness, decisiveness, leading innovation. (Malik, 2011)

The principal has the task of acting as a supervisor, namely reviewing the work carried out by teachers and staff. One of the main parts of supervision is supervising teachers in carrying out learning activities or usually called academic supervision. This is in line with the Minister of National Education Regulation (Permendiknas) No. 13 of 2007 concerning School Principal standards states that one of the duties or competencies possessed by school principals is supervision. Robert Goldhammer (1969) proposed five indicators in the stages of clinical supervision: (1) pre-observation conference between the supervisor and teacher regarding the elements of the lesson to be observed; (2) classroom observation; (3) supervisor analysis of observation notes, and planning post-observation conferences; (4) post-observation conferences between supervisors and teachers; and (5) supervisor analysis of the post-observation conference. For many practitioners, these stages boil down to three: pre-observation conference, observation, and post-observation conference. The aim of supervision is to help teachers improve their abilities to become professional teachers in carrying out teaching. Based on the stated objectives of academic supervision, we can understand that the implementation of academic supervision includes three main tasks of teachers in carrying out learning, namely planning learning, implementing learning, and evaluating learning outcomes. (Arikunto, 2016)

The hypothesis in this research is;
H1: It is suspected that interpersonal communication partially has a significant effect on teacher performance.
H2: It is suspected that academic supervision partially has a significant effect on teacher performance.
H3: It is suspected that interpersonal communication and academic supervision simultaneously have a significant effect on teacher performance
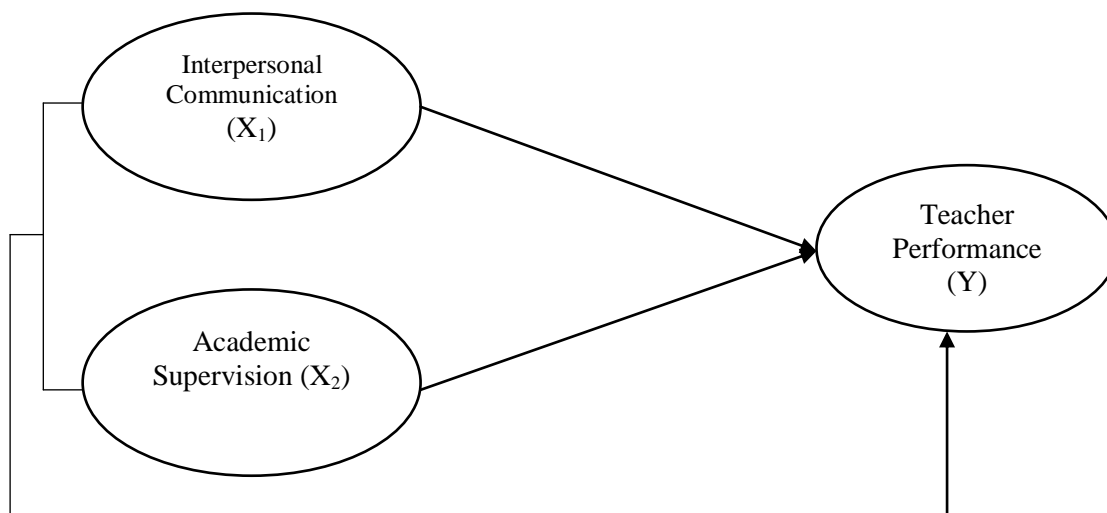
This research model can be seen in the picture below:

Figure 1: Research Model

3. RESEARCH METHOD

The operational definitions of this research variable can be seen in Table 1;

Table 1. Operational Definition of Research Variables

No	Variable	Dimensions	Indicator	Scale
1	Interpersonal communication (X_1) is an ongoing interaction that occurs between interconnected people. Interpersonal communication includes two or more people in depth. Interpersonal communication is often extended to include a family	Openness in Communication	a. Convey ideas honestly b. Receive information and input	Ordinal
		Empathy	a. Show attention to others b. Take care of other people's feelings c. Solving problems	
		Support	Fostering cooperation	
		Positive Attitude in Communication	a. Think positively about other people b. Respect others	
		Equality in Communication	a. Two-way communication b. The communication atmosphere is friendly and comfortable	
2	Academic Supervision (X_2) are all services for teachers that ultimately result in improvement, teaching, learning in a teacher-focused curriculum and support services for improving teaching, successful student learning and curriculum development	Academic supervision planning	a. Academic supervision program planning b. Academic supervision instrument c. Academic supervision schedule	Ordinal
		Implementation of Academic Supervision	a. Application of academic supervision principles b. Academic supervision approach c. Academic supervision techniques	
		Follow-up on Supervision Results	a. Coaching b. Academic supervision results	
3	Teacher Performance (Y) is carrying out everything related to	Learning Planning	a. Syllabus Development b. Learning Implementation Plan (RPP)	Ordinal
		Implementation of	a. Classroom Management	

