

## THE INFLUENCE OF COMMUNICATION STRATEGIES AND TRANSFORMATIONAL LEADERSHIP ON TEACHER PERFORMANCE WITH WORK MOTIVATION AS AN INTERVENING VARIABLE AT THE NURUL AMALIYAH EDUCATIONAL FOUNDATION, TANJUNG MORAWA

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### Abstract

*This research aims to determine the influence of communication strategies on teacher performance, the influence of transformational leadership on teacher performance, the influence of communication strategies on work motivation, the influence of transformational leadership on work motivation, the influence of work motivation on teacher performance, the influence of communication strategies on teacher performance with work motivation as an intervening variable, the influence of transformational leadership on teacher performance with work motivation as an intervening variable. The research method is a quantitative model. The sample is based on questionnaire data distributed to all teachers of the Nurul Amaliyah Tanjung Morawa Education Foundation. The analysis was used using SEM-PLS analysis with a sample of 90 respondents (teachers). Communication strategy and transformational leadership variables influence teacher performance, communication strategy and transformational leadership influence teacher performance with work motivation as an influential intervening variable.*

**Keywords:** *Communication strategies, transformational leadership, work motivation, teacher performance*

### 1. INTRODUCTION

Education plays an important role in preparing human resources (HR), namely producing quality students. Human resource management needs to be pursued gradually and continuously through a quality education system in formal, informal and non-formal education channels, starting from basic education to higher education. In this case, teaching staff are not only teachers who transfer knowledge, but also as educators who transfer values as well as mentors who provide direction and guide students in learning. In its implementation, teachers must have the competence to produce good performance to influence student success in learning which leads to improving the quality of education. For this reason, teachers are required to be more professional in carrying out their duties. Teachers must work together with various parties including the principal, fellow teachers, teachers and students in order to achieve optimal teacher performance. Teacher performance can be seen from the achievements obtained by a person or teacher, how the teacher carries out the learning process and evaluates learning outcomes, as well as providing follow-up to the evaluation of learning and work results obtained by a teacher. If teacher performance increases, it will have an effect on increasing the quality of output.

Performance is performance or performance. Performance is the result of a process carried out by humans. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education. Teacher performance is a manifestation of the behavior of a teacher's activities in the learning process, namely how a teacher plans learning, carries out learning activities and assesses learning outcomes. The Covid 19 pandemic has had a big impact on the education sector, which has started the learning process from home via online media. However, many teachers and students have not been able to access technology due to network problems and students who do not have learning media. The obstacles that occur will have an impact on the performance of teachers which will result in the quality of

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student learning, where students are unable to understand the material well and are unable to learn effectively and efficiently. Of course, this is the reason for the poor condition of Indonesian education after the pandemic due to the decline in teacher performance after learning from home. It can be seen from the performance of the Nurul Amaliyah Tanjung Morawa Education Foundation teachers after the Covid 19 pandemic in the following bar:



Figure 1.1 Performance of Nurul Amaliyah Education Foundation Teachers

In 2020 the working hours of Nurul Amaliyah Education Foundation teachers had low working hours due to the learning process from home, as well as low attendance and timely work reporting due to reduced work demands, in 2021 there will be a slight increase in working hours and attendance and reporting of work provided also on time. In 2022, working hours will begin to increase and increased attendance will be accompanied by work reporting that is not on time. In 2023, the direct learning process at school can be seen from higher working hours, as well as increased attendance and decreased completion of work due to the large number of demands and deadlines given that exceed the predetermined deadline.

In an effort to improve the performance of teachers at the Nurul Amaliyah Education Foundation, there are several factors that influence them, including communication and leadership strategies as well as other factors, namely work motivation. Communication strategies can be seen from the relationships between people in an organization, especially cooperation between superiors and subordinates (vertical communication), as well as cooperation between individuals (horizontal communication). Communication allows individuals to organize, fulfill responsibilities, make decisions, solve problems, and make changes in organizations. According to research observations from several teachers at the Nurul Amaliyah Tanjung Morawa Education Foundation, the lack of leadership credibility results in the information and assignments that have been delivered not going according to expectations, such as lack of discipline, inappropriate collection of learning tools and disregard for regulations, lack of attractiveness from leaders when delivering information in front of the teacher that makes the teacher show an unpleasant attitude towards the tasks delivered by his leader.

