

Professional development and interpersonal communication: Influence on vocational teachers teaching performance

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ABSTRACT

This research was conducted to see the impact of professional development and interpersonal communication on the teaching performance of vocational teachers in West Cikarang, West Java Province, Indonesia. The research method used is the survey method and data examination, namely multiple linear regression. The populace in this research was 119, with the Slovin formula with a 5% of significance level, then the research sample obtained was 92 vocational teachers. Data collection techniques using questionnaires and hypothesis testing using t-test and F-test. The outcome of this calculation shows that professional development and interpersonal communication on teacher teaching performance have simultaneous effects as indicated by the $F_{count} 34.453 > F_{table} 3.10$ and the significance value $0.000 > 0.05$. The large effect of professional development and interpersonal communication on teaching performance is shown throughout the coefficient determination of 0.443 or 44.3%, with the influence of professional development variables of 13.9% while interpersonal communication variables of 30.2%.



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INTRODUCTION

The Covid-19 Pandemic is a disaster that affects all sectors of life, one of which is education. The implementation of the Enforcement of Restrictions on Community Activities (PPKM) policy resulted in school closures, so schools accelerated online learning. The transition from face-to-face learning to online learning is certainly not easy. Based on a survey conducted by KPAI (Indonesian Child Protection Commission), as many as 79.9% of respondents stated that there was absolutely no interaction with teachers except for giving and collecting assignments. As many as 81.8% of respondents explained that teachers rarely conduct discussions, explain material or ask questions and only give assignments. Reflecting on the results of the survey, the implementation of online learning is more difficult for teachers and vocational students. Practical activities in the vocational curriculum are easier to do face-to-face than online. The results of the study revealed that vocational school teachers were not ready and needed to further improve their teaching skills, especially in terms of delivering material (Ruktiari et al., 2021).

The ongoing online learning resulted in unpreparedness and a decrease in the performance of vocational school teachers in teaching during the pandemic. Teacher teaching performance is

carrying out the duties and obligations in providing knowledge and skills to improve student learning performance (Rodríguez et al., 2014). Teaching performance may be a work execution performed by a teacher in carrying out their obligations and responsibilities in giving learning that contains knowledge and abilities that will lead to an increment in student accomplishment (Kusumaningrum et al., 2019). Teacher teaching performance is the ability and success of teachers in completing tasks as educators and teachers as well as possible in the learning process so that learning objectives are achieved (Dewi et al., 2018). The teaching performance of teachers is the ability to carry out their obligations in transferring knowledge to students to improve learning outcomes (Yulianingsih & Sobandi, 2017).

Teacher teaching performance is the ability of teachers in teaching and learning activities in the classroom, including providing knowledge, knowledge, and skills which are usually in the form of student learning outcomes. Teacher teaching performance is operationalized by Bafadal et al. (2018) into a series of teacher activities in: (1) preparing learning plans, (2) learning activities, (3) evaluating learning processes and outcomes, and (4) implementing of follow-up programs. One way to improve teacher teaching performance is through teacher professional development. According to research conducted by Putri and Imaniyati (2017), teacher professional development has an effect of 21.6% on teacher performance. This is following research conducted by Busyra and Sani (2020) measuring teaching performance with one of the indicators, namely professional development.

Professional development is depicted as activities to develop abilities, knowledge, mastery, and other proficient teacher characteristics (Caena, 2011). In the Indonesian literature, professional development is better known as continuous professional development. According to Efu (2020), CPD is a perspective of individual improvement comprising both formal and informal development. In the Indonesian literature used, namely Sustainable Professional Development (PKB), according to Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform (Permenpan) of the Republic of Indonesia No. 21 of 2010, Continuous Professional Development is a long-term activity in the development of science and technology, attitudes, and skills to increase professionalism (Komara & Mauludin, 2016). Grieve and McGinley (2010) found that as a result of CPD, teachers perceived themselves as free enabled teachers empowering them to be innovative and inventive in their education and superior ability to reply to students' needs.

Professional development is an effort to improve the ability and knowledge of teachers both to improve professionalism and meet the needs of students. Continuing Professional Development (CPD) activities for teachers have several components. Following the PAN Ministerial Regulation and Bureaucratic Reform No. 16 of 2009, CPD components include: (1) attending functional training and collective teacher activities, (2) publishing research results or books, and (3) writing and publishing innovative work in learning. So that it is needed by vocational school teachers today, namely the awareness to increase their respective professionalism to face online learning starting from participating in training or research. This is following the opinion that professional development is an independent development activity (Widayati et al., 2021).

