

PalArch's Journal of Archaeology
of Egypt / Egyptology

IMPROVING PERFORMANCE THROUGH STRENGTHENING THE
EFFECTIVENESS OF MANAGERIAL ROLES, ORGANIZATIONAL
CULTURE AND INTERPERSONAL COMMUNICATION
(EMPIRICAL STUDY USING QUANTITATIVE RESEARCH APPROACH
AND SITOREM ANALYSIS ON JUNIOR HIGH SCHOOL TEACHERS IN
SOUTH TANGERANG)

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Mustofa¹, Billy Tunas², Widodo Sunaryo³, Zaenal Abidin⁴, Muzhir Ihsan⁵, Muhamad Riyad⁶, Ajun Rois, Improving performance through strengthening the effectiveness of managerial roles, organizational culture and interpersonal communication (empirical study using quantitative research approach and sitorem analysis on junior high school teachers in south tangerang) -- Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(6). ISSN 1567-214x

Keywords: SITOREM Analysis, Organizational Culture, Improving Performance, Managerial Role Effectiveness, Interpersonal Communication.

Abstract

Performance according to David A. Decenzo and Stephen P. Robbins(2011: 191–239), is the result of skills, abilities, motivation, and opportunities for performance. The indicators are (a) quality of work, (b) quantity of work, (c) knowledge of work, and (d) dependence. David A. Decenzo and Stephen P. Robbins complement performance indicators with knowledge and dependability. The knowledge indicator presented by David A. Decenzo and Stephen P. Robbins is similar to the indicator proposed by David A. Whetten, namely knowledge of work. Meanwhile, in terms of defining the performance of David A. Decenzo and Stephen P. Robbins have in common, namely the work results.

The effectiveness of managerial roles According to Gary Yukl (2013: 29–31), in detail formulate the effectiveness of managerial roles as a set of various behaviors that people expect from a person (or group) in a certain position.. The definition of organizational culture put forward by Michael Armstrong, but Michael Armstrong complements the indicators of organizational culture in more detail with status, formality, loyalty, work environment, tone and language, letters or memoranda, speech, and remarks. According to Debra L. Nelson and

James Campbell Quick (2006: 250), the definition of interpersonal communication is defined as communication that occurs between two or more people in an organization which is based on mutual knowledge, respect, pleasure, and comfort. There are similarities in the meaning of the definition of interpersonal communication presented by Debra L. Nelson and James Campbell Quick. As for the indicators, Debra L. Nelson and James Campbell Quick presented indicators of persuasive leaders, sensitive people and informative managers. This research covers all civil servant teachers of SMPN in South Tangerang, which consists of 7 districts, namely: 1) Ciputat, 2) East Ciputat, 3) Pamulang, 4) Pondok Aren, 5) Serpong, 6) North Serpong, and 7) Setu. The research is planned to be carried out in stages over 15 months, starting from the preparation of proposals, data collection, analysis of quantitative and qualitative data to the preparation of reports on the results of performance research at state junior high schools in South Tangerang city. This study uses a combination research method between correlational research and SITOREM analysis. starting from the preparation of proposals, data collection, analysis of quantitative and qualitative data to the preparation of reports on the results of performance research at State Junior High Schools in South Tangerang City. This study uses a combination research method between correlational research and SITOREM analysis. starting from the preparation of proposals, data collection, analysis of quantitative and qualitative data to the preparation of reports on the results of performance research at State Junior High Schools in South Tangerang City. This study uses a combination research method between correlational research and SITOREM analysis.

A. Introduction

Various things are related to teacher performance, one of which is the effectiveness of the managerial role of the principal. The principal as a manager has a very important role in improving teacher performance. The roles played by the principal include as an interpersonal role. The interpersonal role of the principal is a leader who provides direction, assignments, and motivation to the teacher. In addition, the principal plays a role in the flow of information that occurs in schools. The principal can convey the vision and mission during his leadership, provide input to the teacher, and communicate reciprocally with the teacher in order to improve their performance. The role played by the principal if implemented effectively, then teacher performance will certainly increase and affect learning outcomes.

