



The Influence of Principal Leadership, Organizational Culture and Interpersonal Communication on Teacher Competence

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ABSTRACT

This study analyzes the impact of principal leadership, organizational culture, and interpersonal communication on teacher competence in Tembilahan District, Indragiri Hilir Regency. Using a quantitative ex-post facto design, data was collected from 163 elementary school teachers through questionnaires, with analysis using regression tests. Results showed that all three variables significantly and positively influenced teacher competence, with a significance value of 0.000 ($p < 0.05$). These findings highlight the importance of strong leadership, a supportive organizational culture, and effective interpersonal communication in enhancing teacher quality. The research aims to inform education policies and serve as a reference for future studies focused on improving educators' effectiveness.

INTRODUCTION

In order to raise the standard of education and schools, teachers play a critical role. Teachers must fulfill their professional responsibilities as educators because of their critical role in society. Teachers must present their work as one that is based on specific knowledge or abilities and is done with passion and dedication. Hasbullah et al., (2019) asserts that educators are social change agents. Teachers play a role in community development in addition to in schools. By providing high-quality education, good instructors may effect positive change, particularly in raising morally and ethically upright children. According to Uno (2017), instructors are the primary forces behind the process of continual learning. Effective design, implementation, and evaluation of the teaching and learning process are essential skills for educators to possess.

To perform his tasks in a professional manner, a teacher must possess sufficient competence. Teachers' capacity to inspire pupils to study as much as possible is one of these qualities. Teacher competency, according to Usman & Yusrizal (2016) is the capacity a teacher possesses to fulfill his obligations as a teacher. Pedagogical, professional, social, and personality elements are all included in these competences. Skilled educators can provide a positive learning atmosphere and aid in the overall development of their pupils. In contrast Attsaury et al., (2024) asserts that teacher competence is a skill that educators must possess in order to meet quality standards, such as pedagogical competence, personality competence, social competence, and professional competence acquired through professional education. Since teaching not only imparts information but also instills moral principles in pupils, these four skills are competence requirements that educators must meet. School principals have a crucial strategic role in enabling their teachers within the school-level education delivery system. How to empower educators and grant them extensive latitude to enhance students' learning is a crucial component of leadership in education. For the sake of the school's future vision, the school encourages its members to be innovative and creative. Failure is a necessary part of the learning process, and the school offers chances for experimentation.

A school administrator is someone who holds a significant position and function in advancing both excellent and bad education, according to (Fauzi & Falah, 2020). By fostering productive working relationships, setting a good example, influencing others, encouraging cooperation, including subordinates in decision-making, making subordinate empowerment a way of life, and fostering dedication, the principle may help a school achieve transformation. The aforementioned viewpoint is consistent with Prasetijo & Samidjo (2019) assertion that a high-quality institution needs strong principle leadership, since the principal's role decides whether or not the school's educational standards are met. According to Mahardhani (2016) school administrators must fulfill the following duties in order to fulfill their leadership role: There are several roles that school principals can play: 1) as educators; 2) as managers; 3) as

administrators; 4) as supervisors; 5) as leaders; 6) as innovators; and 7) as motivators.

The organizational culture of the school has an impact on teacher competency as well (Syakir & Pardjono, 2015). Additionally, one of the elements influencing teacher performance is corporate culture. Because it contains the principles and standards that give the organization its existence, organizational culture serves as an identity that reflects the conduct and mannerisms of its members. According to Triatna (2015), a strong culture is a highly helpful tool for guiding behavior since it helps instructors perform better. As such, every teacher should grasp the culture and how it is applied at the start of their career. A poor organizational culture can prevent individuals from cooperating with one another and adapting to the aims of the company, which will prevent the goals from being met. A terrible organizational culture is one that is forcibly imposed and not supported by the people of the company, which will eventually harm the organization.

