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## The Influence of Communication, Cohesiveness, and Leadership on the Performance of Subject Teachers at MAN 2 Purwokerto

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**Abstract:** This study aims to determine the effects of communication, cohesiveness, and leadership on subject teacher performance at MAN 2 Purwokerto. For the research method with a quantitative approach, the population of all MAN 2 teachers totaled 100. The sample is 50 people. The data were collected through questionnaires. Variables are defined in several indicators. The results were processed and analyzed using a two-way ANOVA analysis involving three independent variables, namely the influence of communication (X1), cohesiveness (X2), and leadership (X3), as well as one dependent variable subject teacher performance (Y). Based on the results of the analysis, there is an influence of communication, cohesiveness, and leadership on subject teacher performance. Thus, it can be concluded that partial communication has a positive and significant effect on the performance of subject teachers. Partially, integration has a positive and significant effect on the performance of subject teachers. Partially, leadership, communication, cohesiveness, and leadership have a positive and significant effect of 0.055% on the performance of subject teachers. Then, there are 90% of the variables that affect the performance of subject teachers at MAN 2 Purwokerto.

**Keywords:** communication, cohesiveness, leadership, teacher.

### 沟通、凝聚力和领导力对男人2普禾加多学科教师绩效的影响

**摘要：**本研究旨在确定沟通、凝聚力和领导力对男人2普禾加多学科教师绩效的影响。对于定量方法的研究方法，所有男人2教师的人口总数为100人。样本为50人。通过问卷调查收集数据。变量在多个指标中定义。使用双向方差分析对结果进行处理和分析，涉及三个自变量，即沟通的影响(X1)、凝聚力(X2)和领导力(X3)，以及一个因变量学科教师表现(是)。根据分析结果，沟通、凝聚力和领导力对学科教师的绩效有影响。由此可见，部分沟通对学科教师的绩效具有显著的正向影响。部分而言，整合对学科教师的绩效具有积极且显著的影响。部分地，领导力、沟通力、凝聚力、领导力对学科教师绩效有0.055%的正向显著影响。那么，有90%的变量会影响男人2普禾加多学科教师的表现。

**关键词：**沟通、凝聚力、领导力、老师。

## Introduction

Organizational communication is needed to improve teacher performance. Interactions that occur in each individual are needed in an institution to convey messages or information to others. Organizational communication is a very important activity in an organization, and almost all one's time is used to communicate [1]. Two or more people who work together in work certainly require communication between them. The flow of communication within an organization is from top to bottom, from the bottom up, and between individuals, known as horizontal communication.

The better communication is conducted, the better the possibility of cooperation. This is supported by research conducted by [2], which explains that "internal communication contributes 9.5% to the formation of teacher performance." This shows that the more effective the internal communication, the higher the teacher's performance. Communication can be conducted in various ways, namely relying on telephones, internet, via SMS, microphones, memos, letters, meetings, workshops, etc., so that the need for communication between fellow teachers and even with the school principal can run well. Communication from school principals to teachers, teachers to principals, and between fellow teachers is needed to facilitate teacher performance. To achieve maximum teacher performance, a boosting factor from each individual is needed, which is called motivation.

The teacher acts as a designer, mover, evaluator, and motivator [3]. Every teacher should have the motivation to achieve goals. Motivating oneself and others is not an easy job. Judging from the age limit and length of work, a person's motivation will decrease. Work routines often lead to deep saturation, which can reduce motivation to achieve. Besides motivation, communication is no less important.

The importance of communication in the management control system is to monitor or observe the implementation of the company's management which tries to direct organizational goals within the company so that the performance carried out by the company's management can run more efficiently and smoothly, what is monitored or regulated in the management control system is the performance of the manager's behavior in managing a company that will be accountable to stakeholders.

Failure in teaching and learning activities is generally due to communication factors that are not strengthened. Weak communication in class makes teachers experience difficulties in managing classes. We must avoid the like so that failure in performing the teaching and learning process does not happen again [4]. What we need to do to minimize failure in the teaching and learning process is to master how to communicate properly in the classroom.