In addition, another factor related to teacher performance is organizational culture. Organizational culture is important values that are mutually agreed upon by members of the organization to be implemented as a guide for behavior. A result-oriented organizational culture has a positive impact on performance because it will make teachers more motivated to complete their assignments on time, be more enthusiastic in teaching, and more creative in presenting learning in class. Organizational culture is often used as a variable that is of great concern because it is a determining part in achieving success or failure in achieving the vision and mission of an organization.

Organizational culture is a controller and provides direction in shaping the attitudes and behavior of organizational members as well as providing a psychological atmosphere for all members of how they work, how to relate to superiors and colleagues and how to solve problems is a form of culture that is unique to every organization. In the organizational culture there is an agreement that refers to a system of meanings shared by

members of the organization and differentiates organizations from one another. Culture in the organization focuses organizational members to devote all attention to the value system prevailing in the organization. Organizational culture guides individual attitudes and behaviors to organizational behavior. A strong organizational culture is a culture that can bind all its citizens. Therefore,

Another factor that is thought to be related to teacher performance is interpersonal communication. Interpersonal communication is the delivery of messages or information between two or more people. When carrying out their duties, the teacher always communicates with the principal, peer teachers, school employees, students, parents, and the community. The work relationship will be better and stronger if the communication is honest, open, smooth, and has good intentions. This will have an impact on teacher performance as a whole. Interpersonal relationships can become a problem if the messenger has bad intentions and bad intentions, or in the course of his journey, information may experience interference or misinterpretation so that the message or information received by the recipient does not match the source of the information. This makes interpersonal communication ineffective and does not support the vision and mission of the organization. Thus, if the teacher's interpersonal communication is effective, it will have an impact on their performance. Conversely, if the teacher is less than optimal in communicating, the result is decreased performance and the organization's vision and mission is not achieved.

The factor related to performance is job satisfaction. The job satisfaction of a teacher is one of the factors related to improving performance. Teachers who are satisfied with their work will carry out the work wholeheartedly and carry out the learning process seriously and full of creativity. Teacher job satisfaction can be seen how teachers are treated with respect to the teaching profession, given proper appreciation and reward, given compensation and incentives according to their needs, and receive protection in carrying out their profession. Teachers who have fulfilled their satisfaction in carrying out their profession will focus on carrying out their duties as teachers who then provide high performance.

Another factor that has an impact on performance is commitment to the organization. Teachers as organizational members must have a strong organizational commitment. Organizational commitment results in high responsibility for realizing the vision and mission of the school. In the learning process, teachers who have organizational commitment will certainly be more enthusiastic in teaching, always looking for ways so that students can absorb the subject matter properly and strive to get maximum learning outcomes. Teachers who have high organizational commitment can contribute more and have better performance.

Problems that arise in everyday life, both problems in learning and in relationships and communication, are always directed at how to provide solutions so that organizations can achieve the vision of producing the best graduates. Organizational commitment makes teachers willing to sacrifice, willing to contribute more in serving students and carrying out school assignments. On the other hand, teachers with low organizational commitment will not have the desire to participate in advancing and

developing the school and contribute low in efforts to achieve the school's vision. Low organizational commitment damages communication and working relationships. This condition will make the teacher underperform.

Another factor that has an impact on performance is work motivation. Work motivation is an impetus that can come from within a person or a result of external encouragement that makes a person take the action he wants to do. Teachers in carrying out their duties as educators and teachers are certainly expected to have high motivation in guiding students. This is very important because the teacher is a figure who every day interacts with students in school, of course all behavior and appearance can be imitated by students.

