

Relationship between Interpersonal Communication with School Principal Performance in Disruption Era Study in Manado

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Keywords: Relationship, Interpersonal Communication, Principal Performance

Abstract: This study aims to determine the role of interpersonal communication in improving the performance of principals. The research method is descriptive research to identify the definition of research justified by correlational research methods using the SPSS application. The population in this study was the High School Principal in the city of Manado. Samples were taken 50 randomly by purposive sampling method. The results of the study regarding the form of interpersonal communication resulting from identification found that currently, various forms of interpersonal communication are developing. The tendency of communication leads to the use of internet-based technology. The results of the SPSS test show that there is a positive relationship between Interpersonal Communication and Principal Performance. Based on conclusions and looking at the facts in the field, the form of relationships created can be used as a basis for improving the performance of Middle School Principals through maximization, technology-based interpersonal communication. If the form of interpersonal communication runs, the performance of the principal will increase. The findings of the form of dominant interpersonal communication are carried out using internet smartphone technology accompanied by the Manado dialect as an effective interpersonal communication strategy.

1 INTRODUCTION

In 2019 the development of human resources received special attention from the government. This development is evidenced by the speech of President Jokowi, who will prioritize human resources development. Improving the quality of human resources is an absolute prerequisite for achieving development goals. The quality of human resources is currently developing, along with technological developments (Susar & Aquaro, 2019). Human resources determinants are enhanced through various educational programs that are carried out systematically and directed based on interests that refer to the advancement of science and technology. The science and technology developed undoubtedly does not neglect the local wisdom of the Indonesian people (Meliono, 2011).

The level of education prevailing in Indonesia is divided into basic education, secondary education and higher education. Primary education consists of Elementary School (SD) and Junior High School (SMP). Secondary education is called high school

(SMA). Regarding high school results, the research shows that school performance in 2016, the performance of schools in Indonesia is still low. Academic quality is still in the order of the world average (Navarro et al., 2015).

In the industrial revolution era 4.0, the implementation of education shifted from conventional procedures to digital. Most of the work previously carried out by humans shifted to robots (Shahroom and Hussin, 2018). This shift in conventional functions to digital requires new knowledge for the world of education, including the performance of principals. Education transformation should be able to accommodate the use of technology for the sustainability of life without ignoring the environment (Mota & Oliveira, 2014).

The city of Manado consists of eleven sub-districts and has a high school population of 55 schools which can accommodate as many as 12,198 students. The performance of the Principal in Kota Manado in 2009 can be stated in 2 (two aspects), namely: (1) equitable distribution of education, and (2) improving the quality of education. In the

education sector, 1,172 teachers were identified as 63.57% in the category of teaching eligibility, and 36.43% in the category of inappropriate teaching (Daud, 2012)

School performance as an area of present educational transformation is primarily determined by the performance of principals as top managers in an educational institution. The principal has a vital and strategic role in controlling the school while providing direction for the progress of the school he leads (Goolamally & Ahmad, 2014). The principal also controls the activities of the teaching and learning process carried out by teachers and other education personnel. The principal's performance is an essential and fundamental aspect of determining the success of educational institutions.

Interpersonal communication is still essential in the current era of globalization what our called disruption era. The direction and form of digital communication is a demand today. The headmaster should have mastered the technology in communicating. This communication is done to improve the quality of the curriculum, learning, managerial and so forth in order to be able to encourage the growth of activity, creativity, and professionalism possessed. The era of industrial revolution encourages forms of interpersonal communication that consistently utilize technology to encourage schools to be more open, democratic, and responsible. Based on the description, the researcher chose the title: "Relationship between Interpersonal Communication with School Principal Performance In Disruption Era Study in Manado."

2 METHOD

The purpose of this paper is to do Relationship with Interpersonal Communication School Principal Performance In Disruption Era Study in Manado. The research was conducted at the Senior High School in Manado City North Sulawesi Province. The time for conducting research is nine months, starting from June 2018 to February 2019.

The method used in this study is a survey with a correlational approach. Data were obtained by applying instruments developed by researchers. The target population in this study was the Head of Manado City High School. The affordable population is the Head of Manado City Senior High School, amounting to 55 people.

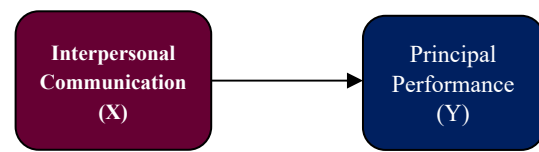


Figure 1: Research Model Variable.