Communication problems that occur between school leaders and teachers are less effective. This is what happens when the role as a leader is not optimal in its implementation, so that communication delivered directly or indirectly will be hampered, and will result in what is desired not being optimal in its implementation. Communication strategy is one of the factors that influences teacher performance. This is relevant to research (Fahlevi, Witarsa, & Masrul, 2023) with communication strategy as variable X and teacher performance as variable Y. The results show that the communication strategy variable partially influences teacher performance. Research (Rudiansyah, 2020) showed that strategies partially had a significant effect on teacher performance. This is also in line with research (Joski, Putri, & Supratman, 2015) and (Istighfara & Zaki, 2022) which partially shows that teacher performance variables have a significant effect on

teacher performance. The role of leaders is really needed in improving teacher performance. School leaders need to develop managerial technical skills because the progress and decline of a system cannot be separated from the leader's performance. All actions taken by the leadership bring major changes and implications for the development of the foundation. This is because the decisions of foundation leaders affect all aspects related to the quality and sustainability of the system being implemented. From observations, researchers saw that the leadership at the Nurul Amaliyah Education Foundation found there were things that might be explored as material for consideration for the future for the progress of the system which will be led by a leader at the Nurul Amaliyah Education Foundation. It should be noted that ineffective leadership and lack of attention to subordinates' performance can cause feelings of dissatisfaction between subordinates towards superiors which is manifested in the form of being lazy at work and not being serious enough in responding to every task given by the leader.

Transformational leadership is a leader who inspires his followers to put aside personal interests for the good of the organization. Leadership is one of the factors that influences teacher performance. This is relevant to research (Suyati & Suhari, 2020) which partially shows that transformational leadership has a significant effect on teacher performance. In line with other research, namely (Kurniawati, Sukmawati, & Choir, 2021), (Pakaja, Aneta, & Pakaya, 2021) which states that transformational leadership has a significant effect on teacher performance. The factor that can improve teacher performance is work motivation. Based on the physiological needs of teachers and teachers at the Nurul Amaliyah Tanjung Morawa Education Foundation, most of the physiological needs of teachers and teachers have not been met, especially for honorary teachers. The need for self-actualization of teachers at the Nurul Amaliyah Tanjung Morawa Education Foundation has not been maximized, especially in developing their personal potential, so that there is no high level of loyalty and encouragement for teachers to be willing to carry out the responsibilities that have been given as motivation for enthusiasm for work. Teacher work motivation is nothing more than a process carried out to move teachers so that their behavior can be directed towards real efforts to achieve the goals that have been set.

Motivation is the driving force that causes a member of an organization to be willing and willing to mobilize abilities in the form of expertise or skills, energy or time to carry out various activities for which they are responsible and fulfill their obligations, in order to achieve the goals and various targets of the organization. Work motivation is one of the factors that influences teacher performance. This is relevant to research (Wulandari & Bagia, 2020) which states that work motivation has a significant effect on teacher performance. In line with other research (Antika, 2021) (Maharani, 2023) (Farisi, 2020) and (Ompusunggu, 2021) which states that work motivation influences performance. Research conducted (Simanjuntak, 2022) states that communication strategies have a significant effect on work motivation. In line with research conducted by (Istighfara & Zaki, 2022) (Daniaty, 2023) and (Makmun, 2022) it also states that communication strategies have a significant effect on work motivation. Research (Tuono, 2016) states that leadership has a significant effect on work motivation, in line with other research which states that leadership has an effect on work motivation, including those conducted by researchers (Widhaya, 2020) and (Bonaparte, 2017).

## **2. RESEARCH METHODS**

### **2.1 Research Objects and Locations**

The objects of this research are teachers at the Nurul Amaliyah Tanjung Morawa Education Foundation.

### **2.2 Population and Sample**

The population in this study were all Nurul Amaliyah Education Foundation teachers. The total population in this study can be seen in table 2.1 below.

