



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657
E-ISSN
2581-2203

The Influence of Work Motivation and Interpersonal Communication on Social Competence of Public Elementary School Teachers

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ARTICLE INFO

Article history:

Received: 15 June 2021

Revised: 14 Jan 2022

Accepted: 16 Jan 2022

Published online: 24 Jan 2022

Keywords:

Work Motivation

Interpersonal Communication

Teacher Social Competence

ABSTRACT

This study aims to determine the effect of work motivation and interpersonal communication on the social competence of teachers. The population of this study were teachers of public elementary schools in Cluster IV, Bukit Kapur District, Dumai City. Sampling was done by simple random sampling technique, the sample was set at 91 people. The data was collected by using a questionnaire technique and then analyzed using several linear regression equations and the proof of the hypothesis using the t test, F test, and the coefficient of determination (R^2). The results of the t-test of the work motivation variable have a significant effect on the teacher's social competence. Interpersonal communication variables have a significant effect on the social competence of teachers. The results of statistical tests (Test F), simultaneously work motivation and interpersonal communication have a significant effect on the social competence of teachers at SDN Gugus IV Bukit Kapur, Dumai City. Based on the t and F tests, the hypothesis is accepted.

1. Introduction

Education is one of the fields that plays an important role in building a complete human being. The purpose of education in general is to improve the quality of human resources through improving the quality of education. Schools are the foremost institutions in carrying out the process of improving the quality of human resources through education. Principals and teachers play an important role as a driving force in schools to achieve organizational goals in schools. Every school has organizational goals that must be achieved. The principal as a determinant of the direction of school policy and as a driver in the school, must be able to cooperate with all stakeholders to achieve the goals of the school organization.

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Doi: <https://doi.org/10.31258/jes.6.1.p.92-106>

Everyone believes that teachers have a very big role in the success of learning in schools. Teachers play a very important role in helping the development of students to realize their life goals optimally. This belief arises because humans are weak creatures, which in their development always need other people, from birth, even at the time of death. All of this shows that everyone needs other people in their development, as well as students when parents enroll their children in school, at that time they also place their hopes on the teacher, so that their children can develop optimally. To achieve this goal, a teacher who has high competence is needed. One of the things that teachers must have is social competence.

Social Competence

Social competence is the ability of teachers as part of the community to communicate and interact effectively with students, education staff, parents/guardians of students and the community around Damsar in Janawi (2019). In the Law of the Republic of Indonesia (UU RI) No. 14 article 10 concerning Teachers and Lecturers it is stated that teacher social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students and the community. Social competence According to Suharsimi, in Ashsiddiqi (2012) social competence means that teachers must have the ability to communicate socially with students, fellow teachers, principals and the community. According to Mulyasa in Putri (2017), states that social competence is "the ability of teachers as part of the community. According to Sagala in Entin Suhartini (2011), teacher social competence is reflected in the ability of a teacher to communicate effectively and interact socially or adapt well to all school members and the surrounding community.

Social competence is the ability of individuals to plan strategies to interact with others in the reality of social changes that occur around them, Priamikova in Marzoan (2017). The social competence proposed by Buchari Alma in Rahmawati (2018) is the ability of teachers to communicate and interact effectively with the school environment and outside the school environment. Individuals who have social competence are able to obtain positive responses from others and are skilled in forming close and mutually supportive relationships. Smart & Sanson in Rika Aulia Purnama (2017). Based on some of the opinions of the experts above, it can be concluded that social competence is the ability of a teacher to communicate effectively and interact socially or adapt well to all school members and the surrounding community.

Work Motivation

According to Robert L. Mathis and John H. Jakson in Moenir (2010) motivation derived from the word motive is a will or desire that arises in a person that causes that person to act. According to Dimyati in Ardiana (2017) motivation is a mental impulse that moves and directs human behavior. According to Winardi in Wibowo (2013), explaining work motivation is a potential force that exists within a human being, which can be developed by a number of external forces which

essentially revolve around monetary rewards, and non-monetary rewards that can affect performance results positively or negatively, which depends on the situation and conditions faced by the person concerned. According to Bafadal in Sukendar (2013) suggests that work motivation is a person's desire (desire) and willingness (willingness) to make decisions, act and use all his psychic, social and physical abilities in order to achieve certain goals.