Group cohesiveness is the tendency of group members to remain in the group by forming social bonds so that members persist and unite in groups to achieve a certain agreed goal. In subject teachers, cohesiveness is very necessary because it is with cohesiveness that love for this organization arises, so that what the subject teacher aims for can be achieved.

Cohesiveness in its role helps clarify the responsibilities and obligations of those who are part of the group. In addition, it provides an important way to shape the behavior and thoughts of its members. A person's social position or rank within a group is considered a serious problem by many people. In any case, status is an important factor in group functioning [5]. Different roles or positions in groups correspond to different status levels, and people are often very sensitive to this fact. However, strength and role in the group can also solve various problems faced.

Various problems such as designing a learning program that the teacher must make every year can be easily resolved if the subject teacher deliberation forum exists and is running. If there are problems at school, whether teachers and students, teachers and principals, or teachers with other school members, teachers who are members of subject teachers can provide solutions or suggestions for solving them.

## 1. Research Methods

This study uses a survey method with correlational processing techniques and multiple regression. The survey method is used to collect data from several teachers at relatively the same time [6]. This type of research is a correlational study designed to obtain information about the effect of different variables on the population.

The information to be obtained in this study is about the independent variables, namely communication (X1), cohesiveness (X2), leadership (X3), and the dependent variable, namely the performance of subject teachers (Y). Based on the information from the survey, the data are measured as variable X1 and variable Y, variable X2 and variable Y, variable X3 and variable Y, and variables X1, X2, and X3 with variable Y.

### 1.1. Population and Sample

The study population was 100 teachers at MAN 2 Purwokerto. The sample for this study was 50 people or half of the population.

### 1.2. The Data Collection Technique

The data collection in this study was carried out using questionnaires, by giving a set of questions or written statements to the respondents to answer. In this case, the respondent in question is the teacher of MAN 2 Purwokerto.

The scale used in preparing the questionnaire is the

Likert scale [7]. With a Likert scale, the research variables are measured and translated into variable indicators. These indicators are then used as a starting point for compiling instrument items, which can be in the form of statements.

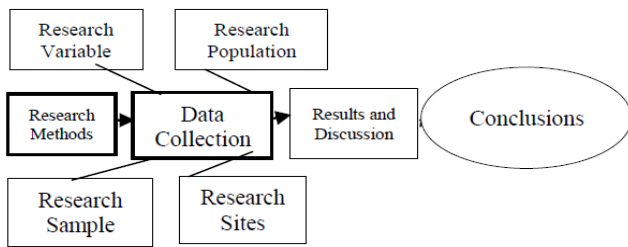


Fig. 1 Research roadmap

## 2. Results

### 2.1. Results of the Data Analysis

The analysis can provide an overview of the scores of each variable studied [8], namely communication, cohesiveness, leadership, and subject teacher performance. The four variables are presented in the form of raw data obtained using descriptive statistical techniques.

Table 1 Summary of the data analysis for each variable (SPSS data processed, 2022)

Basic Statistics	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	Y
Means	50	50	50	50
Median	62,65	61,65	53,95	65,55
Mode	62,00	61,00	53,50	67,50
Variance	58,00	57,00	53,00	70,00
Raw	34,05	36,05	44,35	28,85
Min.	5,85	6,00	6,65	5,35
Max.	50,00	49,00	20,00	55,00
Basic Statistics	74,00	73,00	64,00	74,00

### 2.2. Communication Variable (X1) Data Analysis

Based on the data obtained, the lowest score is 50, the highest score is 74, and the maximum score is 80. The average score (mean) is 62.66, the median is 62, the mode is 58, the variance is 34.03, and the standard deviation is 5.83. Following the descriptive statistical calculations performed, the communication data are classified into seven class intervals, as shown in the table and figure below.