| learning activities including the learning process and school administration activities in the form of quality and quantity of work results achieved by teachers in carrying out their duties in accordance with the responsibilities given | Learning | b. Use of media and learning resources c. Use of Learning Methods | |
| | Learning Assessment | a. Evaluation model b. Evaluation tools c. Processing evaluation results | |

Analysis Method

Researchers used a quantitative approach with survey methods. The analytical approach used is descriptive and explanatory. This research was conducted at a Junior High School in Bukit Baru District, Kampar Regency, consisting of Junior High School1 Bukit Batu, SMP Negeri Bukit Batu, SMP Negeri 3 Bukit Batu, and SMP Negeri 4 Bukit Batu. This research was carried out for 6 (six) months. The data used in this research are primary data and secondary data. Data was obtained using interview methods, questionnaires, observations and research files. The population of this study was all teachers in Junior High School in Bukit Batu District, totaling 61 teachers, and the entire population was used as a sample. Hypothesis testing is carried out using simultaneous tests (F-test) and partial tests (t-test), which are obtained through multiple linear regression analysis models, with the following equation:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

Information :
Y   = Teacher Performance
X_1 = Interpersonal Communication
X_2 = Supervision
α   = Constant
β_1, β_2 = Regression Coefficients
ϵ = Error Term or Disturbing Factor

However, before testing the hypothesis, several tests are first carried out, namely validity and reliability testing, classical assumption testing consisting of normality tests, multicollinearity tests, and heteroscedasticity tests. After this analysis stage, hypothesis testing is then carried out where testing is carried out at an alpha of 5%.

4. RESEARCH RESULTS AND DISCUSSION

Based on the results of data processing, it is known that the significance value for each statement item has a value lower than alpha (α=0.05), so it can be said that all instruments or items used to measure teacher performance, interpersonal communication and academic supervision are declared valid because the value The significance of the calculated r is lower than alpha. Therefore, it can be concluded that the teacher performance variable in this study was measured by sixteen valid statements. Furthermore, the results of reliability testing are as in Table 2 below:

Table 2: Results of Research Instrument Reliability Testing

| No	Variable	Number of Items		Cronbach's Alpha	Cut-Off
		Valid	**Invalid**		
1	Teacher Performance	16	0	0.693	0.500
2	Interpersonal Communication	20	0	0.773	0.500
3	Supervision	14	2	0.705	0.500

Source: Data Processing Results

From the results of data processing, it is known that the teacher performance variables consisting of sixteen and the sixteen statements are said to be reliable or reliable in determining teacher performance variables. The interpersonal communication variable which has twenty valid statements, and all of them are declared reliable, as well as the academic supervision variable which consists of fourteen and the fourteen instruments of the academic supervision variable are reliable or reliable in determining this variable. Then the test is carried out using the classical assumption test and the results of the classical assumption test are;

a. Normality Test Results

Normality testing in this study used the normal curve P-P Plot of Regression Standardized Residual and the results of data processing can be seen in Figure 2

Figure 2: Normality Test Results
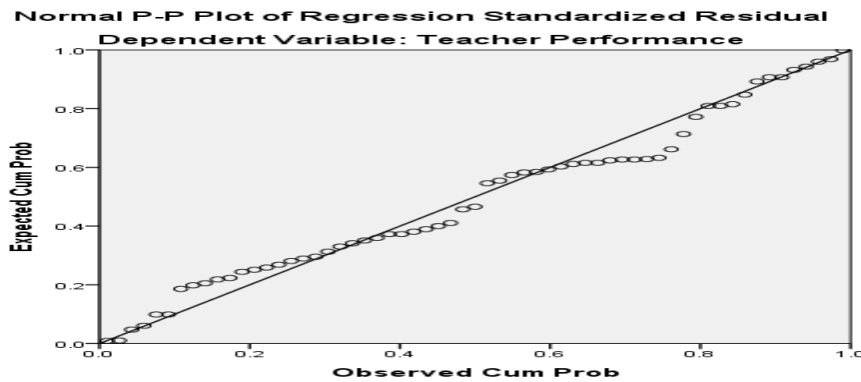
Source: Data Processing Results