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Table 1 Nurul Amaliyah Foundation Teachers

No	Units	Total number of teachers
1	R.A. Nurul Amaliyah	4 People
2	MTs. Private Nurul Amaliyah	24 People
3	Nurul Amaliyah Private High School	20 People
4	Nurul Amaliyah Private Vocational School	42 People
<b>Total number</b>		<b>90 People</b>

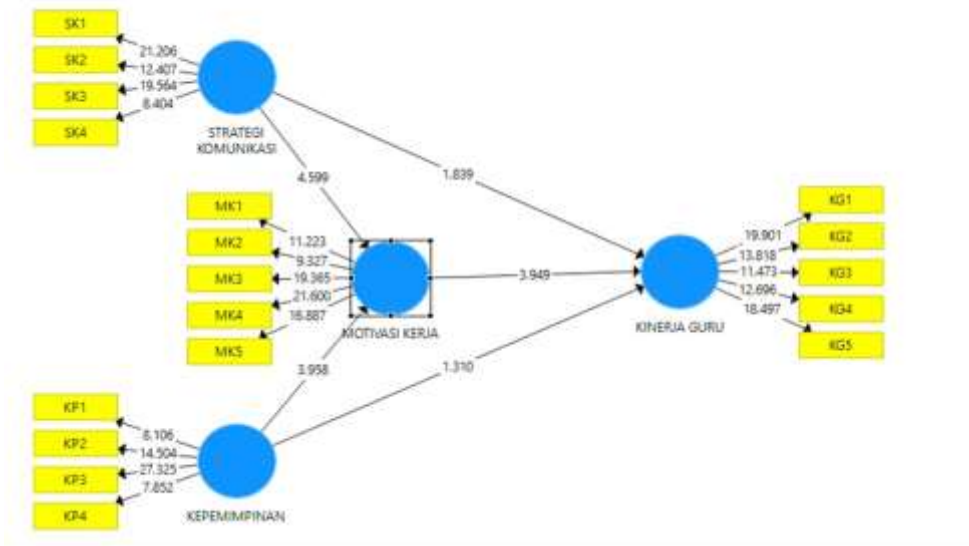
The sample is part of the number and characteristics of the population (Sugiyono, 2017). If the sample size is less than 100, it is better to take all of them until the research is population research. If the number of subjects is large, it can be taken between 10-15% or 20-25%. In this research, the number of teachers was 90 people or the sample was less than 100, so the researchers took a 100% sample so that the results obtained were more accurate.

**2.3 Data Types and Sources**

The data sources used in this research are primary data in the form of observations, interviews and questionnaires compiled by researchers based on indicators on operational variables which are primary data, namely data obtained by researchers from respondents, namely teachers at the Nurul Amaliyah Tanjung Morawa Education Foundation by answering the researcher's questionnaire (Sugiyono, 2017). Primary data in this research is data obtained from respondents, namely teachers at the Nurul Amaliyah Tanjung Morawa Education Foundation.

**3. RESULTS AND DISCUSSION**

Figure 1 PLS-SEM Algorithm



**Table 2 Hypothesis Testing (Direct Influence)**

Hypothesis	Path		T Statistics O/STDEV	95% Intervals Trust Path coefficient		$f^2$
	Coefficient	p-value		Limit Lower	Limit On	
H1. X1→Y	-0.217	0.191	1,310	-0.185	-0.343	0.044
H2. X1→Z	0.405	0,000	3,958	-0.215	0.623	0.237
H3. X2→Y	0.643	0,000	3,949	-0.272	0.932	0.332
H4. X2→Z	0.289	0.066	1,839	0.254	0.809	0.075
H5. Z→Y	0.458	0,000	4,599	0.247	0.634	0.303

Based on the results of hypothesis testing that have been analyzed above, it is known as follows:

**H1: Communication Strategy (X1) Does Not Have a Significant Influence on Teacher Performance (Y)**

The first hypothesis (H1) is REJECTED, namely that there is no significant influence of communication strategies on improving teacher performance with a path coefficient (-0.217) in a negative direction, based on the P-value ( $0.191 > 0.05$ ) and T-statistics ( $1,310 < 1,960$ ). So it is said that communication strategies as a medium for exchanging ideas in creating a sense of mutual understanding and trust do not create a relationship that is in line with teacher performance. In the 95% confidence interval, the magnitude of the influence of X1 in increasing Y lies between -0.185 to -0.343. However, the presence of X1 in increasing Y has a low influence at the structural level (Fsquare = 0.044). This really requires appropriate communication strategies to improve optimal teacher performance.