Teachers can be motivated in carrying out their duties due to several things, namely, the comfort in teaching such as the place where they teach, the conditions of the school environment are good, and the school atmosphere felt by the teacher. In addition, teachers can be motivated by the existence of attractive compensation and a periodic compensation scheme in accordance with expectations. Another motivation can be in the form of values adopted by the school in accordance with the values that are carried out and developed. If these things can be fulfilled, it will make teacher performance even better.

The factor that is related to teacher performance is the teacher's ability. The teacher's ability to teach can affect the achievement of teacher work. The ability of a teacher can be in the form of experience in carrying out tasks, achieving standards of excellence or also self-development on how to better carry out the learning process. Teachers who are in the process of working will do repetitions. The repetition process will add skills and knowledge so that the teacher will master it. In addition, teachers will also find new things from work, which if they can understand these things, it will be an adequate experience to complete the work for which they are responsible.

The ability of teachers is also influenced by factors of educational background. With education, a teacher gains knowledge and abilities that can be used in the learning process.

In addition, the teacher's ability to teach can be determined by two factors, namely internal (intrinsic) factors and external (extrinsic) factors. Intrinsic factor is the ability of the teacher that comes from the teacher himself, such as the motivation to carry out work. In addition, other factors that affect teacher teaching competence are external factors in the form of experience in teaching, the level of education taken and the type of training that has been attended (Maselena et al., 2019). The factors mentioned above are inseparable factors in shaping the teaching competence of teachers in carrying out the teaching and learning process in the classroom.

Based on the background of the problems described, this study will examine the problems of teacher performance and the variables that influence it.

B. Theoretical review

1. Performance

The formulation of the definition of performance according to David A. Decenzo and Stephen P. Robbins(2011: 191–239), is the result of skills, abilities, motivation, and opportunities for performance. The indicators are (a) quality of work, (b) quantity of work, (c) knowledge of work, and (d) dependence. David A. Decenzo and Stephen P. Robbins complement performance indicators with knowledge and dependability. The knowledge indicator presented by David A. Decenzo and Stephen P. Robbins is similar to the indicator proposed by David A. Whetten, namely knowledge of work. Meanwhile, in terms of defining the performance of David A. Decenzo and Stephen P. Robbins have in common, namely the work results.

Based on the theories that have been described, it can be synthesized that performance is the result of work during a certain period which focuses on the achievement of organizational goals, with indicators (a) quantity, namely the volume of work done in a normal working day, (b) quality, namely accuracy, neatness and accuracy in work, (c) efficiency, namely criteria relating to the achievement of deadlines, (d) productivity, namely the output produced compared to the required input. (e) effectiveness, namely the degree to which organizational resources such as human, financial, technological, raw materials can be maximized to obtain the highest profit or reduce the losses that arise.

2. Managerial Role Effectiveness

Formulation of the definition of managerial role effectiveness According to Gary Yukl (2013: 29–31), in detail formulate the effectiveness of managerial roles as a set of various behaviors that people expect from a person (or group) in a certain position. These role expectations occur in all types of organizations, such as a person's workplace, school, family, club, and the like. Indicators of the effectiveness of the managerial role put forward by Gary Yukl are as follows (a) the role of the leader, (b) the role of liaison, (c) the role of figures, (d) the role of monitoring, (e) the role of information sharing, (f) the role of interpreter. talk, (g) the role of entrepreneurs, (h) the role of riot handling, (i) the role of allocating resources, and (j) the role of negotiators.

Meanwhile, according to Thomas S. Bateman (2015: 19), the effectiveness of managerial roles is simply defined as what managers do. Today's best managers can do it all, leaders who work, focus on relationships and on achieving results. make decisions, give orders, wait for others to produce, and then evaluate results. work hard, solve problems, and generate value. The indicators for the effectiveness of managerial roles are (a) the role of figurehead, (b) the role of the leader, (c) the role of liaison, (d) the role of the monitor, (e) the role of the spreader, (f) the role of spokesperson, (g) the role of entrepreneurs. , (h) the role of handling disturbances, (i) allocating resources, and (j) the role of negotiator.