Other factors affect work motivation such as principals' leadership skills, teacher conditions, and teacher professional certification as factors in improving the quality of teachers' work motivation because they have a positive and significant effect on Dewi in Umami (2021). According to Yawan (2016) work motivation is encouragement both from within (intrinsic) and from outside (extrinsic) which causes a teacher to be enthusiastic in teaching because of a strong desire from within him, namely his needs are met. Based on the description above, it can be concluded that teacher work motivation is something that can create enthusiasm or encouragement to work individually or in groups towards work in order to achieve goals. Teacher work motivation is a condition that makes teachers have the will or need to achieve certain goals through the implementation of a task.

Interpersonal Communication

According to Rahmat in Aziz (2017), says that communication is a process that develops from impersonal to interpersonal, meaning that there is an increase in relationships between communicators, often interpersonal meetings begin with talks on general issues, such as age, place of residence, education from the region and so on. According to Suciati in Diana (2020) human life cannot be separated from communication, both verbal and non-verbal. Mulyana in Dayanti (2014) said that interpersonal communication is communication between people face to face, which allows each participant to capture the reactions of others directly, both verbally and non-verbally. According to Bochner in Ngalmun (2018), interpersonal communication is the process of delivering messages by one teacher and receiving messages by another teacher or a small group of teachers, with various impacts and with opportunities to provide immediate feedback. Rogers in Muhammad Yodiq (2016) means that interpersonal communication or interpersonal communication is word of mouth communication that occurs in face-to-face interactions between several individuals.

According to Arni Muhammad in Oktariana (2020) Interpersonal communication is the process of exchanging information between a person and at least another person or usually between two people who can be directly identified. According to Sawaludin in Elfridauli (2018) interpersonal communication also affects the social dimension in the organization, making communication effective and teachers working harder to be responsible for their work. So, it can be concluded that interpersonal communication is a process of human activity consisting of two or more people in which there is a process of sending messages from one person to another and is an interaction between individuals who look intact and directly with each other in conveying and communicating. receive real messages in order to inspire each other's participation which is measured. This study generally aims

to examine and analyze the effect of work motivation and interpersonal communication together on the social competence of teachers in public elementary schools in clusters of four, Bukit Kapur sub-districts, Dumai City.

2. Methodology

This type of research was Ex post facto research with a quantitative research approach. Kerlinger in Ibrahim (2018). Ex post facto research is a systematic empirical investigation that does not control independent variables directly because the existence of these variables has occurred or because these variables basically cannot be manipulated.

The research was carried out in a State Elementary School in cluster IV, Bukit Kapur District, Dumai City with a total of 4 schools. The type of data used was quantitative data. Quantitative data was data obtained in the form of numbers from the results of the questionnaire. The data obtained from the questionnaire then be processed statistically using the SPSS application. The population of this research was all public elementary school teachers in cluster IV, Bukit Kapur District, Dumai City with the total population is 117 people.

Determination of the sample in this study used a simple random sampling technique, namely the technique of taking samples from the population at random without regard to the existing strata in the population Sugiono (2013). Sampling was carried out evenly to each school so that all respondents had the same opportunity as the research sample. In determining the sample size using the Slovin formula (Herlina, 2018):

$$n = \frac{N}{1 + Ne^2}$$

The data collection technique used in this research was a questionnaire or research questionnaire in the field. Questionnaires or questionnaires adapted from previous research which is for the X1 variable (Work Motivation) adapted from (Uno, 2016), the X2 variable (Interpersonal Communication) was adapted from previous research (Herlina, 2018), while for the social competence variable used APKG (Teacher Performance Assessment Tool) on teacher social competence. The implementation of the instrument trial was held to test the validity and calculation of the reliability of each statement item. The alternatives provided by the researchers in this study were for positive item answers, Very often (SS), Often (S), Sometimes (KK), Rarely (JR), and Never (TP), with a value scale of 5, 4, 3, 2, 1. Then the answers to items are negative, Very Often (SS) Often (S), Sometimes (KK), Rarely (JR), and Never (TP), with a value scale of 1, 2, 3, 4, 5. Reliability test using SPSS 23 by comparing the Cronbach alpha number with the provision of a minimum Cronbach alpha value of 0.6. This means that if the Cronbach alpha value is greater than 0.6 then the questionnaire is reliable or consistent. And conversely, if the Cronbach alpha value is less than 0.6 then the questionnaire is declared unreliable or inconsistent. By calculating the SPSS

program, the reliability value for each work motivation variable = 0.963; interpersonal communication = 0.971. Because the Cronbach Alpha value is above 0.60, the measuring instrument is reliable or has met the reliability requirements.

