

**ANALYSIS OF FACTORS AFFECTING INCREASING TEACHER
PERFORMANCE THROUGH MANAGEMENT PRINCIPAL COMMUNICATIONS**

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Received: 2-02-2024; Revised: 28-03-2024; Accepted: 1-04-2024

Abstract: Education plays a central role in the development of a nation, and high-quality education is expected to produce future generations capable of competing on the international stage. Improving the quality of education in Indonesia involves supportive factors, where the role of the school principal as a leader and teachers as educators is crucial. Enhancing the performance of teachers, as a key element in the educational process, requires effective communication management between the school principal and teachers. This research aims to analyze and elucidate the factors influencing teacher performance and how the communication management of the school principal plays a crucial role in improving teacher performance. The research methodology employed is normative through literature review. The data analysis techniques used are descriptive and argumentative. Based on the research, it is found that factors affecting teacher performance involve effectiveness and efficiency, authority and responsibility, discipline, initiative, skills and expertise, knowledge, work design, personality, motivation, leadership, leadership style, organizational culture, job satisfaction, and working environment. Furthermore, the role of communication management by the school principal in enhancing teacher performance is essential. The school principal, as a leader, must be able to create a positive work environment, support the professional growth of teachers, and encourage better performance. Open, clear, and sustainable communication is the key to establishing a harmonious working relationship in the educational environment.

Keywords: *Teacher Performance, Communication Management*

How to Cite: Samiyah (2024). *Analysis Of Factors Affecting Increasing Teacher Performance Through Management Principal Communications As A Review Of Islamic Education (Progresif)*, Vol 12 No (Issue)

INTRODUCTION

Education is an important thing in the development of a country. It is hoped that quality education can produce the next generation who have the ability to compete at the international level. The efforts made to improve the quality of education in Indonesia are the result of empowering factors that support educational success which continue to develop and are sustainable. To ensure optimal quality of education is achieved, the role of the principal as an educational leader in each school has a very important role. Apart from that, to produce generations with insight and character, the role of teachers is needed to supervise and guide students while at school. Therefore, the first step to giving birth to an intelligent generation of the nation is what is needed is how to improve the performance of teaching staff. One aspect that can help improve teacher performance as teaching staff is effective communication management between school principals and educators (Sanusi et al., 2024).

Improving teacher performance does not only depend on the individual competence of each teacher, but also involves other factors that have quite a high impact. In this research, analysis of the factors that influence improving teacher performance through school principal communication management is an important research to carry out. A deep understanding of the dynamics of communication in the school environment can contribute to the effectiveness of teaching and learning (Zukin & Firdaus, 2019).

This research aims to identify critical factors that influence improving teacher performance, with a focus on the role of school principals in building and maintaining effective communication. Thus, it is hoped that this analysis can provide in-depth insights and answers about how school principals' communication management can be a catalyst for improving the quality of education at the school level through research entitled "Analysis of Factors that Influence Teacher Performance Improvement through School Principals' Communication Management".

METHOD

Judging from the type of research, this research is included in the category of normative legal research. According to Peter Mahmud Marzuki, normative legal research is a process of finding legal rules, legal principles and legal doctrines to answer the legal issues faced.² This research is called normative research because it is carried out by examining library materials. The author used this type of research because the materials obtained by the author to study this research were through *library research*, namely literature study through journals, books and reading materials found on the internet.

Then this type of research can be classified as descriptive research because this type of research aims to provide an overview of the phenomenon being studied, which in this discussion focuses on the factors that influence increasing teacher performance through communication management carried out by the school principal.

The collection of legal materials for this research was carried out through literature study (*library research*) is a data collection technique by conducting a review study of books, literature, notes and reports related to the problem being faced. The material that has been collected will be analyzed qualitatively. This approach involves analysis that does not use numbers, but focuses more on providing an overview or description in words of the findings found.