**H2: Communication Strategy (X1) Has a Significant Influence on Work Motivation (Z)**

The second hypothesis (H2) is ACCEPTED, namely that there is a significant influence of communication strategies on increasing work motivation with a path coefficient (0.405) in a positive direction, based on the P-value ( $0.000 < 0.05$ ) and T-statistics ( $3,958 > 1,960$ ). So it is said that communication strategies in order to create a sense of mutual understanding and trust in order to create good relationships are not in line with the work motivation of teachers. In the 95% confidence interval, the magnitude of the influence of X1 in increasing Z is between -0.215 to 0.623. However, the presence of X1 in increasing Z has a low influence at the structural level (Fsquare = 0.237). This really requires appropriate communication strategies by superiors in providing rewards to increase teacher work motivation.

**H3: Transformational leadership (X2) has a significant influence on teacher performance (Y)**

The third hypothesis (H3) is ACCEPTED, namely that there is a significant influence of transformational leadership on teacher performance with a path coefficient (-0.642) in a positive direction, based on the P-value ( $0.000 < 0.05$ ) and T-statistics ( $3,949 > 1,960$ ). So it is said that transformational leadership influences teacher performance. Leaders who influence and motivate others to follow and adopt the vision and goals promoted by the leader to improve teacher performance. In the 95% confidence interval, the magnitude of the influence of X2 in increasing Y lies between -0.272 to 0.932. However, the presence of X2 in increasing Y has a low influence at the structural level (Fsquare = 0.322). This really requires good transformational leadership so that it can improve a teacher's performance.

**H4: Transformational Leadership (X2) Does Not Have a Significant Influence on Work Motivation (Z)**

The fourth hypothesis (H4) is REJECTED, namely that there is no significant influence of transformational leadership on increasing work motivation with a path coefficient (0.289) in a positive direction, based on the P-value ( $0.066 > 0.05$ ) and T-statistic ( $1,839 < 1,960$ ). So it is said

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that the influence of the leader's role on work motivation consists of the interpersonal role, the informational role and the role of the decision maker in work motivation. In the 95% confidence interval, the magnitude of the influence of X2 in increasing Z lies between 0.254 to 0.809. However, the presence of X2 in increasing Z has a high influence at the structural level (Fsquare = 0.075). This really requires transformational leadership which is able to increase the work motivation of teachers.

**H5: Work Motivation (X1) Has a Significant Influence on Teacher Performance (Y)**

The fifth hypothesis (H5) is ACCEPTED, namely that there is a significant influence of work motivation on teacher performance with a path coefficient (0.458) in a positive direction, based on the P-value (0.000 < 0.05) and T-statistic (4,599 > 1,960). So it is said that work motivation is really needed by someone to improve their performance. In the 95% confidence interval, the influence of Z in increasing Y lies between 0.247 to 0.634. However, the presence of Z in increasing Y has a high influence at the structural level (Fsquare = 0.303). This is very relative in motivating teacher work by giving appreciation to improve teacher performance.

The results of hypothesis testing on the influence of mediation or effect size on the influence of mediation by SEM PLS have not been able to produce output results, so another model must be used to determine the effect size. According to (Al. consistent, and efficient and this effect size is free from dependence on sample size, so testing on F square is no longer needed. (al. (0.02), medium mediation effect (0.075) and high mediation effect (0.175). The results of the mediation effect test can be seen below

**Table 3 Hypothesis Testing (Mediation Effect)**

Hypothesis	Path Coefficient	p-value	Q Statistics O/STDEV	95% Path Confidence Interval		Upsilon V
				Coefficient		
				Lower limit	Upper limit	
H6. X1 → Z → Y	0.146	0.010	2,594	0.097	0.479	0.260
H7. X2 → Z → Y	0.295	0.001	3,457	0.114	0.437	0.294

Based on the results of testing the mediation hypothesis, it is known as follows:

**H6: Work Motivation (X1) Can Significantly Mediate Communication Strategy on Teacher Performance (Y)**

The sixth hypothesis (H6) is ACCEPTED, namely that there is a significant influence of work motivation as a mediating variable in mediating the indirect influence of communication strategies on teacher performance with a path coefficient (0.146) in a positive direction, based on the P-value (0.010 < 0.05) and T-statistics (2,594 > 1,960). So it is said that communication strategies that are easy to understand and appreciation given in motivating work can improve teacher performance. In the 95% confidence interval, the magnitude of the influence lies between - 0.097 to 0.479. However, at the structural level, the mediating role of work motivation has a moderate mediating influence (v = 0.260). This is greatly influenced by the level of knowledge, skills, work ability, self-confidence, work motivation and commitment to work.