Research conducted by Busyra and Sani (2020) reveals that the main thing that is important in teaching is communication between teachers and students. This is because communication is a tool used to achieve goals smoothly (Majid, 2017). In line with this, Setyana et al. (2013) show that poor interpersonal communication between school leaders and educators, educators with education staff and other educators, educators with guardians of students and the community, and educators and students can cause a decrease in performance. WFH's policy is to make communication take place online. According to the KPI survey, the number of respondents who interact via chat is 87.2%, using the zoom meeting application as much as 20.2%, while those using WhatsApp video calls are 20.2%; with 5.2% of respondents using mobile phones to communicate directly with their teachers. Interpersonal communication can be categorized as good if all communication is established between teachers and school residents (Diana et al., 2020).

Many experts argue that interpersonal communication is very effective in changing a person's actions, opinions or character because it is a dialogue in the form of a conversation (Murniasih et al., 2016). Interpersonal communication is portrayed as communication between two people in which the people are physically connected, giving each other feedback (Murtiningsih et al., 2019). There are eight components in interpersonal communication: sender, message, code, inter-

pretation, message receiver, broadcast, and input (Robbins et al., 2013). Based on research conducted by Murniasih et al. (2016), interpersonal communication has a positive and significant effect on teacher performance.

This study was conducted to determine whether the teaching performance of vocational teachers in the West Cikarang District can be increased through professional development and interpersonal communication. The results obtained are expected to be input for new programs for school principals and teachers as a strategy for dealing with distance learning.

RESEARCH METHOD

This research was conducted using a survey method in the period from March to July 2021. The population in this study were 119 vocational teachers with technological and engineering expertise in West Cikarang District, using the Slovin formula with 5% significance level so that the number of research samples was 92. The questionnaire became data collection techniques used, previously the questionnaire was tested using validity and reliability testing. Before conducting data analysis, the data must go through a prerequisite analysis test first. Analysis of the data used is multiple linear regression with hypothesis testing includes t test and F test.

RESULT AND DISCUSSION

Pre analysis test

Data validity test

The normality test was carried out using the Kolmogorov-Smirnov calculation. The conditions for making data decisions are said to be normal if the results of Asymp Sig. (p) > 0.05. Based on the calculations, the results of Asymp Sig. count obtained is 0,199. Until Asymp Sig. (0.199) > 0.05 then it is stated that the data is normal.

Table 1. Kolmogorov-Smirnov normality test

		Unstandarized Residual
N		92
Normal Parameters ^{a,b}	Mean	.00000000
	Std. Deviation	785.095.038
	Absolute	.080
Most Extreme Differences	Positive	.031
	Negative	-.080
Test Statistic		.080
Asymp. Sig. (2-tailed)		.199 ^c

Data linearity test

The linearity test was carried out to see whether the dependent variable (teaching performance variables) had a linear and significant relationship with the independent variables (professional development and interpersonal communication variables). The linearity test uses a test of linearity with the help of SPSS version 26. The data testing requirements are said to be linear and significant if Sig. (p) > 0.05.

Table 2. Linearity test of professional development variables and teaching performance

		df	Mean Square	F	Sig.
Teaching Performance*	Between Groups	(Combined)	122.463	1.180	.285
		Linearity	1.396.626	13.461	.001
Professional Development	Within Groups	Deviation from Linearity	83.852	.808	.742
		Total	103.753		
		91			

Based on the Table 2 the value of Sig. (p) the calculation obtained is 0,742. Following the data testing requirements, Sig. (0.742) > 0.05 found a linear and significant relationship between professional development variables (X₁) on teacher teaching performance (Y). Based on the Table 3 the value of Sig. (p) the calculation obtained is 0,649. Following the data testing requirements, Sig. (0.649) > 0.05 found a linear and significant relationship between interpersonal communication variables (X₂) on teacher teaching performance (Y).

Table 3. Linearity test of interpersonal communication variables and teaching performance

		df	Mean Square	F	Sig.
Teaching Performance* Professional Development	(Combined)	50	134.281	1.637	.053
	Linearity	1	3.122.682	38.063	.000
	Deviation from Linearity	49	73.293	.893	.649
	Within Groups	41	82.039		
	Total	91			

Multicollinearity Test

The test requirements to determine whether the data does not have multicollinearity problems are tolerance values > 0.10 and VIF values < 10.00. Based on the calculation, the tolerance value is 1 and the VIF value is 1. According to the test requirements, the tolerance value is 1 > 0.10 and the VIF value is 1 < 10.00 the data does not have multicollinearity problems.

