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The Effect of Work Motivation and Interpersonal Communication on Teacher Performance in Elementary Schools in Medang Kampai Dumai

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ABSTRACT

Teacher performance is very important and is the spearhead of the world of education. If the teacher's performance is good, the quality of the school will also be good. This study aims to analyze the effect of work motivation and interpersonal communication either partially or simultaneously on the performance of teachers in elementary schools in Medang Kapai Dumai. This research was conducted in Dumai for elementary school teachers in Medang Kampai sub-district with a total sample of 95 people using a quantitative approach with a simple random sampling technique. Data was collected by means of a questionnaire by conducting a trial first to see the validity and reliability. Furthermore, the data were analyzed with multiple regression. The results showed that either partially or simultaneously, work motivation and personal communication had a positive and significant effect on teacher performance. And the contribution to the two variables is 51.4% and the rest is influenced by other factors not examined in this study. Because the high and low teacher performance is determined by work motivation and interpersonal communication factors, it is expected that teachers always work together with school principals and fellow teachers, carrying out tasks in accordance with school programs so that goals can be achieved properly through optimal performance.

1. Introduction

Teacher performance in schools is very important, so a teacher should carry out his duties and responsibilities as educators. Therefore, teacher performance must be built professionally through mastery of competencies that are actually treated in completing work. These competencies are used as a motivator for teachers in

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carrying out their performance as educators to the fullest. Teacher performance for schools is an important thing, because it can show the success of schools in achieving goals. Teacher performance shows how far the things the teacher has done can fulfill and satisfy the community as service users. According to Purwanto (2010), teacher performance is one of the facts that determine the success of any educational effort. That is why, any educational motivation, especially in improving the human resources produced by teachers, is very important. Indeed, many reform efforts have been carried out such as curriculum, methods, coaching and counseling, but all of them have not been able to improve teacher performance to the fullest.

Teachers are a key element in the education system, especially in schools. All other components, starting from the curriculum, infrastructure, costs, and so on will not mean much if the essence of learning, namely the interaction of teachers with students, is not of high quality. All other components, especially the curriculum, will be "live" if implemented by MoNE teachers (2010). The success of the national education system is seen from the performance of teachers.

According to Nawawi (2016), teacher performance is good or not depending on the factors that affect the teacher's performance. Performance is a combination of three factors consisting of (a) Knowledge, especially those related to the work that is the responsibility of working, (b) Experience, does not only mean the amount of time or length of work, but also with regard to the substance being worked on, (c) Personality, in the form of conditions in a person facing his field of work, such as interests, talents, work motivation, and work discipline.

According to Martinis Yamin (2010), the performance of a teacher or teacher is a behavior or response that gives results that refer to what they do when they face a task. The performance of teaching staff or teachers concerns all activities or behavior experienced by teaching staff, the answers they make, to provide results or goals. In general, the work of teachers is divided into two, namely work related to teaching, educating and social (social) tasks. In the school environment, teachers carry out their duties as teachers and educators. As a teacher, the teacher provides knowledge (cognitive), attitudes and values (affective), and skills (psychomotor). Teachers have a great duty and moral responsibility for student success, however, teachers are not the only factor supporting student success. Another factor that is no less important is the curriculum device factor, the student's own factor, the community support factor, and the parent factor, while in carrying out their duties and obligations, the teacher is also influenced by environmental factors, both physical and non-physical environments. Optimal performance is the hope of all parties, but the reality on the ground shows that there are still some teachers whose performance is still not optimal.

The factors that can affect a person's performance are very complex. According to Mulyasa.E (2014), there are at least ten factors that can affect teacher performance, both internal and external factors, namely (1) encouragement to work, (2) responsibility for assignments, (3) interest in assignments, (4) appreciation for assignments, (5) opportunities for development, (6) attention

from the principal, (7) interpersonal relationships with fellow teachers, (8) MGMP and KKG, (9) guided discussion groups and (10) library services.

