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Pemeriksa

The Influence Of Principal's Motivation, Communication, Parental Participation On Teacher Performance In Elementary Schools

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The Influence Of Principal's Motivation, Communication, Parental Participation On Teacher Performance In Elementary Schools

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Abstract

This research is motivated by the collaboration between the principal teachers and employees to produce quality education. The purpose of this study was to determine the principal's motivation, communication, parental participation factors which together influence the job satisfaction of teachers in elementary schools and which variables are the most dominant motivation of principals (X1), communication (X2), parent participation (X3) which affects the performance of teachers (Y). This study uses an explanatory research type, with the independent variables (X1), (X2), (X3) influencing (Y). The results of hypothesis testing are obtained: (a) Variable X1 is 0.137 with a probability of 0.105. Because $t_{count} > t_{table}$ (1.70 > 0.483) and the level of significance t > 5 % (0.835 > 0.05), then the variable X1 affects the variable (Y). (b) Variable X2 is 0.227 with a probability of 0.281. Because $t_{count} < t_{table}$ (1.70 > 1.020) and the level of significance t > 0.5 % (0.320 > 0.05), then the variable (X2) affects the variable (Y). (c) Variable X3 is 0.267 with a probability of 0.226. Because $t_{count} < t_{table}$ (1.70 > 0.750) and the significance level of t > 0.5 % (0.462 > 0.05), then the variable (X3) has an effect on the variable (Y). The results of hypothesis testing indicate that the dominant variable is (X2) of 0.227 with a probability of 0.281.

Keywords: *principal's motivation, communication, parent participation, teacher performance*.

Abstrak

Penelitian ini dilatarbelakangi oleh kerjasama antara kepala sekolah dengan guru dan karyawannya dapat menghasilkan mutu pendidikan yang berkualitas. Tujuan Penelitian ini adalah untuk mengetahui faktor motivasi kepala sekolah, komunikasi, partisipasi orangtua secara bersama-sama berpengaruh terhadap kepuasan kerja guru di sekolah dasar serta Variabel mana yang paling dominan motivasi kepala sekolah (X_1), komunikasi (X_2), Partisipasi Orangtua (X_3) yang mempengaruhi kinerja guru (Y). Penelitian ini menggunakan jenis penelitian Explanatori, dengan variabel bebas yaitu (X_1), (X_2), (X_3) mempunyai pengaruh terhadap (Y). Hasil pengujian hipotesis didapat: (a) Variabel X_1 sebesar 0,137 dengan probabilitas 0,105. Karena $t_{hitung} > t_{tabel}$ (1.70 > 0.483) serta tingkat signifikansi t > 5 % (0.835 > 0.05), maka variabel X_1 berpengaruh terhadap variabel (Y). (b) Variabel X_2 sebesar 0.227 dengan probabilitas 0.281. Karena $t_{hitung} < t_{tabel}$ (1.70 > 1.020) serta tingkat signifikansi t > 0.5 % (0.320 > 0.05), maka variabel (X_2) berpengaruh terhadap variabel (Y). (c) Variabel X_3 sebesar 0.267 dengan probabilitas 0.226. Karena $t_{hitung} < t_{tabel}$ (1.70 > 0.750) serta tingkat signifikansi t > 0.5 % (0.462 > 0,05), maka variabel (X_3) berpengaruh terhadap

variabel (Y). Hasil pengujian hipotesis menunjukkan bahwa variabel yang dominan adalah (X_2) sebesar 0.227 dengan probabilitas 0.281.

Kata kunci: *motivasi kepala sekolah, komunikasi, partisipasi orangtua, kinerja guru*

INTRODUCTION

School goals can achieved goals effectively and efficiently when a school principal in organizing schools knows the abilities and characteristics of teachers and other staff to place them in appropriate positions/tasks by looking at the conditions of what jobs are charged so that there is no excessive task (Anwar, 2021). Given that a program usually consists of several parts that different people may carry out, it must be clear in its organization how the relationships between these parts are and who is responsible for coordinating them (Kartini, Kristiawan, & Fitria, 2020). In line with his responsibilities as a school principal, he has the task of moving people in the school organization to work optimally (Agustina & Kristiawan, 2021). As for one way to move teachers and other staff by using the principle of motivation, meaning that the principal stimulates teachers and other staff to do the task and by nature, people will be motivated to do something if (a) they believe they will be able to do it (b) believe that the work will work and bring benefits to him (c) not being burdened by personal problems or other more important or urgent tasks (d) the task is a trust for the person concerned and (e) the relationship between friends in the organization must be harmonious (Wang, Pollock, & Hauseman, 2018).

One of the duties of a leader is to motivate his subordinates to work by the directions given (Lian, 2020). A subordinate who has carried out the tasks assigned/given to him can be carried out properly; that is what a work organization wants (Hartinah et al., 2020). However, if the assigned task cannot be carried out properly, we need to know the reasons (Hamdani, Kesumawati, & Kristiawan, 2018). There is a possibility that the person concerned does not have the ability, or there is no willingness to complete the work assigned/charged to him, or perhaps there is no motivation (drive) to work well (Wasserman & Yehoshua, 2016). So important is motivation, which is a fundamental part of management activities so that things can be directed to the direction of potential and human resources by generating, animating, and growing a high level of desire togetherness in carrying out individual and group tasks within the organization (Hardiansyah & AR, 2022). As educators, teachers are the determining factor in improving education in schools; therefore, teachers must be able to improve performance in carrying out their duties and responsibilities because future education requires the skills and professionalism of a teacher. Teacher performance is the main target in improving the quality of education in general; therefore, improving teacher performance needs serious attention from various parties and efforts to improve teacher performance, such as principal motivation (Hardiansyah, 2022).

Based on researchers' observations at one of the elementary schools in Sumenep about teacher performance, some teachers have not completed the lesson plan and did not bring a lesson plan during teaching and learning activities. Making lesson plans has not yet fully become necessary for teachers, so each semester, only some teachers make lesson plans on time on their initiative. It is seen that the teacher at the time of teaching is still using the conventional method, called the lecture method. Lack of teachers in terms of delivering learning well, so there is no good response from students and a lack of teachers in creating a pleasant learning atmosphere. In addition, in terms of teacher competence, teachers have not taught by their competencies, so it will have an impact on the level of student understanding

and will also have an impact on teacher performance. Subject matter that the teacher has not mastered will result in reduced quality of learning tools and the teacher's timeliness in collecting it. In this case, it takes the role of a leader who can control well and be a motivator to teachers so that they can be more professional in carrying out their duties and responsibilities.

Communication is delivering messages/thoughts/feelings from one person to another (Zaini & Syafaruddin, 2020). The ability to communicate is very influential on the success of a leader, including the principal (Sirait, 2016). One of the main tasks of the principal is to manage staff and other related parties so that they work optimally or participate actively in school development programs (Holmes, Parker, Olsen, & Khojasteh, 2021). One of the main elements in staff management is communicating, conveying ideas or programs, convincing various parties of the importance of the program so that other people support it. Other people will be encouraged to help if the school leader/principal can effectively communicate the idea/program (Bafadal, Nurabadi, Soepriyanto, & Gunawan, 2020). Communication can be said to achieve the goal / effective if there is a change in behavior in communication. In line with the problem of communication, it is said to be effective in school institutions if there is support in regulating teachers and other staff or the full potential of the school to function optimally in supporting the achievement of school goals by utilizing the facilities/infrastructure owned and the potential of the community to support the achievement of school goals (Ruslan, 2020).

The flow of communication in an organization is communication from top to bottom, communication from bottom to top, and between individuals, known as horizontal communication. The better the communication, the better the possibility of cooperation. This is supported by research conducted by (Yao, You, & Zhu, 2020) explaining that internal communication contributes 9.5% to the formation of teacher performance. This shows that the more influential the internal communication, the higher the teacher's performance. Communication can be done in various ways, namely relying on the telephone, internet, chat, microphone, memos, letters, meetings, workshops and so on, so that communication needs between fellow teachers and the principal can work well. Communication from the principal to the teacher, the teacher to the principal, and between fellow teachers is needed to facilitate teacher performance.

Based on the results of observations, the researchers found information that school principals often disagree with teachers in making policies that will be enforced. In daily life, the principal is a charismatic, disciplined, firm, friendly, smiling figure with a high sense of responsibility. In providing information to teachers, the principal has a unique way: by conducting a briefing every morning before the lesson begins. In the briefing, several activities were carried out, namely: tadarus al-Qur'an, Islamic studies for 5 minutes, and the delivery of information. And at the end of the briefing, the principal will advise all briefing participants on religious, moral, and social values and others. In giving warnings to subordinates who make mistakes, the principal always uses a subtle approach by giving advice. Not only that, sometimes the principal becomes a place to pour out the personal problems of the staff and teachers so that there is a close family bond between the principal and the teacher.