From Figure 2 it can be seen that the data or residual values from the regression equation spread along the diagonal line. These results explain that in the multiple linear regression equation which will be used as a tool for analysis and hypothesis testing, the model is said to be feasible because it meets the first classical assumption, namely that the residual values are normally distributed.

b. Results of Mutlicollinearity Testing

The results of multicollinearity testing in this study can be seen in Table 3

Table 3: Multicollinearity Test Results

| No	Variabel	Tolerance	Variance Inflation Factor (VIF)
1	Interpersonal Communication	0.917	1.027
2	Supervision	0.917	1.027

Source: Data Processing Results

From Table 3 you can see the results of classical assumption testing for the multicollinearity test. The results of data processing show a VIF value below 10, so it can be said that the multiple linear regression model that will be used as a hypothesis testing tool is feasible. Thus, the classic assumption which states that in a multiple linear regression model there cannot be a perfect relationship between independent variables has been fulfilled

c. Heteroscedasticity Test Results
The results of the heteroscedasticity test are as in Figure 3
Figure 3: Heteroscedasticity Test Results
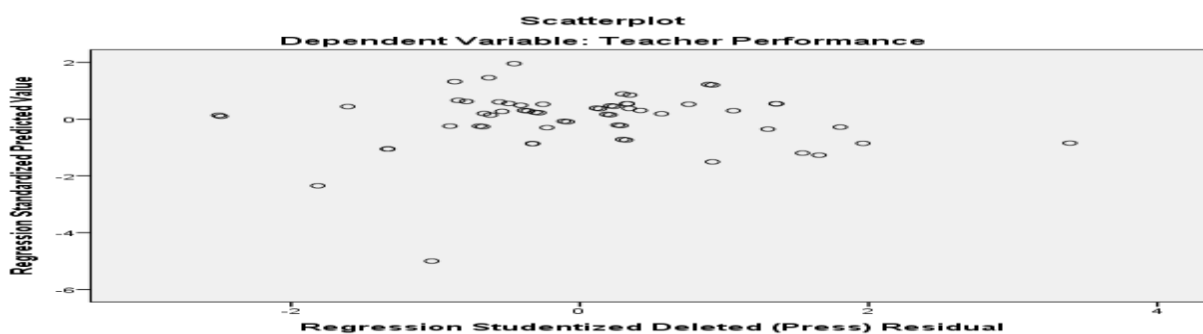
Source: Data Processing Results

From Figure 3, it can be seen that the data spreads randomly and does not form a particular pattern in the scutterplot curve and the data spreads above and below zero. These results explain that in the model there are no cases of heteroscedasticity, so the model is declared suitable as an analytical tool in hypothesis testing. Then in table 4 you can see a summary of the results of multiple linear regression;

Table 4: Multiple Linear Regression Results

No	Variable	Regression Coefficients	t-test	Sig	Alpha
1	Constant	13.075	-	-	-
2	Interpersonal Communication	0.734	4.449	0.000	0.000
3	Supervision	0.431	3.476	0.004	0.000
F Test = 46.564 Sig= 0.000		R = 0.785		$R^2 = 0.616$	

Source: Data Processing Results

Based on the results of data processing in Table 4, it can be seen that the calculated t value for the interpersonal communication variable with teacher performance is 4,449 with a t calculated significance value of 0.000. Thus it can be seen that the calculated t significance value is lower than alpha, namely 0.000<0.05. Thus, the first hypothesis in this study is accepted at a 95% confidence level. This means that interpersonal communication is indeed a determining factor in whether the performance of teachers in Junior High School in Bukit Batu District, Bengkalis Regency is good or not.

Based on the results of the statistical analysis previously described, the interpersonal communication possessed by the principal is proven to have a significant influence on teacher performance as indicated by the results of the t-test. According to Mulyana (2016), interpersonal communication is communication between two people, such as husband and wife, close friends, close friends, school principal and teacher, teacher and student,   and so on. Effendy (2013) also stated that essentially interpersonal communication is communication between the sender of the message and the communicant. This communication is considered the most effective in trying to change the attitudes, actions, opinions or behavior of other people, because it is in the form of dialogue.