Furthermore, the principal's interpersonal communication is another element that influences teacher competency. According to Barseli et al., (2019) verbal and nonverbal communication are essential to human existence. Mass communication as well as interpersonal communication can occur in a variety of settings. An organization's interpersonal communication quality is crucial. Interpersonal communication is the process of sharing information between one person and at least one other person, or typically between two persons who can know the opposite right away. According to (Febrianti et al., 2025), interpersonal communication is also referred to as word-of-mouth communication that takes place during in-person encounters between many people. The effective communication process of the organization, in this case schools, will be impacted by interpersonal communication. By being aware of and comprehending the communication network, one may identify signs of issues in schools that are not publicly acknowledged. Based on the background presentation above, this study is interested in studying more deeply how the influence of principal leadership, organizational culture and interpersonal communication on teacher competence.

METHODS

This study employs an ex post facto research methodology, which examines causal relationships without researcher intervention. According to Sugiyono (2019), ex post facto research investigates events that have already occurred, making it suitable for descriptive and experimental studies. As Arikunto (2016) explains, this method does not include a pretest or variable control. Conducted in the Tembilahan District, the research focuses on elementary school teachers. The study is divided into three stages: an initial survey in June 2024, data collection through questionnaire distribution in December 2024, and report writing based on research findings.

Purposive sampling was used to select participants, specifically targeting 163 teachers from State Elementary Schools in Tembilahan District. Data collection methods included surveys and documentation, with teacher details gathered from school records. A closed-ended questionnaire was distributed via Google Forms through WhatsApp. The study aimed to determine the relationship between independent variables (principal leadership, organizational culture, and interpersonal communication) and the dependent variable (teacher competency). Hypothesis testing employed statistical methods such as the Determination Coefficient Test (R^2), the Individual Parameter Significance Test (t-test), and the Simultaneous Significance Test (F-test), as outlined by Ghozali (2016).

RESULTS

A. Descriptive Analysis

A 28-item questionnaire was used to assess the principal's leadership qualities. The descriptive analysis's findings revealed that the variables examined using information from 163 respondents had a mean of 119.40, which represented the data's median value. When the median score is 121.00, that means that half of the respondents scored lower than 121 and the other half scored higher. The score that occurs most frequently in the data is 130, as shown by a mode value of 130. The degree of data dispersion around the mean value is demonstrated by the data's standard deviation, which is at 8,391. The variance in the respondents' data is clearly detectable, as seen by the variance value of 70.403. With the lowest score (minimum) of 104 and the highest score (maximum) of 130, the data ranges from 26. Additionally, the table below shows the class interval classifications that are created to facilitate data interpretation.

Table 1. Description of Principal Leadership Statistics

No	Category	Interval		Frequency	Percentage
1	Low	104	112	44	26,99 %
2	Medium	113	125	70	42,94 %
3	High	126	130	49	30,06 %
Amount				163	100%

A questionnaire with 20 items was used to determine organizational culture. The variables tested using data from 163 respondents had a mean of 89.45, which indicated the middle value of the data obtained, according to the descriptive analysis's findings. When the median score is 90.00, that means that half of the respondents scored lower than 90 and the other half scored higher. The score that occurs most frequently in the data is 90, as shown by a mode value of 90. The degree of data dispersion around the mean value is demonstrated by the data's 6.879 standard deviation. It is evident from the variance number of 47.323 that there is a significant amount of fluctuation in the respondents' data.

The data spans 26 points, with 74 being the lowest (minimum) and 100 being the greatest (maximum). Additionally, the table below shows the class interval classifications that are created to facilitate data interpretation.

Table 2. Description of Organizational Culture Statistics

No	Category	Interval		Frequency	Percentage
1	Low	74	82	29	17,79 %
2	Medium	83	95	97	59,51 %
3	High	96	100	37	22,70 %
Amount				163	100%

A questionnaire with 20 questions was used to examine interpersonal communication as an independent variable. The descriptive analysis's findings demonstrated that the variables examined using information from 163 respondents had a mean of 91.85, which corresponded to the data's median value. When the median score is 92.00, that means that half of the respondents scored lower than 92 and the other half scored higher. This score is the most prevalent in the data, as indicated by the mode value of 100. While the variance value of 47.096 shows the degree of variation between the values in the data, the standard deviation of 6.863 characterizes the degree of data dispersion around the average value. The lowest number (minimum) is 72, and the highest value (maximum) is 100. The range is 28. Additionally, the table below shows the class interval classifications that are created to facilitate data interpretation.