3 ANALYSIS AND INTERPRETATION

3.1 Form Interpersonal Communication

Sopiah defines communication as the delivery or exchange of information from the sender to the recipient, both verbally, in writing and using communication tools. The exchange of information that occurs between the sender and the recipient is not only done in oral or written form but also using sophisticated communication tools (Coyle-Shapiro & Diehl, 2018). Today many managers send information with complex management information systems, where data comes from various sources which are then analyzed by computers and delivered to recipients electronically (Information, 2011).

Every individual in an organization in daily life cannot be released from the world of communication. Richard et al. stated that the level of communication in an organization carried out by humans consists of four, namely: (1) intraindividual, namely communication within oneself, (2) interpersonal namely communication that occurs between two or more people, (3) Intra organizational namely communication that occurs in groups or workgroups (sub-units) that are different in the organization, (4) other organizational communication that occurs between organizations with other organizations or organizations with their environment (Buć and Divjak, 2018).

According to Byars and Rue, communication is more than conversation, words, and reading. Real communication occurs when a particular purpose has been conveyed by one group and received by another group. Therefore, communication can be defined as the transfer of meaningful information to those involved in it. The process of exchanging and understanding information between two or more people intends to motivate or influence a person's behaviour (Byars & Rue, 2003).

Better communication would lead to better interpersonal communication. This statement is in accordance with the opinion of Caputo, et al. in the

state of communication effectiveness can be classified in various elements (POSEE), namely: (a) positiveness, high appreciation for someone and other people, where both show a positive attitude; (b) openness, a high level of openness where self-disclosure can occur by itself, (c) supportiveness, clear communication rather than evaluative comments accompanied by acceptance of ideas from others, (d) equality, not treating others, or letting others treat someone higher or lower, in that case, more likely to give the same appreciation, (e) empathy, the ability to put themselves in the shoes of others, trying to understand the difficulties of others through their perceptions (Opit, 2017).

Some communication theories define interpersonal communication in several ways. Bochner and Cappella in Devito stated that each approach would add a different perspective on the nature of interpersonal communication, namely: (1) in the component definition that interpersonal communication can be explained by paying attention to its main components. In this case, the main component is sending messages to someone and receiving messages from other or small groups. This process creates an opportunity to get an immediate response, (2) in a rational definition, interpersonal communication is considered as communication that occurs between two people who have a relationship clear and pre-existing, (3) in the development approach, interpersonal communication can be seen as the result of advancement in communication, and the last thing if there is improved personal communication. This progress signalled that there had been a development of interpersonal communication. According to Liliweri there are four principles of interpersonal communication in communication, namely: (1) inevitably as social beings, humans always interact and communicate with others, (2) cannot be changed, that something that has been conveyed is challenging to change again, (3) complicated, because they have to use symbols, mutually understandable languages, (4) contextual, these do not occur in confined spaces and are always in context: (a) psychological, (b) rational, (c) situational, (d) environment, (e) culture. Furthermore, Liliweri stated that aside from the four principles, the function of interpersonal communication is: (1) growing information, (2) building a context of understanding, (3) forming identity, (4) fulfilling interpersonal needs, and (5) developing relationships. Judging from the arrangement of interpersonal communication is the interaction or face-to-face communication between individuals. The prefix "inter" means between, or in

between, thus interpersonal understanding is not one-way communication. According to Arendondo, interpersonal communication is an interaction that takes place during a dialogue between two people or a discussion between several people and is the active participation of everyone involved in it. The methods of communicating today have increased dramatically with the emergence of broadcasting through audiovisual, e-mail, internet, computers and mobile phones. Ironically, more and more types of technology are expanding the reach of communication, but only a few use it to communicate in the interest of increasing productivity and performance. Sofu stated that (1) communication to the frontline workers must come directly from the supervisors, (2) communication must be face to face (face to face), and (3) communication must be specific to the local work area. In this regard, training is needed for communication skills. It can be said that individuals who are involved in interpersonal communication in advance do not only use words and patterns of grammar but also rely on nonverbal gestures and complex body language to express their intentions. In each culture, facial expressions, patterns of action, and gestures have different interpretive standards. This communication can add an essential dimension to interpersonal understanding in communication and as a contribution when the recipient of the message provides feedback (Gardjito, 2017).

3.2 Research Interpretation

The process of exchanging and understanding information between two or more people intends to motivate or influence a person's behaviour. In the process, communication requires two essential elements, namely the presence of senders and recipients. The sender is someone who sends ideas or concepts to others or information that expresses a thought or emotion while the recipient is the person intended to receive the message.

Communication is not only limited to conversation, saying and reading. Real communication occurs when a certain purpose has been conveyed by one group and received by another group. Therefore, communication is a meaningful transfer of information to those involved in it.

Through interpersonal communication, a person or group will be directly involved in a problem or problem they face. Responding to the issue, they must try to deal with it together to bring about an agreement and understanding between the two parties. Thus, dependence and concern arise between those who

need and who help to overcome the problems faced by others. The higher the intensity of interpersonal communication can be done, the higher the level of dependence and concern between the two parties can occur.