To realize these efforts, teachers as the spearhead of education are required to interact with leaders, comply with regulations and policies made by schools, meet work standards, be responsible for carrying out the learning process, develop self-potential, follow the latest developments in science and technology and have creativity in carrying out their duties and functions (Desmita et al., 2021; Febriana et al., 2020).

Based on the results of the pre-survey, it is known that most of the performance of elementary school teachers in Medang Kampai sub-district is still not optimal, this is an indication that most of the respondents (80%) teachers have not made learning tools properly (if any, they tend to just copy and paste). procrastinate frequently; even 25% of respondents are reluctant to take part in the KKG so they tend not to innovate in learning (Hidayati et al., 2020). According to Hamzah & Nina (2014), the low performance of teachers at work can be seen from the following indicators: (1) quality of work, (2) speed/accuracy, (3) initiative, (4) ability, and (5) communication.

Seeing from the phenomena that exist in Elementary Schools in Medang Kampai District, Dumai City and the factors that affect teacher performance, it can be indicated or suspected that teacher performance at Medang Kampai Elementary School, Dumai City is not optimal, which is influenced by work motivation and interpersonal communication factors. If the above problems continue to be ignored, it will have a bad impact on teacher performance. So from several factors that affect the performance of the teacher, the author wants to conduct this study with the aim of analyzing the effect of work motivation and interpersonal communication on the performance of teachers in elementary schools throughout Medang Kampai Dumai, either partially or simultaneously.

2. Methodology

This research is a quantitative descriptive study that aims to analyze the effect of work motivation and interpersonal communication on teacher performance in elementary schools throughout Medang Kampai Dumai. The sample in this study were elementary school teachers throughout Medang Kampai District, Dumai City in 8 schools. Sampling used is using the technique of Simple Random Sampling, in order to obtain a sample of 95 teachers from 125 populations. The data collection technique used a list of statements. The measuring instrument uses a differential semantic attitude scale to measure teacher performance, work motivation, and interpersonal communication. The validity test was first carried out to test the extent of the accuracy or accuracy of the instrument as a measuring instrument for research variables. Test the validity using SPSS 23 by comparing the numbers r calculated and r table. Reliability test was conducted to determine the extent to which the measurement results can be trusted using Cronbach's Alpha.

3. Results and Discussion

3.1. Data Description

Description of Teacher Performance Data (Y)

Data were obtained based on a questionnaire given to 95 teachers as a sample. There are 29 statements regarding teacher performance using a differential semantic scale with choices from 1 to 5. The highest score is 145, and the lowest score is 102. The distribution of SD teacher performance scores throughout the Medang Kampai District, Dumai City is presented in a frequency distribution list with five categories, namely very high, high, medium, low, and very low. Furthermore, the distribution of the frequency distribution of SD teacher performance data in the Medang Kampai sub-district, Dumai City can be seen in table 1.

Table 1. Frequency Distribution of Teacher Performance Scores (Y)

Category	Interval Class	Frekuensi	
		Absolut	Relatif (%)
Very high	122-145	74	77,9
Tall	98-121	21	22,1
Currently	74-97	-	-
Low	50 -73	-	-
Very low	26- 49	-	-
Total		95	100

Based on table 1. it is known that the frequency distribution of teacher performance scores consists of five class intervals. The highest score of teacher performance is in the 122-145 interval as many as 74 people or 77.9%. and at intervals of 98-121 as many as 21 people or 22.1%. Thus the performance scores of elementary school teachers in all Medang Kampai sub-districts are in the very high category.

Description of Work Motivation Data (X1)

Data were obtained based on a questionnaire given to 95 teachers as a sample. There are 32 statements regarding work motivation using a differential semantic scale with choices from 1 to 5. The highest score is 160, and the lowest score is 115. The distribution of work motivation scores for elementary school teachers in the Medang Kampai sub-district, Dumai City, is presented in a frequency distribution list with five categories, namely: very high, high, medium, low, and very low. Furthermore, the distribution of the frequency distribution of elementary teacher work motivation data in the Medang Kampai District, Dumai City can be seen in table 2.