The ability of schools to realize quality education and the process of school education services and the final result in the form of academic and non-academic achievements of students who can compete and be on par with various leading schools

(Holmes & Parker, 2018). Moreover, it has become a favorite for students, parents, society, government, further studies, and the business world (Ismail, Sutarman, Yudhakusuma, & Mayasari, 2020). Parents and the community support schools through financial assistance, but they can formulate and develop programs to improve school quality through school committees and education boards. The community and parents can collaborate to provide mentoring ideas and become resource persons in various activities to improve the quality of education in schools (Hariandi, 2017). School empowerment is the actualization of all the school's potential integrally in developing and increasing school independence. School independence refers to improving the quality of education services (Naim, 2012).

In carrying out educational programs in schools, school principals must cooperate actively and proportionally with school committees that represent community elements, student guardians, and parties interested in school progress (stakeholders). Deliberations can discuss curriculum issues, extracurricular activities, courses, life skills, education costs, facilities and infrastructure, collaboration with outside parties, and others that aim to improve school achievement and independence. The school committee's task is to adhere to the partnership model, namely as a dynamist and facilitator. Therefore, the school committee's function is dominant for achieving educational goals because it can offer better education by making schools superior and oriented to regional culture (Elfrianto, Dahnial, & Tanjung, 2020). The school committee, as a forum for the community to improve the quality of services and educational outcomes in schools, has a role as an advisory agency, supporting agency, and mediator agency between the government (executive) and the community in the education unit (Szeto & Cheng, 2018). The a critical relationship between the role of parents and teachers in the formation and development of student creativity, so communication between parents and teachers must be well established (Klein, 2017). With good communication, a synergy is created between parents and teachers so that parental participation can create a more optimal environment in which all parts contribute together to support student's academic progress and social development.

Previous research was conducted by (Handoko, 2015) with the title The Influence of Principal Leadership on Teacher Performance at SD Negeri Dabin IV, Watukumpul District, Pemalang Regency. This study shows the contribution of the leadership influence of the principal of SD Negeri Dabin IV, Watukumpul District, Pemalang Regency, on teacher performance by 17.8%. At the same time, the remaining 82.2% is determined by factors other than the principal's leadership. Furthermore, research by (Baihaqi, 2015) discusses the influence of the principal's leadership style and work motivation on teacher performance in Ma'arif Selorejo Blitar; the results of the descriptive statistical test show that (1) the principal's leadership at MA Ma'arif is categorized as good. The competence of MA Ma'arif teachers is in a suitable category, and (3) teacher performance at MA Ma'arif is in a suitable category. The three-variable hypothesis test shows: (1) the principal's leadership has a significant effect on teacher performance (r = 2,599, p = 0.05), (2) teacher performance motivation has a significant effect on performance. Furthermore, the research entitled The Effect of Principal Leadership on Teacher Performance at SMA Negeri Medan conducted by (Nasrun, 2016), the purpose of this study was to determine the effect of principals' leadership on work motivation and teacher performance. The type of research used is explanatory search with the ex post facto method, considering that the research used is non-experimental. The population in this study were teachers at SMAN Medan City, with as many as 241 teachers. This study uses inferential analysis. The study's results showed that

the path coefficient between the principal's leadership and teacher work motivation was 0.249 and between the principal's leadership and teacher performance was 0.156. This shows that the principal's leadership has a significant influence on work motivation and teacher performance.

From the explanation above, work motivation, communication and parental participation are very influential on teacher performance because leadership must be able to encourage or motivate teacher performance by showing a sense of friendliness, closeness and consideration towards teachers. Good leadership behaviour can encourage, direct and motivate all school members to realize the school's vision and mission. Based on these problems, the authors conducted a study to determine how much influence the principal's motivation, communication, and parental participation had on teacher performance in elementary schools.

METHODS

This study uses an explanatory type of research to determine the effect of the independent variable on the dependent variable and test the hypothesis that has been formulated. In this study, the independent variable is the principal's motivation (X1), communication (X2), parental participation (X3), while the dependent variable is teacher performance (Y). The sampling technique in this study is the Regional Sample (Probability Sample area). This means that the sampling technique is carried out by taking representatives from each region contained in the population. The population in this study was SDN Poja II Sumenep which consisted of 20 teachers. While the number of samples set by the author as many as 15 people at once used as respondents. This number is considered representative for research because each region/region is taken as a representative or respondent. The sample for this determination uses a purposive sampling technique because its characteristics have been previously known.

There are two types of data in this study that can be collected: Primary Data and Secondary Data. Primary data is data obtained directly, which explains the variables to be studied. This data was obtained through interview and questionnaire techniques. Secondary information is data obtained from library research by studying literature and reading books related to the problems discussed in research and other sources. This data was obtained through documentation and observation techniques. The measuring instrument in this study was arranged in a questionnaire and based on the factors studied. The questionnaire form is multiple choice with five choices, one of which must be chosen by research that moves from five to one according to a Likert scale. After the measuring instrument in this study was made, a trial on the measuring device was carried out using the try-out technique or the prosecution used, meaning that the questionnaire was tested on the subject in question. The model used in analyzing the data of this research is multiple linear regression.The aim is to determine the effect of the independent variable on the dependent variable.

Formula 1. Multiple Linear Regression Model

$$Y = b_0 + b_1 X_1 + b_2 X_2 + b_3 X_3 + e$$

description

Y	= Teacher performance variable
X_1	= Principal's motivation
X_2	= Communication
X_3	= Parental participation

e   = Error (interrupting component)

b_0 = constant

$b_1 + b_2 + b_3$ = Regression Coefficient

Analysis of the research instrument test was carried out to analyze the instrument trial results so that the questions that met the requirements could be seen. The purpose of the instrument test is to avoid unclear questions or statements, eliminate words that are difficult to understand and consider adding or subtracting items. The instrument test analysis method used includes validity and reliability tests. Calculating the instrument validity test results on 15 respondents showed that there were 14 invalid statement items, the statement items known to be invalid were then discarded because other statement items had represented them. Based on the validity test of 55 valid statement items, the numbering was reordered and used to collect research data. The results of the reliability test in this study showed the results of Cronbach's Alpha value on the teacher performance variable (Y) of 0.787; the principal's motivation variable (X1) is 0.859; communication variable (X2) is 0.717; parental participation variable (X3) is 0.822. The results of these calculations can be concluded that the instrument is reliable and can be used for research.

Testing the data or testing the normality of the data is done first before testing the hypothesis. The normality test aims to test whether, in the regression model, the confounding or residual variables have a normal distribution. The data is normally distributed or not using the One-Sample Kolmogorov-Smirnov method. The way to detect it is by looking at the residual significance value. If the significance is more than 0.05, then the residuals are normally distributed. The normality test can also be seen by looking at the distribution of data on the diagonal source on the Normal P-P Plot of Regression Standardized Residual graph as the basis for making decisions. The multicollinearity test aims to test whether there is a correlation between the independent variables in the regression model. The regression model can be said to be good if there is no correlation between the independent variables. The VIF value is less than ten, and the tolerance value is more than 0.1, so the regression model does not have multicollinearity problems.

The F statistical test shows whether all independent or independent variables included in the model have a combined effect on the dependent or dependent variable. The decision-making criteria for testing the hypothesis are using the F statistic as follows: (a) If the significance value of F <0.05 or the arithmetic coefficient is significant at a level of less than 5%, then H0 is rejected, which means that the principal's motivation, communication, and parental participation are significantly different. Simultaneously affect teacher performance. (b) If the significance value of F > 0.05 or the calculated F coefficient is significant at a level of more than 5%, then H0 is accepted, which means that the principal's motivation, communication, and parental participation do not simultaneously affect teacher performance.

The t-statistical test shows how far the influence of one explanatory or independent variable individually explains the variation of the dependent variable. The decision-making criteria for testing the hypothesis are using t statistics as follows: (a) If the significance value of t < 0.05 or the t-count coefficient is significant at a level of less than 5%, then H0 is rejected, which means the principal's motivation, communication, parental participation partially affect teacher performance. (b) If the significance value of t > 0.05 or the t-count coefficient is significant at a level of more than 5%, then H0 is accepted, which means that the principal's motivation, communication, and parental participation do not partially affect

teacher performance. After the data is collected, it is analyzed quantitatively to explain (describe) the relationship of the data obtained with the theoretical basis used through quantitative descriptions, namely statistical tests. Data analysis techniques used in this study include: (1) Calculating the coefficient of multiple determination (R2). (2) Testing the First Hypothesis. (3) Testing the Second Hypothesis. (4) Calculating the Coefficient of Partial Determination (r2).