Based on the above theories, the definition of managerial role effectiveness can be synthesized, namely a set of specific and organized behaviors carried out by managers who are responsible for the process of achieving activities and focus on relationships with others and on achieving results by combining organizational resources that are resolved efficient

with indicators: (1) the role of the leader, namely the role to influence, motivate, and direct employees in the organization and to strategize, plan, organize, control, and develop, (2) liaison role, namely the role of roles related to other people outside the organization, (3) the role of monitor, namely the role of seeking and receiving information to develop a comprehensive understanding of the organization and its environment, (4) the role of dissemination, namely the role of managers in acting as a channel for sending information to members of the organization, (5) the role of entrepreneurs, namely the role of managers to act as initiators and designers of controlled change to take advantage of opportunities to improve current conditions, (6) the role of resource allocators, namely the role of managers who are responsible for allocating human, physical and monetary resources. namely the role of the manager who is responsible for allocating human, physical and monetary resources. namely the role of the manager who is responsible for allocating human, physical and monetary resources.

3. Organizational culture

According to Michael Armstrong (2014: 120-122), organizational culture can be defined as a pattern of values, norms, beliefs, attitudes and assumptions that may not be articulated but which form the way in which people in the organization behave and do something. The indicators of organizational culture are (a) implicit values, (b) adopted values, (c) management style, (d) status, (e) formality, (f) loyalty, (g) work environment, (h) tone and language, (i) letters or memoranda, (j) the manner in which people talk to one another, and (k) remarks. By definition, there are similarities in the definition of organizational culture put forward by Michael Armstrong, but Michael Armstrong complements the indicators of organizational culture in more detail with status, formality, loyalty, work environment, tone and language, letters or memoranda,

The opinion about the definition according to Fred Luthans (2011: 71), that organizational culture is defined as a pattern of basic assumptions that are created, discovered, or developed by certain groups as a means of overcoming problems with external adaptation and internal integration that have worked quite well in accordance with values -values espoused. The indicators put forward by Fred Luthans are (a) observed regularity of behavior, (b) norms, (c) dominant values, (d) philosophy, (e) rules, and (f) organizational climate. There is a common definition stated by Fred Luthans, and there are additional indicators of organizational culture, namely philosophy, rules and organizational climate.

This is the same with Robert Kreitner and Angelo Kinicki (2011: 64), who argue that organizational culture is a set of shared assumptions, which are accepted indirectly held by a group and which determine how it views, thinks and reacts to its various environments. The indicators for organizational culture are (a) physical manifestations, (b) espoused values, (c) enacted values, and (d) basic assumptions. There are similarities in terms of defining organizational culture by Robert Kreitner and Angelo Kinicki and there are additional indicators of organizational culture, namely physical manifestations.

Definition Organizational culture according to Stephen P. Robbins and Mary Coulter (2012: 52), is described as values, principles, traditions, and ways of doing things that affect the way organizational members act. The indicators are (a) innovation and risk return, (b) attention to details, (c) results orientation, (d) people orientation, (e) team orientation, (f) aggressiveness, and (g) stability. Stephen P. Robbins and Mary Coulter suggest indicators of organizational culture that are different from other theories.

Based on the descriptions of the above theories, organizational culture can be synthesized as values, norms, beliefs, assumptions, principles, and traditions that influence the way organizational members act, which are found, created or developed by the organization to guide the behavior of organizational members, with indicators: (1) symbols, namely objects, actions, or events that function to transmit cultural meaning, (2) stories, namely narratives based on real events and are often repeated and shared among organizational members, (3) rituals, which are programmed routines of everyday organizational life that dramatize organizational culture, (3) 4) values, namely stable beliefs that guide the preferences of organizational members to take action in various situations, (5) philosophy, namely the beliefs adopted that serve as guides that guide organizational members in dealing with certain situations, and in training new members how to behave, (6) Assumptions, namely the values that guide policy and management decision making.