Table 2. Frequency Distribution of Work Motivation Scores (X1)

Category	Interval Class	Frekuensi	
		Absolut	Relatif (%)
Very high	134-160	71	74,7
Tall	107-133	24	25,3
Currently	80 -106	-	-
Low	53 -79	-	-
Very low	26- 52	-	-
Total		95	100

Based on table 2. it is known that the frequency distribution of work motivation scores consists of five class intervals. The highest score of work motivation is in the 134-160 interval as many as 71 people or 74.7%. and at the interval of 107-133 as many as 24 people or 25.3%. Thus the work motivation score of elementary school teachers in all Medang Kampai sub-districts is in the very high category.

Description of Interpersonal Communication Data (X2)

Data were obtained based on a questionnaire given to 95 teachers as a sample. There are 25 statements regarding interpersonal communication using a semantic differential scale with choices from 1 to 5. The highest score is 160, and the lowest score is 115. The distribution of interpersonal communication scores for elementary school teachers in Medang Kampai Sub-district, Dumai City is presented in a frequency distribution list with five categories, namely very high, high, medium, low, and very low. Furthermore, the distribution of the frequency distribution of elementary teacher interpersonal communication data in the District of Medang Kampai, Dumai City can be seen in table 3.

Table 3. Frequency Distribution of Interpersonal Communication Score (X2)

Category	Interval Class	Frekuensi	
		Absolut	Relatif (%)
Very high	105-125	88	92,6
Tall	84-104	7	7,4
Currently	63-83	-	-
Low	42 -62	-	-
Very low	21- 41	-	-
Total		95	100

Based on table 3, it is known that the frequency distribution of interpersonal communication scores consists of five class intervals. The highest score is in the interval 105-125 as many as 88 people or 92.6%. and at intervals of 84-104 as many as 7 people or 7.4%. Thus, the interpersonal communication scores of elementary school teachers in the Medang Kampai sub-district, Dumai City, are in the very high category.

3.2. Testing Requirements Analysis

Normality test

The following table 4 is the results from the Kolmogorov-Smirnov test of each variable:

Table 4: Testing the Normality of Work Motivation, Interpersonal Communication on Teacher Performance

			Teacher Performance	Work motivation	Interpersonal Communication
n			95	95	95
Asymp. Sig. (2-tailed)			0,151 ^c	0,064 ^c	0,060 ^c

The normality of the data in this study can be seen from the Kolmogorov-Smirnov normality test of each variable. To test the normality of research data, the following hypotheses are needed:

Ho : data is normally distributed

Ha : data is not normally distributed

It can be seen from table 4. in the sig column, the following results are obtained:

- Because the significance (p) = 0.064 > = 0.05, the work motivation data is normally distributed.
- Because the significance (p) = 0.060 > = 0.05, the interpersonal communication data is normally distributed.
- Due to the significance (p) = 0.151 > = 0.05, the teacher performance data is normally distributed.

The significance value of each of these variables is > 0.05, which means that H0 is accepted. Thus the requirements of regression analysis are met.

Linearity Test

The results of the linearity test of variance for each variable can be seen in the table 5.

Table 5. Results of Linearity of Variances for Work Motivation Variables (X1), Interpersonal Communication (X2), and Teacher Performance (Y)

Variabel	F	Sig
Teacher Performance Y * Work motivation X1	1,243	0,229
Teacher Performance Y * Interpersonal Communication X2	1,642	0,068

Based on Table 5. the significance value (sig) of deviation from linearity of teacher performance (Y) with work motivation (X1) is 0.229 greater than 0.05. So it can be concluded that there is a linear relationship between the teacher performance variable (Y) and work motivation (X1). Furthermore, the significance value (sig) deviation from linearity of teacher performance (Y) with

interpersonal communication (X2) is 0.068, greater than 0.05. So it can be concluded that there is a linear relationship between the teacher performance variable (Y) and interpersonal communication (X2).

Multicollinearity Test

The results of the multicollinearity test of Work Motivation Variables (X1), Interpersonal Communication (X2), and Teacher Performance (Y) can be seen in the following table 6.