RESULTS AND DISCUSSION

The results in this study are to determine the frequency distribution of respondents' answers and the results of the collected questionnaires; the variables of the principal's motivation, communication, and parental participation show the distribution of respondents' answers to each of the variables presented in tabular form. The table shows that the frequency of respondents' answers in each group of variables shows the intensity scale. In general, each variable influences teacher performance.

Table 1. Frequency Distribution of Principal Motivation Variables (X1)

| X_1 | Indicator Variables | Respondent's Answer | | | | | | | | | |
| | | TP | | KP | | CP | | PS | | SPS | |
		F	%	F	%	F	%	F	%	F	%
$X_{1.1}$	Encouragement	0	0	0	0	2	8.3	10	41.7	12	50.0
$X_{1.2}$	On time	0	0	0	0	4	16.7	13	54.2	7	29.2
$X_{1.3}$	Rewards	0	0	0	0	4	16.7	10	41.7	10	41.7
$X_{1.4}$	Responsibility	0	0	0	0	5	20.8	9	37.5	10	41.7
$X_{1.5}$	Job completion	0	0	1	4.2	3	12.5	9	37.5	11	45.8

description;
TP   = Do not understand
KP   = Not really understand
CP   = Understand enough
PS   = Understood
SPS   = Very Understood

From Table 1 above, it can be explained as follows;

a) Variable $X_{1.1}$ indicates the principal's motivation variable in the form of encouragement answered by respondents with a distribution of 8.3% very well understood, 14.7% understood very well, and 50.0% quite understood. This means that almost all of the respondents studied to view the principal's motivation related to morale as helpful in teacher performance.

b) Variable $X_{1.2}$ is an indicator of the principal's motivation variable in the form of timely answers by respondents with a distribution of 29.2% very well understood, 54.2% understood very well, and 16.7% quite understood. This means that almost all of the respondents studied to view the principal's motivation related to punctuality as helpful in teacher performance.

c) Variable $X_{1.3}$ is an indicator of the principal's motivation variable in the form of rewards answered by respondents with a distribution of 29.2% very well understand, 54.2% understand very well, and 16.7% quite understand. This means that almost all of the respondents studied to view the principal's motivation related to rewards as helpful in teacher performance.

d) Variable $X_{1.4}$ is an indicator of the principal's motivation variable in the form of responsibility answered by respondents with a distribution of 41.7% very well understood, 37.5% understood very well, and 20.8% quite understood. This means that almost all of the respondents studied to view the principal's motivation related to responsibility as helpful in teacher performance.

e) Variable $X_{1.5}$ is an indicator of the principal's motivation variable in the form of completion of work answered by respondents with a distribution of 45.8% very well understood, 37.5% fully understood, and 12.5% quite understanding. This means that almost all of the respondents studied to view the principal's motivation related to the completion of work as very helpful in teacher performance.

Table 2. Communication Distribution (X2)

X_2	Indicator Variables	Respondent's Answer									
		TP		KP		CP		PS		SPS	
		F	%	F	%	F	%	F	%	F	%
$X_{2.1}$	Officer communication	0	0	0	0	5	20.8	15	62.5	4	16.7
$X_{2.2}$	Principal communication	0	0	0	0	7	29.2	11	45.8	6	25.0
$X_{2.3}$	Direct relationship	0	0	0	0	7	29.2	10	41.7	7	29.2
$X_{2.4}$	Spirit at work	0	0	0	0	6	25.0	13	54.2	5	20.8
$X_{2.5}$	Friendly attitude	0	0	0	0	6	25.0	10	41.7	8	33.3

From Table 2 above, it can be explained as follows;

a) Variable $X_{2.1}$ is an indicator of the Communication variable in the form of Officer Communications answered by respondents with a distribution of 16.7% very well understood, 62.5% very understanding, and 20.8% quite understanding. This means that almost all of the respondents studied view that communication-related to officer communication is very helpful in teacher performance.

b) Variable $X_{2.2}$ is an indicator of the Communication variable in the form of Principal Communications answered by respondents with a distribution of 25.0% very understanding, 45.8% very understanding, and 29.2% quite understanding. This means that almost all of the respondents studied view that communication-related to principal's communication is very helpful in teacher performance.

c) Variable $X_{2.3}$ is an indicator of the Communication variable in the form of Direct Relationships answered by respondents with a distribution of 29.2% very well understood, 41.7% understood very well, and 29.2% quite understood. This means that almost all of the respondents studied view that communication-related to direct relationships is very helpful in teacher performance.

d) Variable $X_{2.4}$ is an indicator of the Communication variable in the form of Direct Relationships answered by respondents with a distribution of 20.8% very well understood, 54.2% understood very well, and 29.2% quite understood. This means that almost all of the respondents studied view that communication-related to direct relationships is very helpful in teacher performance.

e) Variable $X_{2.5}$ is an indicator of the Communication variable in the form of a friendly attitude answered by respondents with a distribution of 33.3% very understanding, 41.7% very understanding, and 25.0% quite understanding. This means that almost all of the respondents studied view that communication-related to friendly attitude is very helpful in teacher performance.

Table 3. Frequency Distribution of Parental Participation Variables (X3)

X_3	Indicator Variables	Respondent's Answer									
		TP		KP		CP		PS		SPS	
		F	%	F	%	F	%	F	%	F	%
$X_{3.1}$	Provide a conducive learning environment	0	0	2	8.3	4	16.7	17	70.8	1	4.2
$X_{3.2}$	Opportunity for children to explore ideas, other activities	0	0	1	4.2	10	41.7	10	41.7	3	12.5
$X_{3.3}$	Responsibility	0	0	1	4.2	8	33.3	11	45.8	4	16.7

From Table 3 above, it can be explained as follows;

a) Variable $X_{3.1}$ indicates the parental participation variable in the form of opportunities for children to explore ideas other activities answered by respondents with a distribution of 4.2% very well understand, 70.8% understand very well, 16.7% quiet, and 8.3% do not understand. This means that almost all respondents surveyed view parental participation as related to the opportunity for children to explore ideas; other activities are beneficial in teacher performance.

b) Variable $X_{3.2}$ indicates the parental participation variable in the form of opportunities for children to explore ideas other activities, were answered by respondents with a distribution of 12.5% very understanding, 41.7% very understanding, 41.7% quite understanding, and 4.2% not understanding. This means that almost all of the respondents studied view Parental Participation related to providing a conducive learning environment to be very helpful in teacher performance.

c) Variable $X_{3.3}$ indicates the parental participation variable in the form of responsibility answered by respondents with a distribution of 16.7% very understanding, 45.8% very understanding, 33.3% quite understanding, and 4.2% not understanding. This means that almost all of the respondents studied view parental participation related to responsibilities as helpful in teacher performance.

Table 4. Frequency Distribution of Teacher Performance Variables (Y)

Y	Indicator Variables	Respondent's Answer									
		TP		KP		CP		PS		SPS	
		F	%	F	%	F	%	F	%	F	%
Y_1	Discipline	0	0	0	0	4	16.7	13	54.2	7	29.4
Y_2	Responsibility	0	0	0	0	2	8.3	12	50.0	10	41.7
Y_3	Task fluency	0	0	0	0	1	4.2	13	54.2	10	41.7
Y_4	Advantage	0	0	0	0	1	4.2	13	54.2	10	41.7
Y_5	Exemplary	0	0	0	0	1	4.2	13	54.2	10	41.7

From Table 4 above, it can be explained as follows;

a) Variable Y_1 indicates the teacher's performance variable in the form of discipline, was answered by respondents with a distribution of 29.4% very understanding, 54.2% very understanding, and 16.7% quite understanding. This means that almost all of the respondents studied view teacher performance related to discipline as very helpful in teacher performance.

b) Variable Y_2 indicates the teacher's performance variable in the form of Responsibilities, answered by respondents with a distribution of 41.7% very understanding, 50.0% very understanding, and 8.3% quite understanding. This means that almost all of the respondents studied view teacher performance related to responsibility as helpful in teacher performance.

c) Variable Y_3 indicates the teacher's performance variable in the form of fluency of tasks answered by respondents with a distribution of 41.7% very understanding, 54.2% very understanding, and 4.2% quite understanding. This means that almost all of the respondents studied to view the teacher's performance related to the task fluency of the task is very helpful in the teacher's performance.

d) Variable Y_4 indicates the teacher's performance variable in the form of Benefits, was answered by respondents with a distribution of 41.7% very understanding, 54.2% very understanding, and 4.2% quite understanding. This means that almost all of the respondents studied view teacher performance related to advantage as helpful in teacher performance.

e) Variable Y_5 indicates the teacher's performance variable in the form of role model, was answered by respondents with a distribution of 41.7% very understanding, 54.2% very understanding, and 4.2% quite understanding. This means that almost all of the respondents studied view teacher performance related to exemplary very helpful for teacher performance.