4. Interpersonal Communication

The definition of interpersonal communication according to Debra L. Nelson and James Campbell Quick (2006: 250), is defined as communication that occurs between two or more people in an organization which is based on mutual knowledge, respect, pleasure, and comfort. The indicators of interpersonal communication are (a) expressive speakers (expressive speakers), (b) empathic listeners (empathic listeners), (c) persuasive leaders (persuasive leaders), (d) sensitive people (sensitive to opponent feelings talk), and (e) informative managers (informative managers). There are similarities in the meaning of the definition of interpersonal communication presented by Debra L. Nelson and James Campbell Quick. As for the indicators, Debra L. Nelson and James Campbell Quick presented indicators of persuasive leaders, sensitive people and informative managers.

As for James L. Gibson (2012: 449-455), argues that interpersonal communication is communication that flows from individual to individual in face-to-face and group settings. Interpersonal communication indicators are (a) following up, (b) regulating the flow of information, (c) using feedback, (d) developing empathy, (e) using message repetition, (f) encouraging mutual trust, (g) effective time, (h) simplify the language, and (i) be an effective listener. There is a suitable definition proposed by James L. Gibson, which emphasizes communication between individuals. Whereas indicators complement the indicators of follow up, regulating the flow of information, using feedback, using message repetition, encouraging mutual trust, effective timing, and simplifying language.

Meanwhile, according to Michael Armstrong (2009: 80), interpersonal communication is a form of delivering or exchanging information, instructions, observations or comments for and between humans. Interpersonal communication indicators are (a) adapting to the recipient's world, (b) using feedback, (c) using face-to-face communication, (d) involving groups, (e) using direct and simple language, (f) controlling emotions, and (g) understand the role of non-verbal communication. Michael Armstrong's different indicators include engaging groups and understanding roles.

The detailed definition of interpersonal communication conveyed by Fred Luthans (2006: 254-356) is face-to-face communication between two people that emphasizes the transfer of information from one person to another to influence behavior change, and combines psychological processes (perception, learning, and motivation) on the one hand and language on the other. Interpersonal communication indicators are (a) speaking, (b) feedback, (c) trust, (d) expectations, and (e) status. There are similarities in the definition of interpersonal communication presented by Fred Luthans. As for the Fred Luthans indicator, he added by speaking, expectations, trust, and status.

Based on the descriptions of the theories above, a definition of interpersonal communication can be synthesized, namely verbal interaction between two or more interconnected individuals which not only involves the exchange of messages but involves the creation and exchange of meaning which is partially or wholly intentional in an empathetic process, with indicators -indicators of interpersonal communication are: (1) Openness, which includes the willingness to express himself, listen openly, and react honestly to people's messages, (2) Empathic behavior (empathy), namely behavior to put oneself in people's roles others and assume individual points of view and emotions. It involves communicator-oriented recipients, (3) supportiveness behavior, that is, treat others with sympathy and respect. Resist the temptation to rush with biased judgments, interpretations and criticisms (4) Positive behavior (positiveness), namely the use of positive messages that express attitudes such as praising others along with acceptance and approval, (5) Equality, which is building an atmosphere of equality and recognizing that everyone is valuable, (6) Feedback, which is ensuring to get a message back from the recipient that conveys how much has been understood.

C. Research methods

This research covers all civil servant teachers of SMPN in South Tangerang city, which consists of 7 districts, namely: 1) Ciputat, 2) East Ciputat, 3) Pamulang, 4) PondokAren, 5) Serpong, 6) North Serpong, and 7) Setu. The research is planned to be carried out in stages over 15 months, starting from the preparation of proposals, data collection, analysis of quantitative and qualitative data to the preparation of reports on the results of performance research at state junior high schools in South Tangerang city. This study uses a combination research method between correlational research and SITOREM analysis.