**H7: Work Motivation (X2) Can Significantly Mediate Leadership on Teacher Performance (Y)**

The seventh hypothesis (H7) is ACCEPTED, namely that there is a significant influence of work motivation as a mediating variable in mediating the indirect influence of leadership on teacher performance with a path coefficient (0.295) in a positive direction, based on the P-value (0.001 < 0.05) and T-statistic ( 3,457 > 1,960). So it is said that good leadership will motivate

teachers to improve their performance. In the 95% confidence interval, the magnitude of the influence lies between 0.114 to 0.437. However, at the structural level, the mediating role of work motivation has a medium mediating influence ( $v = 0.294$ ). This really determines how work motivation plays a big role in a teacher's performance.

#### **4. DISCUSSION**

##### **4.1 Communication Strategies Have No Effect on Teacher Performance**

Based on hypothesis testing in Table 5.12, communication strategies do not have a significant effect on teacher performance. The research results are not in line with Siti Zainaturhman's (2022) previous research, which concluded that communication had a significant effect on teacher work motivation. In this study, communication strategies did not influence the exchange of ideas in order to create a sense of mutual understanding and trust in order to create a good relationship between one person and two other people. This is done to improve its performance.

Based on the results of this research, it does not support the research results of Rini Juliani (2020), Triono Prakoso, and Yuliani Rachma Putri (2017) and Risky Anis Safitri, Baby Taszya Risaldi, Melinda Oktaviani (2019) and Farhan Yanuar H. & Tri Yulistyarani, (2023 ) that the organizational communication strategy in increasing work motivation is by organizing organizational communication in the company, establishing good communication, and all aspects are well monitored.

##### **4.2 Communication Strategy Influences Work Motivation**

Based on hypothesis testing in Table 5.12, communication strategies do not have a significant effect on teacher performance. The research results are not in line with previous research according to Diana Azwina and Shahnaz Yusuf (2020), Sutrisno and Mulyadi (2020), Dita Putri Chairunnisa, et al (2021), who also said that communication has a significant influence on performance. Eddy Syaiful et al (2019) also provide views on the influence of communication on teacher performance, as a result of the research they conducted, namely that there is a positive and significant influence between communication variables on teacher performance.

Arikunto Suharsimi and Rahawarin C (2015)'s research shows that communication influences teacher performance. Effective and open communication between teachers and teachers, teachers and principals, teachers and students, and between every school member can direct organizational members to carry out their duties well so that it can have a positive impact on the performance of school members, in this case teachers. The results of this research are in accordance with the theory presented by Ivancevich, et al, (2007) which states "Communication helps organizational members achieve individual and organizational goals, respond to and implement organizational changes, coordinate organizational activities, and participate play a role in almost all relevant organizational actions."

##### **4.3 Transformational Leadership Has No Effect on Teacher Performance**

Based on hypothesis testing in Table 5.12, it has no significant effect on teacher performance. The results of this research are not in line with Syaifora L (2019) that the role of leaders has a significant effect on teacher performance. This is because the leadership role will have an impact and have a positive influence in changing, maintaining and improving teacher performance in the process of achieving optimal results.

Based on research conducted by Mahfud (2021), it is stated that in order to carry out the role and function as a manager, school leaders must have the right strategy to empower educational staff through cooperation or cooperation as well as provide opportunities for educational staff to improve their profession and encourage the involvement of all educational staff in various school activities.

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A good leader is a leader who is able to provide support and have good relationships with his subordinates to continually improve their performance. Based on the description above, there is a relationship between the principal's leadership and teacher performance. This means that the better the principal's leadership, the better the teacher's performance. Likewise, the worse the principal's leadership, the lower the performance of a teacher.

**4.4 Transformational Leadership Influences Work Motivation**

Based on hypothesis testing in Table 5.12, transformational leadership has a significant effect on teacher performance. The results of this research are in line with Elvino B. do R., Wayan GS, Ni Nyoman K. Y (2017). The results obtained in this research are that leadership has a positive and significant effect on motivation, meaning that if leadership gets better, work motivation increases. In research, Nolfi S. Tueno, (2016) also agrees with the opinion regarding the influence of the leader's role on teacher work motivation, which consists of interpersonal roles, informational roles and partial decision-making roles on teacher work motivation. Likewise, according to Nadia Irfiana, (2020), who stated that the role of the leader influences performance motivation.