Through interpersonal communication, all past experiences, both experience in success and failure can be used as a reference in performing tasks better and can strengthen one's self-efficacy. Principals who can utilize interpersonal communication effectively can improve their self-efficacy by communicating with their professional partners, leaders and staff. They can manage a situation that is not conducive to reduce user dissatisfaction as a result of the limitations of the collection they have. His ability is one form of efficacy in neutralizing difficulties with various alternative solutions that can provide a better solution.

The principal's performance can be seen as someone who uses the structures and procedures that apply to achieve the goals of the school organization. The attention of a manager is mainly focused on maintaining the structure, procedures and objectives set. A manager can be said as a stabilizer. The principal, as a leader, is seen as a person who makes changes. They are leaders as new structural and procedural initiatives to achieve organizational goals.

Improving the performance of effective principals can be done if the principals can adapt to nature and behaviour, anticipating differences in the characteristics of each individual who interacts in interpersonal communication. The existence of responsibility in anticipating every problem that arises by giving special attention and challenges will directly be able to minimize the big problems that may arise in interpersonal communication. In contrast, it can be assumed that Interpersonal Communication has a positive relationship with the Principal's Performance. The better interpersonal communication, the better the Principal's Performance (Byars & Rue, 2003).

4 RESULT AND DISCUSSION

The research hypothesis formulation tested is that there is a positive relationship between Interpersonal Communication and Principal Performance. The calculation results show that the regression equation between the Principal's Performance (Y) with Interpersonal Communication (X) is $\hat{Y} = 59.7 + 0.471 X$. Linearity testing and significance of the regression coefficient using F distribution as the results of an analysis of variance (ANOVA) in the following table:

Table 1: Participation Level with Participation Ranking

Source	Dk	JK	RJK	F-calc.	F-table	
N	50				$\alpha = 0,05$	$\alpha = 0,01$
Regresi	1	3438,7	3438,7	15,05	4,00	7,08
Residual	48	10964,3	228,42			
Total	49	12822,00				
TC	28	8056,3	287,7	1,96	2,04	2,78
Galat	20	2908,0	145,4			

Information:

dk = degree of freedom

α = significance level

JK = sum of squares

JKT = Amount of average square

** = significance at $\alpha = 0.01$ ($F_h = 15.05 > F_t = 7.08$)

Based on the results of testing the significance and linearity test shown in Table 1, it can be concluded that the regression equation $\hat{Y} = 59.7 + 0.471 X$ is significant and linear. The regression equation shows that every increase of 1 (one) score about Interpersonal Communication will cause an increase of 0.471 on the Principal Performance score with a constant of 59.7.

Based on the results of data analysis, the results of the study can be concluded as follows that there is a positive relationship between Interpersonal Communication and the Performance of Principals. This result shows that if Interpersonal Communication is getting better, then the Principal's Performance will also be better. Conversely, if Interpersonal Communication is not right, then the principal's performance will decrease. This communication shows that if interpersonal communication can determine and contribute significantly to the Principal's Performance. In the sense that if Interpersonal Communication is improved, the Principal's Performance will increase. Conversely, if Interpersonal Communication decreases, the principal's performance will also decrease.

5 CONCLUSION

- Interpersonal communication can improve working relationships that are more effective, harmonious and dynamic. In these conditions,

information can be delivered and received more quickly, so that by itself, decisions can be taken more quickly as well.

- One of the capable forces in the management of schools that play a responsible role in facing change is the leadership of the school principal, namely the behaviour of the principal who is able to initiate new thinking in the interaction process in the school environment by making changes or adjusting goals, objectives, configurations, procedures, inputs, the processor output of the school in accordance with the demands of development. No matter how great the design of an educational program results from an innovation effort, it will not provide a picture of quality education results if the teacher does not implement the concept in the design. For this reason, various efforts to improve the quality of education cannot escape the conditions of the teacher.

Based on the conclusions and implications of the research, several suggestions will be made regarding the improvement of Principal Performance, namely: First, programs should be implemented that can support the Principal's Performance, for example in the form of training for Principals to increase knowledge, ability, skills and simultaneously increase the principal's work motivation both as a manager or as a professional educator.

ACKNOWLEDGEMENTS

The results of the study regarding Identifying the Forms of Interpersonal Communication in improving the performance of the Principal of Manado City High School can be arranged. The author would like to thank all those who have participated in the implementation of this research. Thanks also to those involved in formulating research results and their implications for the progress of the education process in Indonesia, especially North Sulawesi. Further, thanks to the ICVHE seminar committee for this opportunity to present this study. Hopefully, it can be published for the sake of the advancement of science.

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