Table 6. Multicollinearity Test Results for Work Motivation Variables (X1), Interpersonal Communication (X2), and Teacher Performance (Y)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	18,931	13,322		0,421	0,159		
	Work motivation	0,509	0,072	0,588	7,087	0,000	0,768	1,302
	Interpersonal Communication	0,332	0,128	0,215	2,592	0,011	0,768	1,302

Based on table 6. the tolerance value for work motivation and interpersonal communication variables is $0.768 > 0.10$, which means that there is no multicollinearity between work motivation and interpersonal communication variables on teacher performance.

And the VIF value of work motivation and interpersonal communication variables is $1.302 < 10.0$, which means that there is no multicollinearity between work motivation and interpersonal communication variables on teacher performance.

3.3. Research Hypothesis Testing

The Effect of Work Motivation (X1) on Teacher Performance (Y) Partially

The partial effect of work motivation variable (X1) on teacher performance variable (Y) and interpersonal communication variable (X2) on teacher performance variable (Y) can be seen in table 7.

Table 7. F test results for each independent variable on the dependent variable

Variabel Independent	Variabel Dependent	Koef. Beta	t _{hitung}	Sig.
Work motivation	Teacher Performance	0,588	7,087	0,000
Interpersonal Communication		0,215	2,592	0,011

Based on table 7. t count = 7.087, it is known that $n = 95$, then $df = n - k = 95 - 2 = 93$. Compared to t table at $df = 93$ with a significant level of 5%, the t table value = 1.986. Then compared between t count with t table, it can be t count

(7.087) > t table (1.986). Thus, because t count > t table, H₀ is rejected and H_a is accepted. This means that work motivation has a significant effect on teacher performance at SD Se District, Medang Kampai, Dumai City.

Hypothesis testing concluded that there was a positive and significant influence between work motivation and the performance of elementary school teachers in Medang Kampai Sub-district, Dumai City. Based on the standardized beta coefficient of work motivation (X₁) of 0.588. Which means that the effect of work motivation (X₁) on teacher performance in elementary schools throughout Medang Kampai district has the most dominant influence compared to the Interpersonal Communication variable (X₂) of 0.588.

According to A. Tabrani Rusyan (2014) states that to support the success of teacher performance, it is necessary to support factors, including: (1) teacher performance motivation, (2) teacher performance ethos, (3) teacher performance environment, including: (a) social-psychological environment, (b) physical environment, (4) teacher's duties and responsibilities.

This means that the formulation of the first problem is answered and the first hypothesis is accepted, where work motivation has a positive effect on teacher performance by 0.588 and is a factor that affects teacher performance in this study. So that the higher the work motivation of teachers in SD Se District, Medang Kampai, Dumai City, the teacher's performance will also increase.

The results of this study are in accordance with research conducted by Ardiana (2017) in his research entitled The Effect of Teacher Work Motivation on Vocational Accounting Teachers in Madiun City. The results showed that work motivation had a positive effect on the performance of accounting teachers.

The Effect of Interpersonal Communication (X₂) on Teacher Performance (Y) Partially

In table 7. it can be seen that t count = 2,592, it is known that n = 95 then df = n – k = 95 – 2 = 93. Compared with t table at df = 93 with a significant level of 5%, the t table value = 1,986. Then compared between tcount with ttable, it can be tcount (2,592) > ttable (1,986). Thus, because t count > t table, H₀ is rejected and H_a is accepted. This means that interpersonal communication has a partial effect on the performance of teachers in SD Se District, Medang Kampai, Dumai City.

Hypothesis testing concluded that there was a positive and significant influence between interpersonal communication and the performance of elementary school teachers in all Medang Kampai District, Dumai City. Based on the value of the standardized beta coefficient of interpersonal communication (X₂) with teacher performance (Y) of 0.215. Which means that the Interpersonal Communication variable (X₂) has a low influence on Teacher Performance (Y) compared to the Work Motivation variable (X₁) of 0.215.