RESULTS AND DISCUSSION

Factors that Influence Teacher Performance Improvement

Wahyudi (2012) explains that teacher performance is the result of real work in terms of quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him which includes preparing learning programs, implementing learning, implementing evaluations and evaluating evaluations. Meanwhile, according to Abbas (2017), teacher performance is basically more focused on the behavior of an educator in his work and the effectiveness of education in carrying out duties and responsibilities which can influence students towards the desired goals (Hamed & Alehirish, n.d.).

Based on this understanding, it can be concluded that teacher performance can be interpreted as the teacher's ability to carry out their duties and responsibilities effectively, efficiently and professionally in the context of the educational process. This covers various aspects, including teaching ability, class management ability, interaction with students, assessment, and contribution to curriculum development and the school environment. Teacher performance is not only measured from academic aspects, but also involves social and emotional dimensions. A well-performing teacher is not only able to convey lesson material clearly, but can also motivate and understand students' individual needs, create a positive learning environment, and contribute to the improvement of the education system as a whole (Fitri & Bondowoso, 2024).

According to Prawirosentono (2018), he put forward the following factors that influence teacher performance: a. Effectiveness and efficiency, the effectiveness of a measure shown by the fact that the person's goals can be achieved in accordance with planned needs. Efficiency relates to the amount spent in an effort to achieve goals; b. Authority and responsibility (Authority and Responsibility) Authority (authority) is the nature of a communication or order in a formal organizational activity that is owned (accepted) by an organizational participant to members of another organization to carry out an activity in accordance with their contribution (contribution of energy). . The order states what can be done and what cannot be done in the organization concerned. Authority can also be interpreted as the authority that a person has to order other people to carry out the tasks assigned to each person. In this case, for example, the teacher gives assignments/activities to his students. Meanwhile, responsibility is an inseparable part or as a result of the leadership authority; 1. Discipline: In general, discipline means obeying applicable laws and regulations. Meanwhile, teacher discipline is the teacher's obedience to respecting the work agreement under which he works. This includes time discipline and work discipline; 2. Initiative (Initiative) Initiative in this case is related to thinking power and creativity in the form of ideas to plan something related to organizational goals (Zukin & Firdaus, 2019).

Meanwhile, according to Kasmir (2016: 189-193) the factors that influence performance, both results and work behavior, are as follows (Bondowoso et al., 2022): 1. Ability and expertise are the abilities or skills that a person has in carrying out a job. The more abilities and expertise you have, the more you will be able to complete your work correctly, according to what has been determined. 2. Knowledge means job knowledge. Having knowledge about work will make it easier for someone to do their job. 3. Work design is a job design that will make it easier for employees to achieve their goals. If a job has a good design, it will make it easier to carry out the job appropriately and correctly. 1. Personality is a person's personality or the character that a person has. Someone who has a good personality or character will be able to do their work seriously and responsibly so that the results of their work are also good. 2. Work motivation is an encouragement for someone to do work. The more motivated someone is to do their work, their performance will increase, and vice versa, the less motivated someone is to do their work, then their performance will decrease. 1. Leadership is the behavior of a leader in organizing, managing and ordering his subordinates

to carry out the tasks and responsibilities they have been given. 2. Leadership style is the style or attitude of a leader in dealing with or ordering his subordinates. This leadership style or leader's attitude can influence employee performance. 3. Organizational culture is the habits or norms that apply and are owned by an organization or company. 4. Job satisfaction is a feeling of pleasure or joy, or a person's feeling of liking before and after doing a job. 5. The work environment is the atmosphere or conditions around the work location. 6. Loyalty is employee loyalty to continue working and defending the company where they work. 7. Commitment is employee compliance to carry out company policies or regulations at work. 8. Work discipline is an employee's effort to carry out their work activities seriously.

The Role of Principal Communication Management in Improving Teacher Performance

Based on the explanation above, it can be seen that the factors that can improve teacher performance include: 1. Effectiveness and efficiency. 2. Authority and Responsibility. 3. Discipline. 4. Initiative. 5. Ability and Expertise. 6. Knowledge. 7. Work Plan. 8. Personality. 9. Motivation. 10. Leadership. 11. Leadership Styles. 12. Culture. 13. Job Satisfaction. 14. School Environment. 15. Loyalty. 16. Commitment (Saut & Hutahaean, 2024).