To answer the hypothesis proposed in this study, the results of multiple regression analysis can be seen.

Table 5. Multiple Linear Regression Test Results and Partial Regression X and Y

VAR	B	β	t	Sig	DESCRIPTION
X_1	0.305	0.361	1.635	0118	Very Significant
X_2	0.227	0.281	1.020	0.320	Very Significant
X_3	0.267	0.226	0.750	0.462	Very Significant
Constanta	7.592		2.942	0.008	

t_{tabel}	= 1.700
Multiple R	= 0.808
R^2	= 0.653
Adjusted R^2	= 0.601
F_{count}	= 12.529
Sig. F	= 0.000
F $_{table}$	= 4.200

From the results of multiple regression analysis, the regression equation can be obtained as follows:

$$Y = 7.592 + 0.305X1 + 0.2271X2 + 0.267X3$$

The results of multiple regression testing after testing the classical assumptions above show that the magnitude of the coefficient of determination (R2) is 0.653, which means that about 65.3% of the independent variables together have a significant influence on teacher performance. At the same time, the remaining 34.7% is influenced by other variables outside the model developed in this research.

This coefficient of determination also determines the priority of the regression model used. With a coefficient of determination of 65.3%, it means that it is linear to assess the influence of the principal's motivation, communication, and parental participation on teacher performance developed in this study, which is feasible to use by manipulating the existing independent variables. To find out the regression equation generated from the calculations, as was done in this study, a simultaneous test was also conducted to determine the effect of all independent variables ranging from the principal's motivation,

communication, and parental participation on teacher performance. Then do the calculations with analysis of variance (ANOVA).

Table 6. Analysis of Regression Model Variance

Model	Number of Squares	Df	Square Mean	F	Sig
Regression	78.296	3	26.099	12.529	0.000
Residual	41.662	20	2.083		
Total	119.958	23			

Based on the calculations in Table 6, it is known that the Fcount = 12,529. This is relatively high compared to Ftable = 4,200. In other words, the independent variables stated in this study are pretty influential on teachers' performance at SDN Poja II Sumenep. I can also be done with the F test in testing this hypothesis. The F test is intended to determine the significance of the effect of the independent variable (X) together (simultaneously) on the dependent variable (Y).

The magnitude of the value of Ftable with α 0.05 and the numerator db = k = 1 and the denominator db = n - k - 1 = 23 obtained a value of 4.200. From the calculation results, there are 3 (three) variables of principal motivation, communication and parental participation that affect teacher performance, the value of Fcount = 12,529 > 4,200 or $\rho <$ 0.05 for α = 0.05 (5 %). This means that Hypothesis above is accepted. Because the five independent variables (X) already exist in the hypothesis, the proposed hypothesis can be accepted as true after going through the required test stages. This means that the principal's motivation, communication, and parental participation variables together influence teacher performance at SDN Poja II Sumenep.

Based on Table 5 and Table 6 above, it can be concluded that the value of Fcount shows a value of 12,529 with a significance level of F = 12,529. So, no Fcount > Ftable or 12,529 > 4,200. This means that together (simultaneously), the variables of the principal's motivation (X1), communication (X2), and parental participation (X3) influence teacher performance at SDN Poja II Sumenep (Y).

The non-multicollinearity test lacks a perfect or definite linear relationship between the independent variables. To see the presence or absence of multicollinearity symptoms, it can be identified by looking at the VIF (Variance Inflating Factory) value; If the VIF value is less than 5, it means that there is no multicollinearity between the independent variables (Malikah & Afifudin, 2018).

Table 7. Multicollinearity Test Results

FREE VARIABLE	NILAI VIF	DESCRIPTION
X_1	2.805	Non-Multicollinear
X_2	4.379	Non-Multicollinear
X_3	5.201	Non-Multicollinear

Based on Table 7, it can be seen that the VIF value of each independent variable is < 5, so it can be said that there are no symptoms of multicollinearity.

The consequence of autocorrelation is that the sample variation cannot describe the population. In addition, the resulting regression model is biased and cannot be used to estimate the value of the dependent variable on the value of certain independent variables

(Sari, Luthan, & Syafriyeni, 2020). To see the presence of this autocorrelation, the Durbin-Watson test was used. The testers' hypotheses are:

Ha : DW > du, then there is no autocorrelation Ho is accepted

Ha : DW < du, then there is no autocorrelation Ho is rejected

Ha : dL < du, then there is no conclusion

The critical value with $\alpha = 5\%$ for the autocorrelation test in this case is (n=24 and k=1). Based on the Durbin-Watson table, the critical values are dL = 1.14 and du = 1.74. From the table above, it can be seen that the DW value is 1.802 > du, so it can be concluded that there is no autocorrelation.

An independent variable is said not to cause heteroscedasticity if the correlation of the independent variable with the absolute and residual values is not accurate. To see whether or not these symptoms can be done with the Spearman Rank Correlation (Kurniawan, 2021). The testers' hypotheses are:

H0 : $\rho > \alpha$, then homoscedasticity H1 is accepted

H1: $\rho > \alpha$, then heteroscedasticity H0 is rejected

Homoscedasticity test results (or the absence of heteroscedasticity symptoms).

The table above shows the probability value of $\rho > 0.05$ for all independent variables X, so it can be concluded that there is no heteroscedasticity.

The normality assumption test is used to test the normality of data. The method used to test for normality is to use the chi-square or the non-parametric Kolmogorov Smirnov Test for each of the variables in this study. The hypotheses used in this test are:

Ho : F(x) = Fo(x) where F(x) is the distribution function of the population represented by the sample, while F0 (x) is the normal distribution function of the population.

Hi : F(x) = Fo(x) or the population distribution is not normal.

Decision-making basis:

Ho : $\rho > \alpha$, then homoscedasticity Ho is accepted, normal distribution

H1: $\rho > \alpha$, then heteroscedasticity H0 is rejected, distribution is not normal

The linearity test looks at the scatter plot between the standard residual and its prediction. Suppose the distribution does not show a pattern. Sure, then the assumption of linearity meets the requirements. The test results show that the scatter plot does not form a specific pattern. Thus the assumption of linearity meets the requirements.

This study found that the higher the teacher's perception of the principal's motivation, the higher the teacher's professionalism. This is to the opinion expressed by (Abdullah, Ling, & Sufi, 2018) that the behavior of the principal must be able to encourage the teachers' performance by showing a sense of friendship, closeness, and consideration towards the teachers. This means that the encouragement given by the principal to the teacher can motivate teachers to develop their abilities so that teacher professionalism will increase. Motivation affects performance and behavior; motivation includes direction toward goals; in terms of considering motivation, it is necessary to pay attention to physiological factors, psychological factors, and the environment as important factors (Ulfathmi, Arafat, & Setiawan, 2021). The results of the study indicate that the motivation of a leader, in this case, the principal is very much needed and plays a role in teachers and employees synergizing and carrying out their duties with full responsibility and optimal results, namely good performance.

Teacher performance in carrying out the teaching and learning process can be seen from various aspects, namely (1) process, (2) teacher characteristics, and (3) results (Harahap & Rusdinal, 2017). The teaching and learning process involves teacher behavior assessed based on performance standards, for example, how teachers plan, present, and evaluate learning (Terek, Glušac, Nikolic, Tasic, & Gligorovic, 2015). The characteristics of the teacher are related to intelligence, politeness, fluency, personality, and health. The result is the change in student behavior to the goals determined in the teaching and learning process (Hartiwi, Kozlova, & Masitoh, 2020). Based on the study results, the effectiveness of teachers' work in carrying out their duties will run well if supported by good communication. As expressed by (Utomo, 2022), communication can be defined as the performance and interpretation of messages between communication units that are part of a particular organization. Thus it can be understood that the ability of the principal to carry out his duties properly, especially in terms of communication, will have a positive impact on teachers who are led by being supported by other factors that can support teacher performance, such as giving attention, motivation, and support to achieve the goals that have been set.

CONCLUSION

Based on the discussion above, it can be concluded that there is an influence between the principal's motivation, communication, and parental participation on teacher performance. The results of this study are expected to have implications for the development of the world of education. Communication is one of the factors in the success of an organization's goals; therefore, communication significantly improves teacher performance. Therefore, schools should pay attention to communication between divisions because the communication gap can affect performance results.