**4.5 Work Motivation Influences Teacher Performance**

Based on hypothesis testing in Table 5.12, it has a significant effect on teacher performance. The results of this research are not in line with the research results of Elvino B. do R., Wayan GS, Ni Nyoman K. Y (2017) proving that work motivation has a positive and significant effect on teacher performance, meaning that work motivation is really needed by a teacher to be able to improve their performance, even though according to the nature of the performance itself the magnitude is very relative or different from one person to another. Subordinates who feel satisfied because their needs have been met by management can work optimally, namely teachers who have had their needs satisfied feel that the leader has given him appreciation so that he feels he has to work professionally, meaning that if there is work attached to him that has not yet reached working hours. completed but can be completed that day, the teacher intends to complete it because of his dedication and loyalty to his work even though overtime is not taken into account.

Empirically, there is a lot of previous research that links work motivation with performance. Relevant research regarding motivational factors that influence performance is research from Alhusaini et al (2020) with research results showing that work motivation has an influence on teacher performance and this has answered the first hypothesis of their research. Second research by Sari et al (2022) states that there is an indirect influence of work motivation on teacher performance. Furthermore, Sari et al (2022) conducted research related to the influence of teacher work motivation on teacher performance. The results of this research are that there is an influence of work motivation on teacher performance, this means that motivation improves teacher performance. Ardian (2019) states that there is a significant influence of work motivation on performance. Apart from that, Ulfathmi (2021) in his research stated that work motivation influences teacher performance. Likewise Salman Farisi, Juli Irnawati, and Muhammad Fahmi (2020), who stated that motivation has a positive and significant influence on teacher performance. A person's motivation to act in a desired direction is called motivation. Considering the consequences of the examination directed by (Hadi Purnomo, 2017). concluded that teacher performance is significantly and positively influenced by motivation. Apart from that, Rozalina's research in 2015 showed that motivation had a significant effect on teacher performance.

**4.6 The Influence of Communication Strategies on Teacher Performance Through Work Motivation**

Based on hypothesis testing in Table 5.12, it has a significant effect on teacher performance. The results of this research are not in line with the research of Makmun, et al (2022),



which supports research from Sundarsi & Wardiningsih (2012), Martin, et al (2017), Nur, et al (2018) which states that the work motivation variable is an intervening variable between communication and performance. Teacher. The results of this research also found that the most dominant indicator influencing teacher performance variables is related to teachers having the willingness to carry out their duties seriously.

Meanwhile, the indicators that are considered to need improvement are related to subordinates having work results that are in line with the set cost targets. The results of this research are also in line with the theory put forward by Sjafri (2011), explaining that performance can be determined by intrinsic factors that exist within the individual. Individual factors inherent in teachers. This factor is generally related to the level of knowledge, skills, work ability, self-confidence, work motivation and commitment to work. Motivation is an intrinsic factor that influences teacher performance, so the existence of work motivation is very important and needs to be maintained consistently.

#### **4.7 The Influence of Leadership on Teacher Performance Through Work Motivation**

Based on hypothesis testing in Table 5.12, it has a significant effect on teacher performance. The results of this research are not in line with research by Syaifora L. (2019) concluding that leadership has a significant direct influence on motivation, leadership has a significant direct influence on performance, and motivation has a significant influence on performance. Indirectly, motivation has a positive mediating role in the influence of leadership on performance. Leadership improvements are recommended to optimize teacher performance and motivation. Likewise, according to Lavinsa Ngesti P. who stated that there is a significant influence of the leader's role on teacher performance through motivation as an intervening variable.

### **5. CONCLUSION**

This researcher aims to test and analyze the influence of communication strategies and transformational leadership on teacher performance and work motivation as an intervention. The conclusion of this research is that the results of the analysis test show that:

1. Communication strategies have no effect on the performance of Nurul Amaliyah Education Foundation teachers
2. Transformational leadership influences the performance of Nurul Amaliyah Education Foundation teachers
3. Communication strategies influence the work motivation of the Nurul Amaliyah Education Foundation
4. Transformational leadership has no effect on the work motivation of the Nurul Amaliyah Education Foundation
5. Work motivation influences the performance of Nurul Amaliyah Education Foundation teachers
6. Communication strategies influence the performance of Nurul Amaliyah Education Foundation teachers where work motivation is an intervening variable.
7. Transformational leadership influences the performance of Nurul Amaliyah Education Foundation teachers where work motivation is an intervening variable.

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