Table 2 Frequency distribution of the communication scores (X1) (SPSS data processed, 2022)

No.	Interval Class	Absolute Frequency	Relative Frequency
1	48–51	2	4,0%
2	52–55	1	2,0%
3	56–59	16	32,0%
4	60–63	7	14,0%
5	64–67	13	26,0%
6	68–71	8	16,0%
7	72–75	3	6,0%
Amount		50	100%

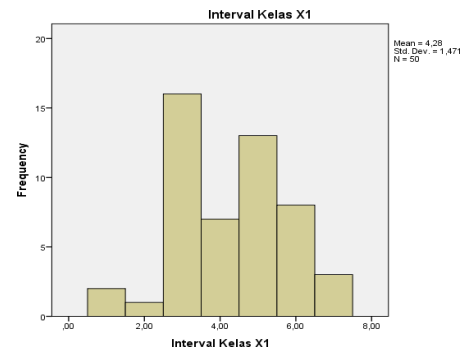


Fig. 2 Communication data histogram

The data obtained from 50 respondents can be classified into seven groups [9]: 2 respondents in the interval 48–51 or 4%, 1 respondent in the interval 52–55 or 2%, 16 respondents in the interval 56–59 or 32%, 7 respondents in the interval 60–63 or 14%, 13 respondents in the interval 64–67 or 26%, 8 respondents in the interval 68–71 or 16%, and 3 respondents in the interval 72–75 or 16.67%. In general, it can be concluded that 24 respondents or 48% of the respondents' communication scores were above the average value, and 26 respondents or 52% were below the average value. In addition, the highest frequency is in the class interval 56-59, and the lowest is in the class interval 52-55.

### 2.3. Cohesiveness Variable (X2) Data Analysis

The average score (mean) is 61.65, the median is 60, the mode is 55, the variance is 36.05, and the standard deviation is 6.00. Following the descriptive statistical calculations performed, the cohesiveness data are classified into seven class intervals, as shown in the table and figure below.

Table 3 Frequency distribution of the cohesiveness scores (X2) (SPSS data processed, 2022)

No.	Interval Class	Absolute Frequency	Relative Frequency
1	47–50	2	4,0%
2	51–54	1	2,0%
3	55–58	17	34,0%
4	59–62	6	12,0%
5	63–66	12	24,0%
6	67–70	6	12,0%
7	71–74	6	12,0%
Amount		50	100%

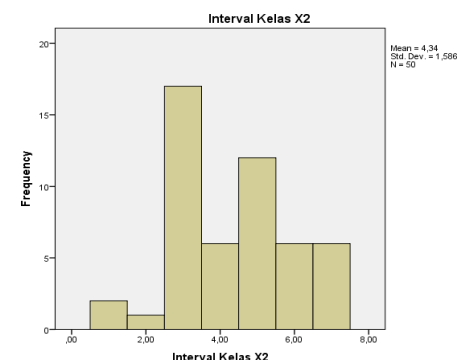


Fig. 3 Cohesiveness data histogram

The data obtained from 50 respondents can be classified into 7 groups: 2 respondents in the interval 47–50 or 4%, 1 respondent in the interval 51–54 or 2%, 17 respondents in the interval 55–58 or 34%, 6 respondents in the interval 59–63 or 12%, 12 respondents in the interval 63–66 or 24%, 6 respondents in the interval 67–70 or 12%, and 6 respondents in the interval 71–74 or 12%. In general, it can be concluded that 24 respondents or 48% of the respondents' communication scores were above the average value, and 26 respondents or 52% were below the average value. In addition, the highest frequency is in the class interval 55-58, and the lowest is in the class interval 51-54.

**2.4. Leadership Variable (X3) Data Analysis**

The lowest score is 20, and the highest is 64 (the maximum score is 80). The average score (mean) is 53.95, the median is 53.5, the mode is 53, the variance is 44.35, and the standard deviation is 6.65. Following the descriptive statistical calculations performed, the leadership data are classified into seven class intervals, as shown in the table and figure below.