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The Influence Of Principal's Motivation, Communication, Parental Participation On Teacher Performance In Elementary Schools

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Abstract

This research is motivated by the collaboration between the principal teachers and employees to produce quality education. The purpose of this study was to determine the principal's motivation, communication, parental participation factors which together influence the job satisfaction of teachers in elementary schools and which variables are the most dominant motivation of principals $(X1)$, communication $(X2)$, parent participation $(X3)$ which affects the performance of teachers (Y). This study uses an explanatory research type, with the independent variables $(X1)$, $(X2)$, $(X3)$ influencing (Y). The results of hypothesis testing are obtained: (a) Variable X1 is 0.137 with a probability of 0.105. Because $t_{count} > t_{table}$ $(1.70 > 0.483)$ and the level of significance t > 5 % $(0.835 > 0.05)$, then the variable X1 affects the variable (Y). (b) Variable X2 is 0.227 with a probability of 0.281. Because $t_{count} < t_{table}$ $(1.70 > 1.020)$ and the level of significance t > 0.5 % $(0.320 > 0.05)$, then the variable $(X2)$ affects the variable (Y). (c) Variable X3 is 0.267 with a probability of 0.226. Because $t_{count} < t_{table}$ $(1.70 > 0.750)$ and the significance level of t > 0.5 % $(0.462 > 0.05)$, then the variable $(X3)$ has an effect on the variable (Y). The results of hypothesis testing indicate that the dominant variable is $(X2)$ of 0.227 with a probability of 0.281.

Keywords: *principal's motivation, communication, parent participation, teacher performance*.

Abstrak

Penelitian ini dilatarbelakangi oleh kerjasama antara kepala sekolah dengan guru dan karyawannya dapat menghasilkan mutu pendidikan yang berkualitas. Tujuan Penelitian ini adalah untuk mengetahui faktor motivasi kepala sekolah, komunikasi, partisipasi orangtua secara bersama-sama berpengaruh terhadap kepuasan kerja guru di sekolah dasar serta Variabel mana yang paling dominan motivasi kepala sekolah (X_1), komunikasi (X_2), Partisipasi Orangtua (X_3) yang mempengaruhi kinerja guru (Y). Penelitian ini menggunakan jenis penelitian Explanatori, dengan variabel bebas yaitu (X_1), (X_2), (X_3) mempunyai pengaruh terhadap (Y). Hasil pengujian hipotesis didapat: (a) Variabel X_1 sebesar 0,137 dengan probabilitas 0,105. Karena $t_{hitung} > t_{tabel}$ $(1.70 > 0.483)$ serta tingkat signifikansi t > 5 % $(0.835 > 0.05)$, maka variabel X_1 berpengaruh terhadap variabel (Y). (b) Variabel X_2 sebesar 0.227 dengan probabilitas 0.281. Karena $t_{hitung} < t_{tabel}$ $(1.70 > 1.020)$ serta tingkat signifikansi t > 0.5 % $(0.320 > 0.05)$, maka variabel (X_2) berpengaruh terhadap variabel (Y). (c) Variabel X_3 sebesar 0.267 dengan probabilitas 0.226. Karena $t_{hitung} < t_{tabel}$ $(1.70 > 0.750)$ serta tingkat signifikansi t > 0.5 % $(0.462 > 0,05)$, maka variabel (X_3) berpengaruh terhadap

variabel (Y). Hasil pengujian hipotesis menunjukkan bahwa variabel yang dominan adalah (X_2) sebesar 0.227 dengan probabilitas 0.281.

Kata kunci: *motivasi kepala sekolah, komunikasi, partisipasi orangtua, kinerja guru*

INTRODUCTION

School goals can achieved goals effectively and efficiently when a school principal in organizing schools knows the abilities and characteristics of teachers and other staff to place them in appropriate positions/tasks by looking at the conditions of what jobs are charged so that there is no excessive task (Anwar, 2021). Given that a program usually consists of several parts that different people may carry out, it must be clear in its organization how the relationships between these parts are and who is responsible for coordinating them (Kartini, Kristiawan, & Fitria, 2020). In line with his responsibilities as a school principal, he has the task of moving people in the school organization to work optimally (Agustina & Kristiawan, 2021). As for one way to move teachers and other staff by using the principle of motivation, meaning that the principal stimulates teachers and other staff to do the task and by nature, people will be motivated to do something if (a) they believe they will be able to do it (b) believe that the work will work and bring benefits to him (c) not being burdened by personal problems or other more important or urgent tasks (d) the task is a trust for the person concerned and (e) the relationship between friends in the organization must be harmonious (Wang, Pollock, & Hauseman, 2018).

One of the duties of a leader is to motivate his subordinates to work by the directions given (Lian, 2020). A subordinate who has carried out the tasks assigned/given to him can be carried out properly; that is what a work organization wants (Hartinah et al., 2020). However, if the assigned task cannot be carried out properly, we need to know the reasons (Hamdani, Kesumawati, & Kristiawan, 2018). There is a possibility that the person concerned does not have the ability, or there is no willingness to complete the work assigned/charged to him, or perhaps there is no motivation (drive) to work well (Wasserman & Yehoshua, 2016). So important is motivation, which is a fundamental part of management activities so that things can be directed to the direction of potential and human resources by generating, animating, and growing a high level of desire togetherness in carrying out individual and group tasks within the organization (Hardiansyah & AR, 2022). As educators, teachers are the determining factor in improving education in schools; therefore, teachers must be able to improve performance in carrying out their duties and responsibilities because future education requires the skills and professionalism of a teacher. Teacher performance is the main target in improving the quality of education in general; therefore, improving teacher performance needs serious attention from various parties and efforts to improve teacher performance, such as principal motivation (Hardiansyah, 2022).

Based on researchers' observations at one of the elementary schools in Sumenep about teacher performance, some teachers have not completed the lesson plan and did not bring a lesson plan during teaching and learning activities. Making lesson plans has not yet fully become necessary for teachers, so each semester, only some teachers make lesson plans on time on their initiative. It is seen that the teacher at the time of teaching is still using the conventional method, called the lecture method. Lack of teachers in terms of delivering learning well, so there is no good response from students and a lack of teachers in creating a pleasant learning atmosphere. In addition, in terms of teacher competence, teachers have not taught by their competencies, so it will have an impact on the level of student understanding

and will also have an impact on teacher performance. Subject matter that the teacher has not mastered will result in reduced quality of learning tools and the teacher's timeliness in collecting it. In this case, it takes the role of a leader who can control well and be a motivator to teachers so that they can be more professional in carrying out their duties and responsibilities.

Communication is delivering messages/thoughts/feelings from one person to another (Zaini & Syafaruddin, 2020). The ability to communicate is very influential on the success of a leader, including the principal (Sirait, 2016). One of the main tasks of the principal is to manage staff and other related parties so that they work optimally or participate actively in school development programs (Holmes, Parker, Olsen, & Khojasteh, 2021). One of the main elements in staff management is communicating, conveying ideas or programs, convincing various parties of the importance of the program so that other people support it. Other people will be encouraged to help if the school leader/principal can effectively communicate the idea/program (Bafadal, Nurabadi, Soepriyanto, & Gunawan, 2020). Communication can be said to achieve the goal / effective if there is a change in behavior in communication. In line with the problem of communication, it is said to be effective in school institutions if there is support in regulating teachers and other staff or the full potential of the school to function optimally in supporting the achievement of school goals by utilizing the facilities/infrastructure owned and the potential of the community to support the achievement of school goals (Ruslan, 2020).

The flow of communication in an organization is communication from top to bottom, communication from bottom to top, and between individuals, known as horizontal communication. The better the communication, the better the possibility of cooperation. This is supported by research conducted by (Yao, You, & Zhu, 2020) explaining that internal communication contributes 9.5% to the formation of teacher performance. This shows that the more influential the internal communication, the higher the teacher's performance. Communication can be done in various ways, namely relying on the telephone, internet, chat, microphone, memos, letters, meetings, workshops and so on, so that communication needs between fellow teachers and the principal can work well. Communication from the principal to the teacher, the teacher to the principal, and between fellow teachers is needed to facilitate teacher performance.

Based on the results of observations, the researchers found information that school principals often disagree with teachers in making policies that will be enforced. In daily life, the principal is a charismatic, disciplined, firm, friendly, smiling figure with a high sense of responsibility. In providing information to teachers, the principal has a unique way: by conducting a briefing every morning before the lesson begins. In the briefing, several activities were carried out, namely: tadarus al-Qur'an, Islamic studies for 5 minutes, and the delivery of information. And at the end of the briefing, the principal will advise all briefing participants on religious, moral, and social values and others. In giving warnings to subordinates who make mistakes, the principal always uses a subtle approach by giving advice. Not only that, sometimes the principal becomes a place to pour out the personal problems of the staff and teachers so that there is a close family bond between the principal and the teacher.