This means that the formulation of the second problem is answered and the second hypothesis is accepted, where interpersonal communication has a positive effect on teacher performance by 0.215 and is a factor that affects teacher performance in this study. So that if the teacher's interpersonal communication is higher in SD Se, Medang Kampai District, Dumai City, the teacher's performance will also increase.

According to Suranto (2011), interpersonal communication is an action oriented, which is an action oriented towards certain goals which include: (a) expressing concern for others, (b) finding oneself, (c) discovering the outside world, (d) build and maintain harmonious relationships, (e) influence attitudes and behavior, (f) seek pleasure or just pass the time, (g) eliminate turbulence due to miscommunication, (h) provide assistance (counselling).

The results of the study show the positive and significant influence of interpersonal communication on teacher performance, this is in accordance with Marjianto's research (2015) with his research entitled The Effect of Interpersonal Communication on the Performance of State Buddhist College Employees (STABN) Raden Wijaya Wonogiri, Central Java. The results showed that interpersonal communication affects employee performance by 79.9%. This interpersonal communication variable has a strong influence on employee performance.

The Effect of Work Motivation (X1) and Interpersonal Communication (X2) on Teacher Performance (Y) Simultaneously.

The effect of work motivation (X1) and interpersonal communication (X2) on teacher performance (Y) simultaneously can be seen in table 8.

Table 8. F test (simultaneous test) Regression Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5750.156	2	2875.078	48,572	0,000 ^b
	Residual	5445.675	92	59,192		
	Total	11195.832	94			

Based on table 8. the results of F count = 48,572 > F table = 3.09, with a significance level of 0.05, then H0 is rejected which explains that there is a significant influence between work motivation (X1) and interpersonal communication (X2) simultaneously on performance Teacher (Y).

The statistical results show that together work motivation and interpersonal communication have a positive and significant influence on teacher performance, meaning that the better work motivation and interpersonal communication, the better the performance of elementary school teachers in Medang Kampai District, Dumai City. On the other hand, the worse work motivation and interpersonal communication, the worse the performance of elementary school teachers in all Medang Kampai District, Dumai City.

According to Gibson (2010) also explains that there are 3 factors that influence performance, namely: (1) individual factors (ability, skills, family background, work experience, social level and a person's demographics); (2) psychological factors (perception, role, attitude, personality, motivation and job satisfaction); (3) organizational factors (organizational structure, job design, leadership, reward system or reward system). Mathis and Jackson in Akbar (2018) say many factors affect the performance of individuals including teacher performance, including: (1) ability, (2) motivation, (3) received support, (4) the existence of the work they do, (5) their relationship with the organization.

Supardi (2016) states that to achieve good performance there are three groups of variables that affect performance, namely: (first) individual variables, (second) organizational variables and (third) individual psychological variables. Individual variables include: abilities and skills (mental physical), background (family, social level, experience), and demographics (age, ethnicity, gender). Organizational variables include resources, leadership, rewards, structure and job design. Psychological variables include: perception, attitude, personality, learning, motivation, job satisfaction and work climate (in this case internal communication).

According to Sedarmayanti (2012) which states the factors that can affect performance, namely: (1) mental attitude (work motivation, work discipline, work ethic); (2) education, (3) skills, (4) leadership management, (5) success rate, (6) salary and health, (7) social security, (8) work climate, (9) facilities and infrastructure, (10) technology, (11) achievement opportunities.

Meanwhile, according to Mulyasa.E (2013), there are at least ten factors that can affect teacher performance, both internal and external factors, namely (1) encouragement to work, (2) responsibility for assignments, (3) interest in assignments, (4) appreciation for assignments, (5) opportunities for development, (6) attention from the principal, (7) interpersonal relationships with fellow teachers, (8) MGMP and KKG, (9) guided discussion groups and (10) library services.

Another research that is also believed to be relevant to the analysis of the problem in this study is the research conducted by Ruth, (2017) with the title of his research being Interpersonal Communication Ability and Teaching Motivation on the Performance of High School Teachers in East Jakarta. The results of the study prove that there is a significant effect of the independent variables on interpersonal communication skills (X1) and teaching motivation (X2) together on teacher performance (Y).