Quality interpersonal communication will involve people listening to each other with full attention and empathy. Communicators must be able to express their emotions deeply when starting a conversation that is meaningful for the sender and recipient. Individuals must be able to communicate confidently, showing that they know the things being communicated and accept themselves and be themselves. The arguments regarding several theories and research

results above are strengthened by the results of research conducted by Maryadi Syarif, namely (2018). Teacher performance is influenced by several external factors, one of which is the principal's communication skills.

The arguments regarding several theories and research results above are strengthened by the results of research conducted by Maryadi Syarif. Teacher performance is influenced by several external factors, one of which is the principal's communication skills. Interpersonal relationships between colleagues, teachers, and principals can help them cope with their work experiences and reduce the possibility of burnout. This will have a good impact on achievement and performance. (Fernet, 2010) In turn, such an atmosphere will be able to encourage enthusiasm for work. However, in its implementation, the interpersonal communication that exists in Public Middle Schools in Bukit Batu District, Bengkalis Regency has gone well and is harmonious. Communication that occurs in schools, especially between principals, teachers and staff, if carried out well and intensively, will influence teachers' attitudes in carrying out daily tasks, which leads to increased teacher performance in schools. On the other hand, if the communication process that occurs at school is not good, it can lead to an authoritarian attitude. Especially when there is a prolonged difference of opinion between the principal and the teacher. If this happens, it can have an impact on the teacher's performance being less than optimal. The calculated t value for the supervision variable with teacher performance is 3.476 with a calculated t significance value of 0.004. Thus it can be seen that the calculated t significance value is lower than alpha, namely 0.004 <0.05. Thus the second hypothesis in this study is accepted at a 95% confidence level. This means that academic supervision is indeed a determining factor in whether the performance of teachers in Junior High School in Bukit Batu District, Bengkalis Regency is good or not.

The results of this research prove that there is a significant influence of academic supervision variables on the performance of Junior High School teachers in Bukit Batu District, Bengkalis Regency. These results provide meaning that if it is assumed that academic supervision is carried out better then teacher performance will increase assuming interpersonal communication does not change and vice versa. According to Nawawi (2013), factors that influence performance will create quality and effective work methods in increasing work productivity. Making planning and teaching preparation, namely the teacher's planning regarding activities that students must carry out during the learning process (Saud, 2010). According to Usman (2013), teacher performance indicators are (a) the ability to create and prepare all learning plans, (b). complaints about the low quality and performance of teachers are very clear in our environment, mastering the conditions and learning processes, (c) carrying out evaluation or assessment. This indicator is closely related to activities in the implementation of academic supervision.

Next, hypothesis testing was carried out simultaneously using the F test. The results of data processing obtained an F count of 46,564 with a significant F count value of 0.000. Thus, the significance of the calculated F is lower than alpha, namely 0.000<0.05, so it can be said that the third hypothesis in this study is accepted at a 95% confidence level. This means that it is true that simultaneously or at the same time, interpersonal communication and academic supervision variables have a significant influence on the performance of teachers in Junior High Schoolin Bukit Batu District, Bengkalis Regency.

The results of this research prove that simultaneously there is a significant influence of interpersonal communication variables and academic supervision on teacher performance in Junior High Schoolin Bukit Batu District, Bengkalis Regency. This is characterized by several existing problems related to communication and academic supervision, namely, a lack of harmony and openness in the communication process between school principals and teachers, especially in policy decisions. Lack of attention and appreciation as well as implementation of

the solutions the teacher provides. There is a lack of coordination and reciprocal communication patterns between school principals and teachers. The quality of teacher performance in implementing learning is still low. The implementation of academic supervision by school principals is still not in accordance with the existing stages. The implementation of academic supervision has not been able to improve teachers' professional abilities. The implementation of supervision is no more than just officers carrying out routine administrative and assessment functions.

5. CONCLUSION

The conclusion of this research is for the performance of Junior High School teachers in Bukit Batu District, Bengkalis Regency, in general, teacher performance is stated to be good but still not optimal. Especially for interpersonal communication between school principals and teachers in Junior High Schools in Bukit Batu District, Bengkalis Regency, which has gone well but is still not optimal. According to the statistics partial test, the findings show that interpersonal communication has been proven to have a significant effect on teacher performance in Junior High School in Bukit Batu District, Kampar Regency. Academic supervision has been proven to have a significant effect on teacher performance in Junior High Schools in Bukit Batu District, Kampar Regency. Another result reveals that simultaneous tests of interpersonal communication and academic supervision have been proven to have a significant effect on teacher performance in Junior High Schools throughout Bukit Batu District, Kampar Regency.

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