Table 3. Description of Interpersonal Communication Statistics

No	Category	Interval		Frequency	Percentage
1	Low	72	80	15	9,20%
2	Medium	81	93	78	47,85%
3	High	94	100	70	42,94%
Amount				163	100%

A questionnaire with 21 questions was used to quantify teacher competency, a bound variable. The descriptive analysis's findings revealed that the mean of the teacher competency variable, which was based on data from 163 respondents, was 91.85, which was also the median value of the data that was gathered. When the median score is 92.00, that means that half of the respondents scored lower than 92 and the other half scored higher. This score is the most prevalent in the data, as indicated by the mode value of 100. While the variance value of 47.096 shows the degree of variation between the values in the data, the standard deviation of 6.863 characterizes the degree of data dispersion around the average value. The lowest number (minimum) is 72, and the highest value (maximum) is 100. The range is 28. Additional research on teacher competence characteristics can be supported by the descriptive statistical picture this data

offers. Additionally, the table below shows the class interval classifications that are created to facilitate data interpretation.

Table 4. Description of Teacher Competency Statistics

No	Category	Interval		Frequency	Percentage
1	Low	52	65	3	1,84%
2	Medium	66	79	18	11,04%
3	High	80	95	142	87,12%
Amount				163	100%

B. Normality Test

With the aid of SPSS software version 25, the Kolmogorov-Smirnov method was used to perform the data normalcy test at a significance level of 5%. The data from each variable is regularly distributed, as indicated by the normality test results, which show that all values are larger than 0.05. These findings demonstrate that all of the variables under test satisfy the normality assumptions, allowing them to be utilized in statistical analyses like parametric tests that depend on the assumptions of a normal distribution. The following outcomes were obtained from the normalcy test.

Table 5. Normality Test Results

No.	Variable	Sig.	P	Description
1.	Teacher competence	0,05	0,087	Normal
2.	Principal leadership		0,072	Normal
3.	Organizational culture		0,101	Normal
4.	Interpersonal communication		0,092	Normal

C. Linearity Test

The significance level (α), which is set at 0.05, is compared with the significance value (Sig) of the departure from linearity in this linearity test procedure. It is possible to conclude that the connection between the variables is linear if the Sig value in the deviation from linearity is larger than or equal to 0.05 ($\text{Sig} \geq 0.05$). Overall, these findings show that the premise of linearity is met by the link between Teacher Competence and the variables of Principal Leadership, Organizational Culture, and Interpersonal Communication. The following outcomes were obtained from the normalcy test.

Table 6. Linearity Test Results

No	Functional Relationships	Sig.	P	Description
1.	Teacher Competencies * Principal Leadership	0,05	0,128	Linear

2.	Teacher Competence Organizational Culture	*	0,132	Linear
3.	Teacher Competencies Interpersonal Communication	*	0,290	Linear

D. Hypothesis Test

The partial test seeks to give a summary of each variable's contribution to the regression model and gauge the degree to which each independent variable influences the dependent variable separately. The following table displays the findings of the t-test computation used in this investigation.

Table 6. Partial test (t-test)

Variable	Unstandardized Coefficients	T	Sig
Principal Leadership	.195	3.116	.002
School Culture	.426	5.749	.000
Interpersonal Communication	.312	4.487	.000

The following interpretation may be made of the table's computations based on the findings of the study conducted in Tembilahan District, Indragiri Hilir Regency.

- A significant value of $0.002 < 0.05$ was achieved for the first hypothesis (H1) test concerning the impact of Principal Leadership on the dependent variable. Given that H_a is accepted and H_0 is denied, it may be said that Principal Leadership significantly and favorably affects the dependent variable. This noteworthy impact demonstrates how effective primary leadership may directly enhance the intended outcomes inside the company..
- A significant value of $0.000 < 0.05$ was found in the second hypothesis (H2) test concerning the impact of organizational culture on the dependent variable. As a result, H_a is accepted and H_0 is denied, indicating that organizational culture significantly and favorably affects the dependent variables. These findings demonstrate how an organized, cooperative, and encouraging work environment has a significant impact on employees' productivity..
- Regarding the impact of interpersonal communication on the dependent variable, the third hypothesis test (H3) yielded a significant value of $0.000 < 0.05$. As a result, H_a is accepted and H_0 is denied, indicating that interpersonal communication significantly and favorably affects the dependent variable. These results demonstrate how crucial good communication is to fostering fruitful working relationships at work, which may enhance organizational performance and results.