The ability of schools to realize quality education and the process of school education services and the final result in the form of academic and non-academic achievements of students who can compete and be on par with various leading schools

(Holmes & Parker, 2018). Moreover, it has become a favorite for students, parents, society, government, further studies, and the business world (Ismail, Sutarman, Yudhakusuma, & Mayasari, 2020). Parents and the community support schools through financial assistance, but they can formulate and develop programs to improve school quality through school committees and education boards. The community and parents can collaborate to provide mentoring ideas and become resource persons in various activities to improve the quality of education in schools (Hariandi, 2017). School empowerment is the actualization of all the school's potential integrally in developing and increasing school independence. School independence refers to improving the quality of education services (Naim, 2012).

In carrying out educational programs in schools, school principals must cooperate actively and proportionally with school committees that represent community elements, student guardians, and parties interested in school progress (stakeholders). Deliberations can discuss curriculum issues, extracurricular activities, courses, life skills, education costs, facilities and infrastructure, collaboration with outside parties, and others that aim to improve school achievement and independence. The school committee's task is to adhere to the partnership model, namely as a dynamist and facilitator. Therefore, the school committee's function is dominant for achieving educational goals because it can offer better education by making schools superior and oriented to regional culture (Elfrianto, Dahnial, & Tanjung, 2020). The school committee, as a forum for the community to improve the quality of services and educational outcomes in schools, has a role as an advisory agency, supporting agency, and mediator agency between the government (executive) and the community in the education unit (Szeto & Cheng, 2018). The a critical relationship between the role of parents and teachers in the formation and development of student creativity, so communication between parents and teachers must be well established (Klein, 2017). With good communication, a synergy is created between parents and teachers so that parental participation can create a more optimal environment in which all parts contribute together to support student's academic progress and social development.

Previous research was conducted by (Handoko, 2015) with the title The Influence of Principal Leadership on Teacher Performance at SD Negeri Dabin IV, Watukumpul District, Pemalang Regency. This study shows the contribution of the leadership influence of the principal of SD Negeri Dabin IV, Watukumpul District, Pemalang Regency, on teacher performance by 17.8%. At the same time, the remaining 82.2% is determined by factors other than the principal's leadership. Furthermore, research by (Baihaqi, 2015) discusses the influence of the principal's leadership style and work motivation on teacher performance in Ma'arif Selorejo Blitar; the results of the descriptive statistical test show that (1) the principal's leadership at MA Ma'arif is categorized as good. The competence of MA Ma'arif teachers is in a suitable category, and (3) teacher performance at MA Ma'arif is in a suitable category. The three-variable hypothesis test shows: (1) the principal's leadership has a significant effect on teacher performance (r = 2,599, p = 0.05), (2) teacher performance motivation has a significant effect on performance. Furthermore, the research entitled The Effect of Principal Leadership on Teacher Performance at SMA Negeri Medan conducted by (Nasrun, 2016), the purpose of this study was to determine the effect of principals' leadership on work motivation and teacher performance. The type of research used is explanatory search with the ex post facto method, considering that the research used is non-experimental. The population in this study were teachers at SMAN Medan City, with as many as 241 teachers. This study uses inferential analysis. The study's results showed that

the path coefficient between the principal's leadership and teacher work motivation was 0.249 and between the principal's leadership and teacher performance was 0.156. This shows that the principal's leadership has a significant influence on work motivation and teacher performance.

From the explanation above, work motivation, communication and parental participation are very influential on teacher performance because leadership must be able to encourage or motivate teacher performance by showing a sense of friendliness, closeness and consideration towards teachers. Good leadership behaviour can encourage, direct and motivate all school members to realize the school's vision and mission. Based on these problems, the authors conducted a study to determine how much influence the principal's motivation, communication, and parental participation had on teacher performance in elementary schools.

METHODS

This study uses an explanatory type of research to determine the effect of the independent variable on the dependent variable and test the hypothesis that has been formulated. In this study, the independent variable is the principal's motivation (X1), communication (X2), parental participation (X3), while the dependent variable is teacher performance (Y). The sampling technique in this study is the Regional Sample (Probability Sample area). This means that the sampling technique is carried out by taking representatives from each region contained in the population. The population in this study was SDN Poja II Sumenep which consisted of 20 teachers. While the number of samples set by the author as many as 15 people at once used as respondents. This number is considered representative for research because each region/region is taken as a representative or respondent. The sample for this determination uses a purposive sampling technique because its characteristics have been previously known.

There are two types of data in this study that can be collected: Primary Data and Secondary Data. Primary data is data obtained directly, which explains the variables to be studied. This data was obtained through interview and questionnaire techniques. Secondary information is data obtained from library research by studying literature and reading books related to the problems discussed in research and other sources. This data was obtained through documentation and observation techniques. The measuring instrument in this study was arranged in a questionnaire and based on the factors studied. The questionnaire form is multiple choice with five choices, one of which must be chosen by research that moves from five to one according to a Likert scale. After the measuring instrument in this study was made, a trial on the measuring device was carried out using the try-out technique or the prosecution used, meaning that the questionnaire was tested on the subject in question. The model used in analyzing the data of this research is multiple linear regression.The aim is to determine the effect of the independent variable on the dependent variable.

Formula 1. Multiple Linear Regression Model

$$Y = b_0 + b_1 X_1 + b_2 X_2 + b_3 X_3 + e$$

description

Y	= Teacher performance variable
X_1	= Principal's motivation
X_2	= Communication
X_3	= Parental participation

e = Error (interrupting component)

b_0 = constant

$b_1+b_2+b_3$ = Regression Coefficient

Analysis of the research instrument test was carried out to analyze the instrument trial results so that the questions that met the requirements could be seen. The purpose of the instrument test is to avoid unclear questions or statements, eliminate words that are difficult to understand and consider adding or subtracting items. The instrument test analysis method used includes validity and reliability tests. Calculating the instrument validity test results on 15 respondents showed that there were 14 invalid statement items, the statement items known to be invalid were then discarded because other statement items had represented them. Based on the validity test of 55 valid statement items, the numbering was reordered and used to collect research data. The results of the reliability test in this study showed the results of Cronbach's Alpha value on the teacher performance variable (Y) of 0.787; the principal's motivation variable (X1) is 0.859; communication variable (X2) is 0.717; parental participation variable (X3) is 0.822. The results of these calculations can be concluded that the instrument is reliable and can be used for research.

Testing the data or testing the normality of the data is done first before testing the hypothesis. The normality test aims to test whether, in the regression model, the confounding or residual variables have a normal distribution. The data is normally distributed or not using the One-Sample Kolmogorov-Smirnov method. The way to detect it is by looking at the residual significance value. If the significance is more than 0.05, then the residuals are normally distributed. The normality test can also be seen by looking at the distribution of data on the diagonal source on the Normal P-P Plot of Regression Standardized Residual graph as the basis for making decisions. The multicollinearity test aims to test whether there is a correlation between the independent variables in the regression model. The regression model can be said to be good if there is no correlation between the independent variables. The VIF value is less than ten, and the tolerance value is more than 0.1, so the regression model does not have multicollinearity problems.

The F statistical test shows whether all independent or independent variables included in the model have a combined effect on the dependent or dependent variable. The decision-making criteria for testing the hypothesis are using the F statistic as follows: (a) If the significance value of F <0.05 or the arithmetic coefficient is significant at a level of less than 5%, then H0 is rejected, which means that the principal's motivation, communication, and parental participation are significantly different. Simultaneously affect teacher performance. (b) If the significance value of F > 0.05 or the calculated F coefficient is significant at a level of more than 5%, then H0 is accepted, which means that the principal's motivation, communication, and parental participation do not simultaneously affect teacher performance.

The t-statistical test shows how far the influence of one explanatory or independent variable individually explains the variation of the dependent variable. The decision-making criteria for testing the hypothesis are using t statistics as follows: (a) If the significance value of t < 0.05 or the t-count coefficient is significant at a level of less than 5%, then H0 is rejected, which means the principal's motivation, communication, parental participation partially affect teacher performance. (b) If the significance value of t > 0.05 or the t-count coefficient is significant at a level of more than 5%, then H0 is accepted, which means that the principal's motivation, communication, and parental participation do not partially affect

teacher performance. After the data is collected, it is analyzed quantitatively to explain (describe) the relationship of the data obtained with the theoretical basis used through quantitative descriptions, namely statistical tests. Data analysis techniques used in this study include: (1) Calculating the coefficient of multiple determination (R2). (2) Testing the First Hypothesis. (3) Testing the Second Hypothesis. (4) Calculating the Coefficient of Partial Determination (r2).