D. Result and Discussion

The purpose of this study was to determine the relationship between the effectiveness of managerial roles, organizational culture, and interpersonal communication with the performance of civil servant teachers at SMP Negeri accredited "A" in the city of South Tangerang. Based on the results of the analysis, discussion of research results, and hypotheses that have been tested, it can be concluded that this study has found efforts to improve teacher performance by paying attention to the following:

1. There is a positive relationship between the variable managerial role effectiveness (X1) and performance (Y) with a correlation coefficient $r_{1y1} = 0.603$ and the coefficient of determination $r^2_{y1} = 0.364$, namely the contribution given the effectiveness of managerial roles to improve performance was 36.4%. This means that an increase in the effectiveness of managerial roles can improve teacher performance, the higher the effectiveness of management roles, the higher the teacher's performance.
2. There is a positive relationship between organizational culture variables (X2) and performance (Y) with a correlation coefficient $r_{2y2} = 0.804$ and the coefficient of determination $r^2_{y2} = 0.647$, namely the contribution given by organizational culture to improve performance was 64.7%. This means that an increase in organizational culture can improve teacher performance, the higher the organizational culture, the higher the teacher's performance.
3. There is a positive relationship between interpersonal communication (X3) and performance (Y) with a correlation coefficient $r_{3y3} = 0.447$ and the coefficient of determination $r^2_{y3} = 0.199$, namely the contribution given by interpersonal communication to improve performance was 19.9 77.06. This means that increased interpersonal communication can improve teacher performance, the higher the interpersonal communication, the higher the teacher's performance.
4. There is a positive relationship between managerial role effectiveness (X1) and organizational culture (X2) together with performance (Y) with a correlation coefficient $r_{12y12} = 0.829$ and the coefficient of determination $r^2_{y12} = 0.687$, namely the contribution given the effectiveness of managerial roles (X1) and organizational culture (X2) together to improve performance is 68.7%. This means that the increase in the effectiveness of managerial roles and organizational culture together can improve teacher performance, the higher the effectiveness of managerial roles and organizational culture together, the higher teacher performance.
5. There is a positive relationship between the variable managerial role effectiveness (X1) and interpersonal communication (X3) together with performance (Y) with a correlation coefficient $r_{13y13} = 0.617$ and the coefficient of determination $r^2_{y13} = 0.380$, namely the contribution given the variable of managerial role effectiveness (X1) and interpersonal communication (X3) together to improve performance was 38%. This means that increasing the effectiveness of managerial roles and interpersonal communication together can improve teacher performance, the higher the effectiveness of managerial roles and interpersonal communication together, the higher the teacher's performance.
6. There is a positive relationship between organizational culture variables (X2) and interpersonal communication (X3) together with

performance (Y) with a correlation coefficient $r_{y23} = 0.830$ and the coefficient of determination $r^2_{y23} = 0.689$, namely the contribution given by the variable organizational culture (X2) and interpersonal communication (X3) together to improve performance is 68.9%. This means that an increase in organizational culture and interpersonal communication together can improve teacher performance, the higher the organizational culture and interpersonal communication together, the higher the teacher's performance.

7. There is a positive relationship between the variable managerial role effectiveness (X1), organizational culture (X2), and interpersonal communication (X3) together with performance (Y) with a correlation coefficient $r_{y123} = 0.853$ and the coefficient of determination $r^2_{y123} = 0.728$, namely the contribution given the variable of managerial role effectiveness (X1), organizational culture (X2), and interpersonal communication (X3) together to improve performance was 72.8%. This means that increasing the effectiveness of managerial roles, organizational culture, and interpersonal communication together can improve teacher performance, the higher the effectiveness of managerial roles, organizational culture, and interpersonal communication together, the higher teacher performance.