Table 4 Frequency distribution of the leadership scores (X3) (SPSS data processed, 2022)

No.	Interval Class	Absolute Frequency	Relative Frequency
1	18–24	1	2,0%
2	25–31	0	0%
3	32–38	0	0%
4	39–45	1	2,0%
5	46–52	15	30,0%
6	53–59	27	54,0%
7	60–66	6	12,0%
Amount		50	100%

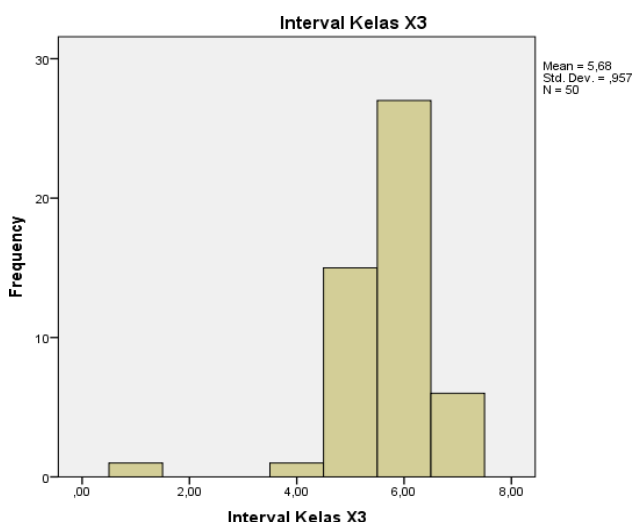


Fig. 4 Leadership data histogram

The data obtained from 50 respondents can be classified into 7 groups: 1 respondent in the interval 18–24 or 2%, 0 respondents in the interval 25–31 or 0%, 0 respondents in the interval 32–38 or 0%, 1

respondent in the interval 39–45 or 2%, 15 respondents in the interval 46–52 or 30%, 27 respondents in the interval 53–59 or 54%, and 6 respondents in the interval 60–66 or 12%.

In general, it can be concluded that 33 respondents or 65% of the leadership scores are above the average value, and 17 respondents or 34% are below the average value. In addition, the highest frequency is in the class interval 53–59, and the lowest is in the class intervals 25–31 and 32–38, which have a frequency of 0.

**2.5. Subject Teacher Performance Variable (Y)**

**Data Analysis**

The lowest score is 55, and the highest is 75 (the maximum score is 80). The average score (mean) is 65.55, the median is 67.5, the mode is 70, the variance is 28.85, and the standard deviation is 5.35. Following the descriptive statistical calculations performed, the subject teacher performance data are classified into seven class intervals, as shown in the table and figure below.

Table 5 Frequency distribution of the subject teacher performance scores (Y) (SPSS Data Processed in 2022)

Class	Interval Class	Absolute Frequency	Relative Frequency
1	55–57	7	14,0%
2	58–60	5	10,0%
3	61–63	5	10,0%
4	64–66	5	10,0%
5	67–69	10	20,0%
6	70–72	17	34,0%
7	73–75	1	2,0%
Amount		50	100%

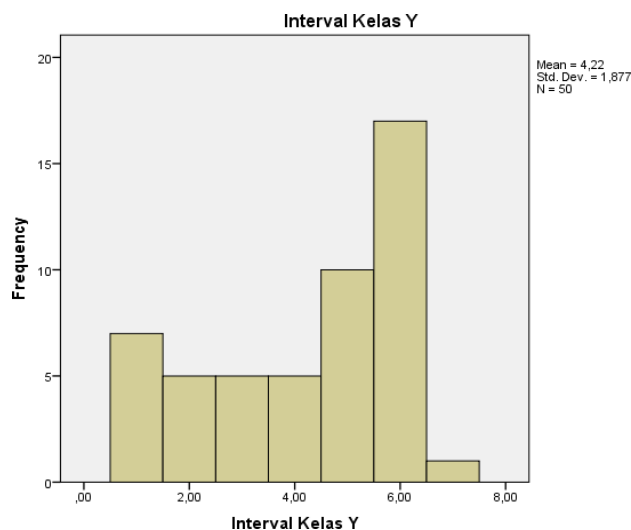


Fig. 5 Subject teacher performance data histogram (Y)

The data obtained from 50 respondents can be classified into 7 groups: 7 respondents in the interval 55–57 or 14%, 5 respondents in the interval 58–60 or 10%, 5 respondents in the interval 61–63 or 10%, 5 respondents in the interval 64–66 or 10%, 10 respondents in the interval 67–69 or 20%, 17

respondents in the interval 70–72 or 34%, and 1 respondent in the interval 73–75 or 2%.