3. Results and Discussion

Data Description

The data that is processed in this study is to describe the effect of work motivation and interpersonal communication on the social competence of teachers in cluster IV, Bukit Kapur District. The description of the research data is based on testing a sample of as many as public schools in cluster IV, Bukit Kapur sub-district.

Description of Teacher Social Competence Data (Y)

The results of calculations on the data on the teacher's social competence variable, the results obtained are as in table 1.

Table 1. Statistics Description of Social Competence

Variabel	Description	Statistical Results
Teacher Social Competence	Valid	91
	mean	84,21
	median	85,00
	mode	83
	Std. Deviation	4,722
	Minimum Value	77
	Maximum Value	93

Table 1 explains that the teacher's social competence variable obtained a mean value which is the average value of all data. The teacher's social competence variable of 84.21 is in a good interpretation, this is in accordance with the conversion of the PKG value of 76-90 which is in the good category, the median value (median) of the teacher's social competence variable is 85.00 and the most frequent value (mode) of the teacher's social competence variable is 83. For the highest value (maximum) obtained from the teacher's social competence variable of 93 and the lowest value (minimum)) obtained by the teacher's social competence variable is 77. Thus the value for the work motivation variable is in the good category. The categories for the interval criteria refer to Permenpan No.16 of 2009 which can be seen in table 2. The distribution category of variable frequency distribution based on the data interval of Social Competence can be seen in table 3. Based on table 3, it can be seen that 11 respondents with a percentage of 12.1% have social competence in the Very Good category. 80 respondents with a percentage of 87.9% have social competence in the Good category. Thus, it can be concluded that the social competence of teachers in cluster IV, Bukit Kapur sub-district is in the Good category.

Table 2. Conversion of PKG Value in accordance with Permenpan RB. No. 16 TH. 2009

Interval	Category
91-100	Very good
75-90	Good
61-75	enough
51-60	Currently
≤ 50	Not enough

Source permepan no 16 of 2009

Table 3. Description of the Frequency of Social Competence

Interval	Category	Frequency	Percentage
91-100	Very good	11	12,1%
76 - 90	Good	80	87,9%
61 - 75	Enough	0	0
51 -60	Currently	0	0
≤ 50	Not enough	0	0
Total		91	100%

Source, Processed Data 2021

Description of Work Motivation Data (X1)

The results of the calculation of the data on the Work Motivation variable, the results obtained are as in table 4.

Table 4. Statistical Calculation of Work Motivation Data (X1)

Variabel	Description	Statistical Results
Work motivation	Valid	91
	Mean	137,4
	Median	139
	Mode	117
	Std. Deviation	12,491
	Minimum Value	111
	Maximum Value	157

Source, Processed data 2021

Table 4 explains that the Work Motivation variable has a mean value which is the average value of all data. The Work Motivation Variable of 137.49 is in the very high category according to the interval between the value of work motivation, the value of 134-160 is in the very high category. The median value (median) of the Work Motivation variable is 139 and the most frequent value (mode) of the Work Motivation variable is 117. For the highest (maximum) value obtained from the Work Motivation variable, 157 and the lowest (minimum) value obtained by the Movation variable. Work is 111. Thus the value for the work motivation variable is in the high category. The categories for the interval interpretation criteria are divided into 4 categories, namely very high, high, medium, low, and very low. Thus the distribution of variable frequency distribution categories based on work motivation data intervals can be seen in table 5.

Table 5. Description of Work Motivation Frequency

Interval	Category	Frequency	Percentage
134-160	Very high	58	67,7%
107-133	Tall	33	36,3%
80 -106	Currently	0	0
53 -79	Low	0	0
26- 52	Very low	0	0
Total		91	100%

Source, Processed Data 2021

Based on table 5, it can be seen that 58 respondents with a percentage of 67.7% have work motivation in a very high category, 33 respondents with a percentage of 36.3% have work motivation in a high category. Thus, it can be concluded that the work motivation of teachers in cluster IV, Bukit Kapur sub-district is in the very high category.