RESULTS AND DISCUSSION

The results in this study are to determine the frequency distribution of respondents' answers and the results of the collected questionnaires; the variables of the principal's motivation, communication, and parental participation show the distribution of respondents' answers to each of the variables presented in tabular form. The table shows that the frequency of respondents' answers in each group of variables shows the intensity scale. In general, each variable influences teacher performance.

Table 1. Frequency Distribution of Principal Motivation Variables (X1)

X_1	Indicator Variables	Respondent's Answer									
		TP		KP		CP		PS		SPS	
		F	%	F	%	F	%	F	%	F	%
$X_{1.1}$	Encouragement	0	0	0	0	2	8.3	10	41.7	12	50.0
$X_{1.2}$	On time	0	0	0	0	4	16.7	13	54.2	7	29.2
$X_{1.3}$	Rewards	0	0	0	0	4	16.7	10	41.7	10	41.7
$X_{1.4}$	Responsibility	0	0	0	0	5	20.8	9	37.5	10	41.7
$X_{1.5}$	Job completion	0	0	1	4.2	3	12.5	9	37.5	11	45.8

description;

TP = Do not understand
KP = Not really understand
CP = Understand enough
PS = Understood
SPS = Very Understood

From Table 1 above, it can be explained as follows;

a) Variable $X_{1.1}$ indicates the principal's motivation variable in the form of encouragement answered by respondents with a distribution of 8.3% very well understood, 14.7% understood very well, and 50.0% quite understood. This means that almost all of the respondents studied to view the principal's motivation related to morale as helpful in teacher performance.

b) Variable $X_{1.2}$ is an indicator of the principal's motivation variable in the form of timely answers by respondents with a distribution of 29.2% very well understood, 54.2% understood very well, and 16.7% quite understood. This means that almost all of the respondents studied to view the principal's motivation related to punctuality as helpful in teacher performance.

c) Variable $X_{1.3}$ is an indicator of the principal's motivation variable in the form of rewards answered by respondents with a distribution of 29.2% very well understand, 54.2% understand very well, and 16.7% quite understand. This means that almost all of the respondents studied to view the principal's motivation related to rewards as helpful in teacher performance.

d) Variable $X_{1.4}$ is an indicator of the principal's motivation variable in the form of responsibility answered by respondents with a distribution of 41.7% very well understood, 37.5% understood very well, and 20.8% quite understood. This means that almost all of the respondents studied to view the principal's motivation related to responsibility as helpful in teacher performance.

e) Variable $X_{1.5}$ is an indicator of the principal's motivation variable in the form of completion of work answered by respondents with a distribution of 45.8% very well understood, 37.5% fully understood, and 12.5% quite understanding. This means that almost all of the respondents studied to view the principal's motivation related to the completion of work as very helpful in teacher performance.

Table 2. Communication Distribution (X2)

X_2	Indicator Variables	Respondent's Answer									
		TP		KP		CP		PS		SPS	
		F	%	F	%	F	%	F	%	F	%
$X_{2.1}$	Officer communication	0	0	0	0	5	20.8	15	62.5	4	16.7
$X_{2.2}$	Principal communication	0	0	0	0	7	29.2	11	45.8	6	25.0
$X_{2.3}$	Direct relationship	0	0	0	0	7	29.2	10	41.7	7	29.2
$X_{2.4}$	Spirit at work	0	0	0	0	6	25.0	13	54.2	5	20.8
$X_{2.5}$	Friendly attitude	0	0	0	0	6	25.0	10	41.7	8	33.3

From Table 2 above, it can be explained as follows;

a) Variable $X_{2.1}$ is an indicator of the Communication variable in the form of Officer Communications answered by respondents with a distribution of 16.7% very well understood, 62.5% very understanding, and 20.8% quite understanding. This means that almost all of the respondents studied view that communication-related to officer communication is very helpful in teacher performance.

b) Variable $X_{2.2}$ is an indicator of the Communication variable in the form of Principal Communications answered by respondents with a distribution of 25.0% very understanding, 45.8% very understanding, and 29.2% quite understanding. This means that almost all of the respondents studied view that communication-related to principal's communication is very helpful in teacher performance.

c) Variable $X_{2.3}$ is an indicator of the Communication variable in the form of Direct Relationships answered by respondents with a distribution of 29.2% very well understood, 41.7% understood very well, and 29.2% quite understood. This means that almost all of the respondents studied view that communication-related to direct relationships is very helpful in teacher performance.

d) Variable $X_{2.4}$ is an indicator of the Communication variable in the form of Direct Relationships answered by respondents with a distribution of 20.8% very well understood, 54.2% understood very well, and 29.2% quite understood. This means that almost all of the respondents studied view that communication-related to direct relationships is very helpful in teacher performance.

e) Variable $X_{2.5}$ is an indicator of the Communication variable in the form of a friendly attitude answered by respondents with a distribution of 33.3% very understanding, 41.7% very understanding, and 25.0% quite understanding. This means that almost all of the respondents studied view that communication-related to friendly attitude is very helpful in teacher performance.

Table 3. Frequency Distribution of Parental Participation Variables (X3)

X_3	Indicator Variables	Respondent's Answer									
		TP		KP		CP		PS		SPS	
		F	%	F	%	F	%	F	%	F	%
$X_{3.1}$	Provide a conducive learning environment	0	0	2	8.3	4	16.7	17	70.8	1	4.2
$X_{3.2}$	Opportunity for children to explore ideas, other activities	0	0	1	4.2	10	41.7	10	41.7	3	12.5
$X_{3.3}$	Responsibility	0	0	1	4.2	8	33.3	11	45.8	4	16.7

From Table 3 above, it can be explained as follows;

a) Variable $X_{3.1}$ indicates the parental participation variable in the form of opportunities for children to explore ideas other activities answered by respondents with a distribution of 4.2% very well understand, 70.8% understand very well, 16.7% quiet, and 8.3% do not understand. This means that almost all respondents surveyed view parental participation as related to the opportunity for children to explore ideas; other activities are beneficial in teacher performance.

b) Variable $X_{3.2}$ indicates the parental participation variable in the form of opportunities for children to explore ideas other activities, were answered by respondents with a distribution of 12.5% very understanding, 41.7% very understanding, 41.7% quite understanding, and 4.2% not understanding. This means that almost all of the respondents studied view Parental Participation related to providing a conducive learning environment to be very helpful in teacher performance.

c) Variable $X_{3.3}$ indicates the parental participation variable in the form of responsibility answered by respondents with a distribution of 16.7% very understanding, 45.8% very understanding, 33.3% quite understanding, and 4.2% not understanding. This means that almost all of the respondents studied view parental participation related to responsibilities as helpful in teacher performance.

Table 4. Frequency Distribution of Teacher Performance Variables (Y)

Y	Indicator Variables	Respondent's Answer									
		TP		KP		CP		PS		SPS	
		F	%	F	%	F	%	F	%	F	%
Y_1	Discipline	0	0	0	0	4	16.7	13	54.2	7	29.4
Y_2	Responsibility	0	0	0	0	2	8.3	12	50.0	10	41.7
Y_3	Task fluency	0	0	0	0	1	4.2	13	54.2	10	41.7
Y_4	Advantage	0	0	0	0	1	4.2	13	54.2	10	41.7
Y_5	Exemplary	0	0	0	0	1	4.2	13	54.2	10	41.7

From Table 4 above, it can be explained as follows;

a) Variable Y_1 indicates the teacher's performance variable in the form of discipline, was answered by respondents with a distribution of 29.4% very understanding, 54.2% very understanding, and 16.7% quite understanding. This means that almost all of the respondents studied view teacher performance related to discipline as very helpful in teacher performance.

b) Variable Y_2 indicates the teacher's performance variable in the form of Responsibilities, answered by respondents with a distribution of 41.7% very understanding, 50.0% very understanding, and 8.3% quite understanding. This means that almost all of the respondents studied view teacher performance related to responsibility as helpful in teacher performance.

c) Variable Y_3 indicates the teacher's performance variable in the form of fluency of tasks answered by respondents with a distribution of 41.7% very understanding, 54.2% very understanding, and 4.2% quite understanding. This means that almost all of the respondents studied to view the teacher's performance related to the task fluency of the task is very helpful in the teacher's performance.

d) Variable Y_4 indicates the teacher's performance variable in the form of Benefits, was answered by respondents with a distribution of 41.7% very understanding, 54.2% very understanding, and 4.2% quite understanding. This means that almost all of the respondents studied view teacher performance related to advantage as helpful in teacher performance.

e) Variable Y_5 indicates the teacher's performance variable in the form of role model, was answered by respondents with a distribution of 41.7% very understanding, 54.2% very understanding, and 4.2% quite understanding. This means that almost all of the respondents studied view teacher performance related to exemplary very helpful for teacher performance.