In general, it can be concluded that 28 respondents or 55% of the subject teacher performance scores were above the average score, and 22 respondents or 45% were below the average score. In addition, the highest frequency is in the 70–72 class interval, and the lowest is in the 73–75 class interval.

### 2.6. Requirement Test Analysis

This study reveals three independent variables, communication (X1), cohesiveness (X2), and leadership (X3), and the dependent variable, subject teacher performance (Y). The technique used is two-way ANOVA. Before the data is processed using the two-way analysis technique, it is necessary to test the analytical requirements, namely normality and homogeneity of X1, X2, X3, and Y.

### 2.7. Autocorrelation Test

This problem arises because the residual (confounding error) is not independent of one other observation. This is often found in time series data because "disturbances" in an individual/group tend to affect "disturbances" in the same individual/group in the following period.

The DW value is 1.884; we will compare this value with the Durbin-Watson table value using a significance of 5%; the number of samples is 30 (n), and the number of variables is 4 ( $k = 4$ ). The DW value of 2.440 is greater than the limit (du) 1.740 and less than  $4 - 1.740$ , so it can be concluded that  $H_0$  cannot be rejected, which states that there is no positive or negative autocorrelation or it can be concluded that there is no autocorrelation.

## 3. Discussion

This study seeks to obtain an overview of influence of communication, cohesiveness, and leadership on the performance of subject teachers at MAN 2 Purwokerto. After analyzing the problems found regarding human resources at MAN 2 Purwokerto, the variables of communication, cohesiveness, and leadership can affect the performance of subject teachers at MAN 2 Purwokerto, as proven by the data analysis using the research method determined.

### 3.1. Effect of Communication on Subject Teacher Performance

Communication between members in an organization shifts from time to time and is contextual due to the social, political, and cultural developments that prevail in its era. In the communication approach, it is realized that no organization is good if it does not arise from communication [10]. This is the best and universally applicable to all situations and environments. The researcher concludes that if

communication is high, subject teachers' performance will increase. This can affect the performance of teachers due to the high level of communication [11].

The results of the questionnaire distributed show that 48% of the respondents answered "agree." The mean average value obtained is 62.66. This illustrates that subject teachers at MAN 2 Purwokerto have shown that the role of communication is good enough in conveying information between organizations so that organizational goals can be achieved. However, there is still a small number of teachers who feel that communication cannot fully influence work relationships. Communication is felt to be less effective on subject teacher performance; maybe good mutual communication will lead to good cooperation in completing tasks carried out by teachers, which is a standard task that has been stipulated in the teacher and lecturer law.

### 3.2. The Effect of Cohesiveness on the Performance of Subject Teachers

The results of the research conducted by the researchers concluded that the cohesiveness variable was tested partially on the performance of subject teachers at MAN 2 Purwokerto resulting in a t-test of  $2.283 > t\text{-table of } 2.02$  and a sig value of  $0.025 < 0.05$ . Based on the above data, the cohesiveness variable in this study has a positive and significant effect on the performance variables of subject teachers at MAN 2 Purwokerto.

Cohesiveness can be interpreted as a force that encourages group members to stay in the group and prevents them from leaving it [12]. Cohesiveness makes members feel comfortable and bound so that they are lazy to leave or find a new group. The researcher concluded that if the cohesiveness improves, the performance of subject teachers will increase. This of course can affect the performance of subject teachers because of good cohesiveness.

### 3.3. Influence of Leadership on Subject Teacher Performance

Leadership can be interpreted as the encouragement of attitudes in individuals that are elicited by characterizing desires and interests, drives and needs, hopes and aspirations, as well as appreciation and respect. Leadership can be a force in every individual to move toward goals and objectives consciously or unconsciously. The researcher concluded that if leadership is high, the performance of subject teachers will increase. This can affect the performance of subject teachers due to high leadership.