Description of Interpersonal Communication Data (X2)

The results of calculations on the data on interpersonal communication variables can obtained are as in table 6.

Table 6. Statistics Description of Interpersonal Communication

Variabel	Description	Statistical Results
Interpersonal Communication	Valid	91
	Mean	142,33
	Median	143
	Mode	143
	Std. Deviation	12,446
	Minimum Value	117
	Maximum Value	162

Source, Processed Data 2021

Table 6 explains that the Interpersonal Communication variable obtained a mean value which is the average value of all data. Interpersonal Communication Variable of 142.33 is in the very high category according to the interval value of interpersonal communication, the value of 139-165 is in the very high category. The median value (median) of the Interpersonal Communication variable is 143 and the most frequent value (mode) of the Interpersonal Communication variable is 143. The highest value (maximum) obtained from the Interpersonal Communication variable is 162 and the lowest value (minimum) obtained is the Communication variable. Interpersonal is 117. Thus the score for the interpersonal communication variable is in the very high category. The categories for the interval interpretation criteria are divided into 4 categories, namely very high, high, medium, low, and very low.

Thus the distribution of variable frequency distribution categories based on interpersonal communication data intervals can be seen in table 7.

Table 7. Description of Interpersonal Communication Frequency

Interval	Category	Frequency	Percentage
139-165	Very High	60	65,9%
112-138	Tall	31	34,1%
85 -111	Currently	0	0
58 -84	Low	0	0
≥ 57	Very Low	0	0
Total		91	100%

Source, Processed Data 2021

Based on table 7, it can be seen that 60 respondents with a percentage of 65.9% interpersonal communication with a very high category, 31 respondents with a percentage of 34.1% interpersonal communication with a high category. Thus, it can be concluded that the interpersonal communication of teachers in cluster IV, Bukit Kapur sub-district belongs to the very high category.

Inferential Statistical Analysis

Inferential statistical analysis is a method that deals with making conclusions about the population based on the behavior of the sample. This inferential statistical analysis was conducted to see the contribution between variables in accordance with the formulation of the problem, objectives and research hypotheses, by first looking at the relationship between variables, it is necessary to test requirements for correlation in the form of normality and linearity tests.

The normality test of the data in this study used the Kolmogorov-Smirnov test, with a significant level used as a rule to accept or reject the normality test or the presence or absence of a data distribution = 0.05. To accept or reject the hypothesis by comparing the significant value of the variable with = 0.05. As for the decision rule, the data is declared to be normally distributed if the significant value ≥ 0.05 . The results of the normality test of the three variables can be seen in table 8. The significance value of each of these variables is > 0.05 , which means H_0 is accepted. Thus the requirements of the regression analysis are met.

Linearity Test

The linearity test aims to determine whether the variable data has a linear relationship or not significantly. This test is used as a prerequisite for parametric statistics, especially in correlation analysis or linear regression which is included in the associative hypothesis. The linearity test uses SPSS version 23 program assistance. The linearity test on the variables of work motivation (X1), interpersonal communication (X2), and teacher social competence (Y) can be seen in table 9.

Table 8. Normality Testing of Work Motivation, Interpersonal Communication on Teacher Social Competence

One-Sample Kolmogorov-Smirnov Test				
		Work Motivation	Interpersonal Communication	Social Competence
N		91	91	91
Normal Parameters ^{a,b}	Mean	137,49	142,33	143,04
	Std. Deviation	12,491	12,446	13,560
Most Extreme Differences	Absolute	,083	,090	,086
	Positive	,063	,083	,077
	Negative	-,083	-,090	-,086
Test Statistic		,083	,090	,086
Asymp. Sig. (2-tailed)		.156 ^c	.066 ^c	.095 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: Processed Data 2021

Table 9. Linearity Test Results of Variances for Work Motivation Variables (X1), Interpersonal Communication (X2), and Teacher Social Competence (Y)

	Sig
Teacher Social Competence-Work Motivation (X1)	0,119
Teacher Social Competence-Interpersonal Communication (X2)	0,113

Based on Table 9. the significance value (sig) of Deviation from linearity of teacher social competence (Y) with work motivation (X1) is 0.119, greater than 0.05. So it can be concluded that there is a linear relationship between the variables of teacher social competence (Y) and work motivation (X1). Furthermore, the significance value (sig) deviation from linearity of teacher social competence (Y) with interpersonal communication (X2) is 0.113 which is greater than 0.05. So it can be concluded that there is a linear relationship between the variables of teacher social competence (Y) and interpersonal communication (X2). The linear relationship between the teacher's social competence variable (Y) and interpersonal communication (X2) can be seen in Figure 1.