The data analysis in this study was conducted with the use of SPSS version 25 software, with an emphasis on simultaneous significance testing (Test F). To

determine if independent factors collectively have an impact on dependent variables, the F test is utilized. The outcomes of the simultaneous significance tests employed in this investigation are displayed in the ANOVA table that follows.

Table 7. Simultaneous Test (Test F)

ANOVA^a						
MODEL		Sum of squares	Df	Mean Square	F	Sig
1	Regression	4304.081	3	1434.694	45.312	,000 ^b
	Residual	5034.323	159	31.662		
	Total	9338.405	162			

A significant value of 0.000 was found based on the ANOVA test table above. According to test F's decision-making criteria, the alternative hypothesis (H_a) is accepted and the null hypothesis (H₀) is rejected if the significance value (Sig) is less than 0.05 (0.000 < 0.05). Therefore, it can be said that the factors of organizational culture, interpersonal communication, and principal leadership all have a big impact on teacher competency.

Based on changes in independent variables, the determination coefficient gives an indication of how effectively the regression model in use can explain variations in bound variables. The R Square value derived from the preceding Model Summary table is 0.461. When this figure is expressed as a percentage, 46.1% is the outcome. This indicates that there are still more elements outside of this study model that also affect teacher competency, as the variables of interpersonal communication, organizational culture, and principal leadership all have a simultaneous 46.1% and 53.9% impact on the teacher competency variables. The following table displays the findings of this regression model's determination coefficient computation.

Table 8. Koefisien Determination (R²)

Model Summary				
	R	R Square	Adjusted R Square	Std. Error of the Estimatt
1	.679 ^a	.461	.451	5.627

DISCUSSION

It can be inferred from the ANOVA test results that the variables of Principal Leadership, Organizational Culture, and Interpersonal Communication collectively have a significant impact on Teacher Work Competence, with a significance value of 0.000, which is less than 0.05. This regression model is significant, as indicated by the F value of 45.312, which shows that these factors significantly affect instructors' job commitment. This

emphasizes how crucial strong principal leadership, a supportive workplace culture, and effective interpersonal communication are to raising teachers' job abilities in educational institutions.

School administrators' leadership significantly affects teachers' competency, which in turn affects how well students learn (Banani, 2017; Hidayat & Nurmalasari, 2024). The study came to the conclusion that in order to increase teacher competency and guarantee the success of the learning process, principle leadership must be implemented effectively. Previous studies by Sari & Prasetya (2020) demonstrate that teachers' job competency is significantly impacted by the leadership of school principals. Good leaders may foster an atmosphere that encourages teachers' professional growth, which can enhance their ability to do their jobs well. In keeping with the study's findings, Sari underlined that school administrators that give teachers clear guidance, encouragement, and growth chances will increase their competency.

Additionally, a healthy organizational culture has a considerable impact on teachers' job commitment in schools. According to Yusransal et al., (2023), a favorable organizational culture may foster the professional growth of teachers, which benefits their competency. Teachers' dedication to their professional responsibilities is strengthened and their morale is raised by an organizational culture that values cooperation, candid communication, and courteous interactions.

More productive working connections are strengthened by good communication in the workplace, and this can enhance organizational performance and results. According to Sari et al., (2024), one of the key components of teacher effectiveness is personality skills, which may be enhanced by successful interpersonal communication. This conclusion, then, is in line with other studies that support the idea that school administrators' leadership, organizational culture, and interpersonal communication have a significant influence in enhancing teacher competency, which is a key component of raising the standard of education in schools.

CONCLUSIONS

An F value of 45.312 and a significance value of 0.000 ($p < 0.05$) were determined based on the ANOVA test results. This demonstrates how highly important the regression model is in predicting Teacher Work Competence. The study's findings highlight the significance of positive corporate culture, strong interpersonal communication, and school administrators' leadership responsibilities in enhancing teacher competency. All of these elements work together to promote the standard of instruction in classrooms.

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