Then, the results of the questionnaire distributed show that 65% of the respondents answered "agree", while the mean average value obtained was 53.96; this illustrates that most MAN 2 Purwokerto subject teachers agreed on the indicators influencing leadership

to encourage their high performance. In addition, teachers believe that leadership is the driving force that ensures the continuity of activities in schools and can give direction to each teaching and learning process so that the desired goals can be fulfilled.

### 3.4. Influence of Communication, Cohesiveness, and Leadership on Subject Teacher Performance

The results of the research show an influence of communication, cohesiveness, and leadership on the performance of subject teachers at MAN 2 Purwokerto. Communication is a critical factor in the relationship between educational organizations in schools [13]. Effective communication can encourage teacher motivation in achieving maximum performance. In the beginning, many thought that communication exists by itself, but with the development of knowledge, the formation of effective communication can be learned.

In the situational approach, it is realized that there is no single best communication between organizations within an institution, universally applicable to all situations and environments. In this study, it was found that communication had the greatest effect compared to the other two variables on the performance of Subject Teachers at MAN 2 Purwokerto. This shows that communication has succeeded in performing the conveying method in running an educational organization at MAN 2 Purwokerto by subject teachers, including the following aspects: (1) Understanding oneself and others; (2) Establishing meaningful relationships; (3) Changing attitudes and behavior.

## 4. Conclusions

Based on the analysis of research results regarding the influence of communication, cohesiveness, and leadership on the performance of subject teachers at MAN 2 Purwokerto [11], several conclusions can be drawn:

a. Communication has a significant effect on the performance of subject teachers, with  $t\text{-count } X1 = 2.875 > t\text{-table } 2.00$  with a significance of  $0.005 < \alpha < 0.05$ . Communication variables play an important role in improving the performance of subject teachers at MAN 2 Purwokerto. Thus,  $H_0$ , which states that communication has a positive and significant effect on the performance of subject teachers, is accepted.

b. Cohesiveness has a positive and significant effect on the performance of subject teachers, with  $t\text{-count } X2 = 2.285 > t\text{-table } 2.00$ , very significant  $0.025 < 0.05$ . The cohesiveness variable plays an important role in improving the performance of subject teachers at MAN 2 Purwokerto. Thus,  $H_0$  that cohesiveness has a positive and significant effect on the performance of subject teachers is accepted.

c. Leadership has a positive and significant effect on the performance of subject teachers, with  $t\text{-count } X3 = 3.657 > t\text{-table } 2.00$ , very significant  $0.035$

$> 0.05$ . The leadership variable has a positive effect on improving the performance of subject teachers at MAN 2 Purwokerto. Thus,  $H_0$  that leadership has a positive and significant effect on the performance of subject teachers is accepted.

d. In the simultaneous test, with  $F\text{-count} = 13.030$  and  $F\text{-table}$  with  $df1 =$  the number of degrees 3 and  $df2 =$  denominator degree 45 with a level of 5%, the  $F\text{-table}$  is 2.80, meaning  $F\text{-count} > F\text{-table}$ . The result is  $\rho = 0.000 < 0.05$ . The variables of communication, cohesiveness, and leadership simultaneously influence the achievement of subject teachers at MAN 2 Purwokerto. Thus,  $H_0$  that communication, cohesiveness, and leadership simultaneously have a positive and significant effect on the achievements of subject teachers.

## 5. Suggestions

From the results of this study, there are several suggestions from the author, related to communication, cohesiveness, and leadership:

a. It is necessary to increase good communication between subject teachers at a school.

b. Institutions should increase cohesiveness so that members feel comfortable and connected and are lazy to leave or look for new subject teacher groups.

c. For group leaders, there is a need for increased leadership and being able to set an example for teachers in all matters both within the school environment and outside the school.

d. For school principals, it is necessary to increase proportional and responsible awards, without discriminating against each subject teacher in all majors of science, social studies, IA, and IPB at MAN 2 Purwokerto.

e. For future researchers, there is a need to find new variables that can affect teacher performance at MAN 2 Purwokerto.

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