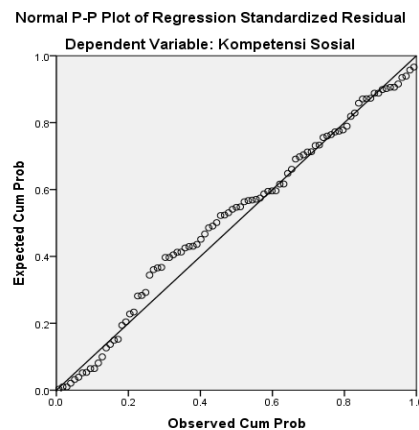


Figure 1. P-P Plot regression variable Work Motivation (X1) and Interpersonal Communication on Teacher Social Competence (Y).

Based on Figure 1, it is obtained that the distribution of data shows the level of normality, that the data on work motivation, interpersonal communication on the social competence of teachers spread in a linear line. This explains that the data are in normal existence.

Multicollinearity Test

The multicollinearity test aims to determine whether there is an intercorrelation or a strong relationship between independent variables or independent variables. The multilinearity test can be seen in two ways, namely by looking at the Tolerance value and the Variance Inflation Factor (VIF). The results of the Regression Model Multicollinearity Test can be seen in table 10.

Table 10. Multicollinearity Test Results of Regression Model

Model	Tolerance	Vif	Description
Work Motivation	0,722	1,387	There is no multicollinearity
Interpersonal Communication	0,722	1,37	There is no multicollinearity

Source: Processed Data 2021

Based on table 10, it can be seen that the VIF value for all independent variables is not more than 10, and the tolerance value is also close to 10. Based on these results, it can be concluded that all independent variables consisting of work motivation and interpersonal communication have no symptoms of multicollinearity.

Research Hypothesis Testing

Multiple Linear Regression Analysis

Multiple regression analysis was tested using the SPSS 23 program. The coefficients of work motivation (x1) and interpersonal communication (x2) variables on social competence (Y) can be seen in table 11.

Table 11. Coefficient of Work Motivation (X1) and Interpersonal Communication (X2) Variables on Social Competence (Y)

Model	B	Sig
(Konstanta)	44,908	0,000
Work Motivation	0,225	0,000
Interpersonal Communication	0,472	0,000

Based on table 11 about the coefficient of interpersonal communication variable (X2) with teacher social competence (Y), obtained a value of $a = 44.908$ and $b_1 = 0.225$ and $b_2 = 0.472$ so that the regression equation becomes $Y = 44.908 + 0.225 + 0.472$ and the equation can be interpreted that the effect of both variables are positive and significant. The statistical results indicate that work motivation and interpersonal communication at the constant 44,908 have the effect of increasing teacher performance by 0.225 and 0.472 for elementary school teachers in cluster IV, Bukit Kapur sub-district, Dumai City.

The statistical results show that together work motivation and interpersonal communication have a positive and significant influence on teachers' social competence, meaning that the better work motivation and interpersonal communication, the better the social competence of State Elementary School teachers in cluster IV, Bukit Kapur sub-district, Kota Dumai. On the other hand, the worse the work motivation and interpersonal communication, the worse the social competence of public elementary school teachers in cluster IV, Bukit Kapur sub-district, Dumai City.

From table 10 the coefficients of work motivation variables (X1) and interpersonal communication (X2) with teacher social competence (Y) also obtained probability values where these values are used to determine whether the hypothesis is accepted or rejected. If the probability value is greater ($\text{sig} > 0.05$), then H_0 is accepted and H_a is rejected, meaning that it is not significant. Meanwhile, if the probability value is smaller ($\text{sig} 0.05$), then H_0 is rejected and H_a is accepted which means it is significant. From table 4.23 above, it can be seen that the sig probability value is 0.000. The value of $\text{sig}.0.000 < 0.05$ means H_0 is rejected and H_a is accepted so that work motivation (X1) and interpersonal communication (X2) have a significant effect on teacher social competence (Y).