E. Conclusion

Based on the results of research on performance which is related to the independent variables of the effectiveness of managerial roles, organizational culture, and interpersonal communication, it is known that the three independent variables make a positive contribution to improving performance, therefore it is necessary to put forward the implications for improving performance as follows:

1. Efforts to Improve Performance through the Effectiveness of Managerial Roles

The effectiveness of managerial roles is a specific and organized set of behaviors carried out by managers who are responsible for the process of achieving activities and focus on relationships with others and on achieving results by combining organizational resources that are completed efficiently.

The efforts to improve performance through increasing the effectiveness of managerial roles include:

- a. The school principal always monitors the activities of the teacher in carrying out classroom learning by providing motivation and supervision
- b. The principal places resources according to the competence and needs so that teachers can carry out their duties effectively and efficiently

2. Efforts to Improve Performance through Organizational Culture

Organizational culture is the values, norms, beliefs, assumptions, principles, and traditions that influence the way organizational members act, which are discovered, created or developed by the organization to guide the behavior of organizational members.

The efforts to improve performance through enhancing organizational culture include:

- a. A teacher can implement and develop the values adopted by the school to achieve the targets and goals that have been set.

b. A teacher carries out and preserves the ceremonial activities the school has programmed

3. Efforts to Improve Performance through Interpersonal Communication
Based on the research results regarding the relationship between interpersonal communication and performance, it shows a positive and very significant relationship. This implies that increasing interpersonal communication will improve teacher performance.

interpersonal communication is Verbal interaction between two or more interconnected persons which not only involves the exchange of messages but involves the creation and exchange of meaning which is partially or wholly intentional in an empathetic process.

The efforts to improve performance through increasing interpersonal communication include:

a. The teacher develops empathetic behavior in carrying out tasks at school.

b. A teacher carries out and preserves the ceremonial activities the school has programmed

4. Efforts to Improve Performance through the Effectiveness of Managerial Roles and Organizational Culture Together

The role of the leader carried out by the principal helps increase understanding of the norms and values that the school has. With an understanding of good norms and values, teachers can carry out the learning process effectively so as to improve the achievement of organizational goals well.

There are efforts that can be made to improve performance through the effectiveness of managerial roles and organizational culture together, namely:

a. The principal encourages teachers to increase understanding of school norms.

b. The principal provides motivation to the teacher to preserve the school's values

5. Efforts to Improve Performance through the Effectiveness of Managerial Roles and Mutual Interpersonal Communication

Interpersonal communication can work well, open to each other, and mutual empathy can affect performance. So support from the principal by providing exemplary and direction can further increase the effectiveness of teacher performance.

The efforts that can be made to improve performance through the effectiveness of managerial roles and interpersonal communication together include:

a. The principal provides support to teachers to implement positive behaviors in the learning process.

b. The school principal provides motivation to support inter-school competition activities

6. Efforts to Improve Performance through Organizational Culture and Mutual Interpersonal Communication

Interpersonal communication is an interaction between two or more interconnected individuals involving an exchange of values. Values that are indicators of organizational culture can be improved by interacting among school members that encourage the results of work that is achieved. Efforts

can be made to improve performance through joint organizational culture and interpersonal communication, namely:

- a. The teacher implements school values to effectively achieve work results
- b. Teachers have a supportive behavior in every interaction with school members to make school programs successful

7. Efforts to Improve Performance through the Effectiveness of Managerial Roles, Organizational Culture, and Mutual Interpersonal Communication

The effectiveness of managerial roles is the behavior of managers who have the role of leader, liaison, dissemination of information, monitoring, allocating resources, and the role of entrepreneurship. The principal who carries out his role as a leader will instill the school culture by instilling values and carrying out routines that are characteristic of the school which are carried out in positive and supportive ways. In addition, the principal also disseminates these values to teachers with full empathy while still receiving good feedback from the teacher so that it continues to be improved and improved in order to achieve organizational goals.

Efforts can be made to improve performance through the effectiveness of managerial roles, organizational culture and interpersonal communication together, namely:

- a. The teacher implements school values to effectively achieve work results
- b. Teachers have a supportive behavior in every interaction with school members to make school programs successful.

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