But before discussing it in more depth, let's go into a general understanding first. Management is the process of planning, organizing, directing and controlling by empowering organizational members and using other organizational resources. Good management is management that can communicate with teaching staff appropriately. Management is the process of designing and maintaining an environment in which people work together in a team and can achieve set goals as efficiently as possible (H. Wehrich & H. Koontz) (Abidin, 2022).

In terms of communication, effective communication greatly influences the success of the communication process in conveying the desired message. Organizations really need it because without effective communication between different stakeholders, it leads to poor service delivery. Communication will be carried out well if it is planned and organized using communication management. Communication is the process of transferring information, ideas, explanations, feelings, questions from communicator to communicator. According to Soesanto (1976), communication aims to create harmony between communicators. The media action model to achieve this must not only be reactive, but also strategic. When communicating, we can see different types of individuals with different backgrounds, education, beliefs, cultures, mental states and needs (Ahmadi, 2021).

In matters related to communication management, communication management is a combination of management science and communication science itself. According to Antar Venus, communication management is the process of managing communication resources to improve the quality and effectiveness of message exchanges that occur in different communication contexts. Communication context here refers to the personal, interpersonal, organizational, governmental, social or even international level of communication. Communication management is synonymous with social interaction. There are times when you have to know how to position yourself correctly in certain situations, you also have to know how to face and cooperate with other people without getting involved in personal matters (Hosaini et al., 2024).

Based on these definitions, it can be concluded that communication management in this discussion focuses on how to convey something, be it information, strategy, curriculum, school vision and mission, as well as principles to rules and boundaries in the school environment to the principal to the teaching staff, namely teachers. , where the delivery must be based on several things so that the information is conveyed well so that it can be effective and efficient in all kinds of matters related to education while at school (Hosaini, 2021). In this case, the principal's communication management becomes something that determines or becomes the basis for managing the school environment itself, how the principal should be able to create a good environment and interaction and also be open to the opinions of teaching staff for the sake

of the sustainability of the school and the quality of the education provided (Hosaini & Alimin, 2020).

Based on the description of the factors that can influence teacher performance above, it can be seen that the factors affecting increasing teacher performance that can be controlled through the principal's communication management are leadership and leadership style. These two points rely on the principal playing a leadership role in the school environment. Where other factors will depend on these two points (Leadership and Leadership Style). This is where communication management is really needed to create a comfortable school environment not only for students but also for students. Principal communication management can create a positive work environment, support professional growth, and encourage better teacher performance. Open, clear and continuous communication is a key factor in creating harmonious and productive working relationships in an educational environment.

CONCLUSION

Based on the analysis presented in the discussion, it can be concluded that regarding the factors that influence improving teacher performance, it can be concluded that teacher performance is not only the result of academic aspects alone, but involves social and emotional dimensions. Teacher performance covers various aspects, such as teaching ability, classroom management, interaction with students, assessment, and contribution to curriculum development and the school environment. Factors that influence teacher performance, such as effectiveness and efficiency, authority and responsibility, discipline, initiative, ability and expertise, knowledge, work design, personality, motivation, leadership, leadership style, organizational culture, job satisfaction, and work environment, all of them have a significant role in shaping the quality of teacher performance. Furthermore, the role of school principals' communication management in improving teacher performance is crucial. Effective communication management from school principals can help create a positive work environment, support teacher professional growth, and encourage better performance. Open, clear and continuous communication is the key to creating harmonious working relationships in the educational environment. Thus, the main conclusion is that the principal's communication management has a strategic role in shaping the factors that influence teacher performance. By creating a supportive and motivating work environment, school principals can make a positive contribution to improving the quality of education in schools. Furthermore, the implementation of good communication management is the key to achieving the desired educational goals and providing a positive impact for all parties involved in the educational process..

ACKNOWLEDGMENT

I would like to express my sincere thanks for the support of all parties in making this research process a success. I hope this research will have a positive impact on the development of science.

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