Based on the coefficient table of work motivation (X1) and interpersonal communication (X2) variables on teacher social competence (Y) it can be interpreted that the hypothesis that reads there is a positive influence between work motivation (X1) and interpersonal communication (X2) on school social competence (Y) the base in cluster IV, Bukit Kapur District, Dumai City was accepted.

This finding is also supported by research conducted by Yani (2016) which found that work motivation has a positive and significant effect on teacher competence at SMK Negeri 1 Pasuruan. This is because motivation is related to the fulfillment of life needs, such as psychological needs. Psychological needs are related to the

fulfillment of needs in terms of clothing, food, shelter, physical and spiritual. Furthermore, the research conducted by Sulastris (2018). The results show that there is a positive relationship between interpersonal communication between teachers and social competence. This is indicated by the correlation coefficient r_{xy} of 0.660 and t count = 9.273 which is greater than t table at $\alpha = 0.05$, which is 1.67. The pattern of the relationship between the two variables, expressed by the linear regression equation = $28.67 + 0.60X$. This equation provides information that the average change in one interpersonal communication score between teachers is followed by a change in one unit of social competence score of 0.60 at a constant 28.67. Furthermore, the research conducted by Alam (2012), The Effect of Professional Competence and Social Competence of Accounting Economics Teachers on the Learning Achievement of High School Students in Pati City. The results showed that the criteria for professional competence was high (80.67%), while the social competence of teachers was very high (85.00%). There is a significant influence between professional competence and social competence of teachers, either partially or simultaneously on student achievement. This is shown from the average student achievement in accounting economics subjects on good criteria (74.90).

From several studies that have been conducted by several researchers, it can be proven that social competence can improve human behavior. Teacher social competence is reflected in the ability of a teacher to communicate effectively and interact socially or adapt well to all school members and the surrounding community.

Coefficient of Determination Test

Testing the hypothesis that was accepted positively and significantly, it is also necessary to know how much the contribution of interpersonal communication variables (X2) to social competence (Y). For this, it can be concluded in table 12.

Table 12. The Influence of Work Motivation (X1) and Interpersonal Communication (X2) Variables on Teacher Social Competence (Y)

R	R Square	Sig,F Change	Influence (%)	Interpretation
0,565	0,320	0,000	32%	Low

Predictors: (Constant), interpersonal communication

In table 12, it is obtained that R square (r^2) = 0.320 or 32%, which means that the influence of work motivation (X1) and interpersonal communication (X2) variables on the social competence of elementary school teachers (Y) in cluster IV, Bukit Kapur District, Dumai City is 32. % while the remaining 68% is determined by other factors that are not part of this study. Thus, it can be concluded that the contribution of work motivation (X1) and interpersonal communication (X2) variables to social competence (Y) has a low interpretation or low contribution.

4. Conclusion

From the results of this study, the conclusions are formulated as follows:

1. Work motivation has a positive and significant effect on the social competence of elementary school teachers in cluster IV, Bukit Kapur District, Dumai City. Thus, it is clear that work motivation has a positive and significant effect on the social competence of teachers. Which means that if work motivation increases, the teacher's social competence will also increase.
2. Interpersonal communication has a positive and significant effect on the social competence of teachers in cluster IV, Bukit Kapur District, Dumai City. Thus it is clear that interpersonal communication has a positive and significant effect on the social competence of teachers. Which means that if interpersonal communication increases, the teacher's social competence will also increase.
3. Work motivation and interpersonal communication simultaneously have a positive and significant effect of 32% on the social competence of teachers in cluster IV, Bukit Kapur District, Dumai City. The higher the work motivation and interpersonal communication possessed by the teacher, the higher the social competence of teachers in cluster IV, Bukit Kapur District, Dumai City. This indicates that to improve the social competence of teachers in cluster IV, Bukit Kapur District, Dumai City, it can be achieved through increasing work motivation and interpersonal communication simultaneously.

Acknowledgement

The authors would like to thank the principal, teachers, and administration in cluster IV, Bukit Kapur District, Dumai City, whose school was used as the research sample.

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How to cite this article:

Sriwahyuningsih. (2022). The Influence of Work Motivation and Interpersonal Communication on Social Competence of Public Elementary School Teachers in Cluster IV, Bukit Kapur District, Dumai City. *Journal of Educational Sciences*, 6(1), 92-106.