To answer the hypothesis proposed in this study, the results of multiple regression analysis can be seen.

Table 5. Multiple Linear Regression Test Results and Partial Regression X and Y

VAR	B	β	t	Sig	DESCRIPTION
X_1	0.305	0.361	1.635	0118	Very Significant
X_2	0.227	0.281	1.020	0.320	Very Significant
X_3	0.267	0.226	0.750	0.462	Very Significant
Constanta	7.592		2.942	0.008	

t_{tabel}	= 1.700
Multiple R	= 0.808
R^2	= 0.653
Adjusted R^2	= 0.601
F_{count}	= 12.529
Sig. F	= 0.000
F table	= 4.200

From the results of multiple regression analysis, the regression equation can be obtained as follows:

$$Y = 7.592 + 0.305X1 + 0.2271X2 + 0.267X3$$

The results of multiple regression testing after testing the classical assumptions above show that the magnitude of the coefficient of determination (R2) is 0.653, which means that about 65.3% of the independent variables together have a significant influence on teacher performance. At the same time, the remaining 34.7% is influenced by other variables outside the model developed in this research.

This coefficient of determination also determines the priority of the regression model used. With a coefficient of determination of 65.3%, it means that it is linear to assess the influence of the principal's motivation, communication, and parental participation on teacher performance developed in this study, which is feasible to use by manipulating the existing independent variables. To find out the regression equation generated from the calculations, as was done in this study, a simultaneous test was also conducted to determine the effect of all independent variables ranging from the principal's motivation,

communication, and parental participation on teacher performance. Then do the calculations with analysis of variance (ANOVA).

Table 6. Analysis of Regression Model Variance

Model	Number of Squares	Df	Square Mean	F	Sig
Regression	78.296	3	26.099	12.529	0.000
Residual	41.662	20	2.083		
Total	119.958	23			

Based on the calculations in Table 6, it is known that the Fcount = 12,529. This is relatively high compared to Ftable = 4,200. In other words, the independent variables stated in this study are pretty influential on teachers' performance at SDN Poja II Sumenep. I can also be done with the F test in testing this hypothesis. The F test is intended to determine the significance of the effect of the independent variable (X) together (simultaneously) on the dependent variable (Y).

The magnitude of the value of Ftable with α 0.05 and the numerator db = k = 1 and the denominator db = n - k - 1 = 23 obtained a value of 4.200. From the calculation results, there are 3 (three) variables of principal motivation, communication and parental participation that affect teacher performance, the value of Fcount = 12,529 > 4,200 or ρ < 0.05 for α = 0.05 (5 %). This means that Hypothesis above is accepted. Because the five independent variables (X) already exist in the hypothesis, the proposed hypothesis can be accepted as true after going through the required test stages. This means that the principal's motivation, communication, and parental participation variables together influence teacher performance at SDN Poja II Sumenep.

Based on Table 5 and Table 6 above, it can be concluded that the value of Fcount shows a value of 12,529 with a significance level of F = 12,529. So, no Fcount > Ftable or 12,529 > 4,200. This means that together (simultaneously), the variables of the principal's motivation (X1), communication (X2), and parental participation (X3) influence teacher performance at SDN Poja II Sumenep (Y).

The non-multicollinearity test lacks a perfect or definite linear relationship between the independent variables. To see the presence or absence of multicollinearity symptoms, it can be identified by looking at the VIF (Variance Inflating Factory) value; If the VIF value is less than 5, it means that there is no multicollinearity between the independent variables (Malikah & Afifudin, 2018).

Table 7. Multicollinearity Test Results

FREE VARIABLE	NILAI VIF	DESCRIPTION
X_1	2.805	Non-Multicollinear
X_2	4.379	Non-Multicollinear
X_3	5.201	Non-Multicollinear

Based on Table 7, it can be seen that the VIF value of each independent variable is < 5, so it can be said that there are no symptoms of multicollinearity.

The consequence of autocorrelation is that the sample variation cannot describe the population. In addition, the resulting regression model is biased and cannot be used to estimate the value of the dependent variable on the value of certain independent variables

(Sari, Luthan, & Syafriyeni, 2020). To see the presence of this autocorrelation, the Durbin-Watson test was used. The testers' hypotheses are:

Ha : DW > du, then there is no autocorrelation Ho is accepted

Ha : DW < du, then there is no autocorrelation Ho is rejected

Ha : dL < du, then there is no conclusion

The critical value with α = 5% for the autocorrelation test in this case is (n=24 and k=1). Based on the Durbin-Watson table, the critical values are dL = 1.14 and du = 1.74. From the table above, it can be seen that the DW value is 1.802 > du, so it can be concluded that there is no autocorrelation.

An independent variable is said not to cause heteroscedasticity if the correlation of the independent variable with the absolute and residual values is not accurate. To see whether or not these symptoms can be done with the Spearman Rank Correlation (Kurniawan, 2021). The testers' hypotheses are:

H0 : $\rho > \alpha$, then homoscedasticity H1 is accepted

H1: $\rho > \alpha$, then heteroscedasticity H0 is rejected

Homoscedasticity test results (or the absence of heteroscedasticity symptoms).

The table above shows the probability value of $\rho > 0.05$ for all independent variables X, so it can be concluded that there is no heteroscedasticity.

The normality assumption test is used to test the normality of data. The method used to test for normality is to use the chi-square or the non-parametric Kolmogorov Smirnov Test for each of the variables in this study. The hypotheses used in this test are:

Ho : F(x) = Fo(x) where F(x) is the distribution function of the population represented by the sample, while F0 (x) is the normal distribution function of the population.

Hi : F(x) = Fo(x) or the population distribution is not normal.

Decision-making basis:

Ho : $\rho > \alpha$, then homoscedasticity Ho is accepted, normal distribution

H1: $\rho > \alpha$, then heteroscedasticity H0 is rejected, distribution is not normal

The linearity test looks at the scatter plot between the standard residual and its prediction. Suppose the distribution does not show a pattern. Sure, then the assumption of linearity meets the requirements. The test results show that the scatter plot does not form a specific pattern. Thus the assumption of linearity meets the requirements.

This study found that the higher the teacher's perception of the principal's motivation, the higher the teacher's professionalism. This is to the opinion expressed by (Abdullah, Ling, & Sufi, 2018) that the behavior of the principal must be able to encourage the teachers' performance by showing a sense of friendship, closeness, and consideration towards the teachers. This means that the encouragement given by the principal to the teacher can motivate teachers to develop their abilities so that teacher professionalism will increase. Motivation affects performance and behavior; motivation includes direction toward goals; in terms of considering motivation, it is necessary to pay attention to physiological factors, psychological factors, and the environment as important factors (Ulfathmi, Arafat, & Setiawan, 2021). The results of the study indicate that the motivation of a leader, in this case, the principal is very much needed and plays a role in teachers and employees synergizing and carrying out their duties with full responsibility and optimal results, namely good performance.

Teacher performance in carrying out the teaching and learning process can be seen from various aspects, namely (1) process, (2) teacher characteristics, and (3) results (Harahap & Rusdinal, 2017). The teaching and learning process involves teacher behavior assessed based on performance standards, for example, how teachers plan, present, and evaluate learning (Terek, Glušac, Nikolic, Tasic, & Gligorovic, 2015). The characteristics of the teacher are related to intelligence, politeness, fluency, personality, and health. The result is the change in student behavior to the goals determined in the teaching and learning process (Hartiwi, Kozlova, & Masitoh, 2020). Based on the study results, the effectiveness of teachers' work in carrying out their duties will run well if supported by good communication. As expressed by (Utomo, 2022), communication can be defined as the performance and interpretation of messages between communication units that are part of a particular organization. Thus it can be understood that the ability of the principal to carry out his duties properly, especially in terms of communication, will have a positive impact on teachers who are led by being supported by other factors that can support teacher performance, such as giving attention, motivation, and support to achieve the goals that have been set.

CONCLUSION

Based on the discussion above, it can be concluded that there is an influence between the principal's motivation, communication, and parental participation on teacher performance. The results of this study are expected to have implications for the development of the world of education. Communication is one of the factors in the success of an organization's goals; therefore, communication significantly improves teacher performance. Therefore, schools should pay attention to communication between divisions because the communication gap can affect performance results.

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