As well as research conducted by Anggih Eko Prasetyo & Nina Oktarina (2017). With the title The Effect of Internal Communication, Work Motivation, and Principal Leadership on the Performance of Office Administration Teachers in Private Vocational Schools in Semarang City. The results of the study show that there is a positive and significant influence between interpersonal communication, work motivation, and principal's leadership on the performance of office

administration teachers in private vocational schools throughout Semarang, both partially and simultaneously. The results of this study are in accordance with the opinion of experts and the results of previous studies, so it can be concluded that "Work Motivation and Interpersonal Communication have a simultaneous and significant effect on Teacher Performance".

Coefficient of Determination Test

The results of the determination test can be seen in table 9.

Table 9. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,717 ^a	0,514	0,503	7,694

Table 9 shows the results of the calculation of the determinant coefficient (R Square) = 0.514 or 51.4%. This means that the influence of work motivation and interpersonal communication variables on teacher performance has an effect of 51.4%. Meanwhile, 48.6% was influenced by other factors not examined in this study. Among other things: responsibility for assignments, interest in assignments, appreciation for assignments, opportunities for development, attention from school principals, MGMP and KKG, guided discussion groups and library services.

Multiple Linear Regression Analysis

The results of multiple linear regression analysis can be seen in table 10.

Table 10. Coefficient of Multiple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	18,931	13,322		1,421	0,159
Work motivation	0,509	0,072	0,588	7,087	0,000
Interpersonal Communication	0,332	0,128	0,215	2,592	0,011

Table 10. shows that the value of a = 18.931, the coefficient of b1 = 0.509 and the coefficient of b2 = 0.332. Thus the multiple regression equation for the teacher performance variable (Y) on the work motivation variable (X1) and interpersonal communication (X2) is:

$$Y = 18,931 + 0,509X_1 + 0,332X_2.$$

The explanations that can be given regarding the regression model are:

- The value of the Unstandardized Coefficients B constant is 18.931, meaning that if there is no change in the variables of work motivation and interpersonal communication (the value of X1, and X2 is 0) then the

performance of teachers in elementary schools throughout Medang Kampai District, Dumai City is 18.931 units.

- The value of the regression coefficient of work motivation is 0.509, meaning that if the work motivation variable (X1) increases by 1% assuming the Interpersonal Communication variable (X2) and the constant (a) is 0 (zero), then the performance of teachers in elementary schools throughout Medang Kampai District, Dumai City increased by 0.509%. This shows that the provided work motivation variable has a positive effect on teacher performance, so that the better the work motivation, the teacher's performance will also increase.
- The interpersonal communication regression coefficient value is 0.332, meaning that if the interpersonal communication variable (X2) increases by 1% with the assumption that the work motivation variable (X1) and the constant (a) is 0 (zero), then the performance of teachers in elementary schools throughout Medang Kampai District, Dumai City increased by 0.332%. This shows that the interpersonal communication variables provided have a positive effect on teacher performance, so that if the better interpersonal communication applied to teachers in the Medang Kampai sub-district, Dumai City, the teacher's performance will also increase.

4. Conclusion

From the results of this study, it is concluded that partially both work motivation and interpersonal communication variables have a positive and significant effect on teacher performance in elementary schools in the district of Medang Kampai, Dumai City. Meanwhile, simultaneously work motivation and interpersonal communication have a positive and significant effect of 51.4% on the performance of teachers in elementary schools in the district of Medang Kampai, Dumai City. The remaining 48.6% is influenced by other factors not examined in this study, including: responsibility for assignments, interest in assignments, appreciation for assignments, opportunities for development, attention from school principals, MGMP and KKG, guided discussion groups and library services. The higher the work motivation and interpersonal communication possessed by the teacher, the higher the performance of teachers in elementary schools throughout Medang Kampai District, Dumai City. This indicates that to improve teacher performance in elementary schools throughout Medang Kampai District, Dumai City, it can be achieved through increasing work motivation and interpersonal communication simultaneously.

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