Table 4. Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	58.193	15.108		3.852	.000		
	Professional Development	.389	.084	.365	4.621	.000	1.000	1.000
	Interpersonal Communication	.293	.042	.552	6.982	.000	1.000	1.000

a. Dependent Variable: Teaching Performance

Heteroscedasticity Test

The regression model that does not show heteroscedasticity is good. The test required to determine whether the data has no signs of heteroscedasticity is the value of Sig. (p) > 0.05). Based on the calculation of the calculated significance value of the professional development variable (X₁) is 0.836. While the calculated significance value of the interpersonal communication variable (X₂) is 0.355. From the calculation of the significance of the two variables x above > 0.05, it can be seen that the regression model does not have a heteroscedasticity problem.

Table 5. Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.345	8.766		.153	.878
	Professional Development	.010	.049	.022	.208	.836
	Interpersonal Communication	.023	.024	.098	.930	.355

a. Dependent Variable: Teaching Performance

Multiple linear regression analysis

Multiple linear regression analysis was carried out to see changes in the value of a variable when other variables changed. The following are the results of multiple linear regression calculations can be seen on Table 6.

Table 6. Multiple linear regression analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	58.193	15.108		3.852	.000
	Professional Development	.389	.084	.365	4.621	.000
	Interpersonal Communication	.293	.042	.552	6.982	.000

a. Dependent Variable: Teaching Performance

Based on the calculation, the equation is $Y = 58,193 + 0,389 + 0,293$. Followed by calculating the coefficient of the determinant can be seen on Table 7.

Table 7. Coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
a	.372 ^a	.139	.129	9.821
b	.557 ^a	.310	.302	8.791
c	.666 ^a	.443	.431	7.939

a. Predictors: (Constant), Professional Development

b. Predictors: (Constant), Interpersonal Communication

c. Predictors: (Constant), Interpersonal Communication, Professional Development

Based on the Table 7, it is known that the influence of each variable is large, the professional development variable has an effect of 13.9% on improving teacher teaching performance and the interpersonal communication variable has an effect of 30.2%. While the influence of two variables X professional development and interpersonal communication on the teaching performance of teachers is 44.3%. From the calculation results, the professional development variable has a positive contribution to improving teacher teaching performance. This is in accordance with the opinion that teachers have the opportunity to improve their knowledge, skills, and practice by carrying out professional development (Supriadi in Tanang & Abu, 2014).

On the other hand, the interpersonal communication variable also has a positive contribution to the improvement of teacher teaching performance. This is based on the opinion that a good communication network can improve performance, because problem solving is done together. The quality of communication must be supported by the ability to reason and achieve clear goals (Eriyanti et al., 2021).

Hypothesis test

T-test

The conditions for testing the hypothesis in the t-test are if $t_{count} > t_{table}$, and the significance value is < 0.05 . The following calculation of the t-test is performed on Table 8. Based on the calculation results, professional development and interpersonal communication significantly affect the teaching performance of teachers. This is indicated by the results of the calculation of the significant value of $0.000 < 0.05$. While the calculation of the t value for the professional development variable is $t_{count} 4.621 > t_{table} 1.662$. This shows that there is a positive influence between professional development and teacher teaching performance. The results of the tcount of interpersonal communication variables were obtained, namely $t_{count} 6,982 > t_{table} 1,662$. These results show that interpersonal communication variables have a positive effect on teacher teaching

performance. It is concluded that professional development and interpersonal communication on teacher teaching performance have a positive and significant influence.

Table 8. T-test

Model	t	Sig.
(Constant)	3.852	.000
1 Professional Development	4.621	.000
Interpersonal Communication	6.982	.000

a. Dependent Variable: Teaching Performance

F-test

The F-test was conducted to determine how professional development and interpersonal communication affect teacher teaching performance simultaneously. The test conditions used are $F_{count} > F_{table}$ with a significance value < 0.05 . Based on the calculation, the calculated significance value is $0.000 < 0.05$. As for $F_{count} 34.453 > F_{table} 3.10$. Based on the following results, it can be seen that professional development and interpersonal communication affect teacher teaching performance simultaneously.

Table 9. F-test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.468.647	2	2.234.323	35.453	.000 ^b
	Residual	5.609.005	89	63.023		
	Total	10.077.652	91			

a. Dependent Variable: Teaching Performance

b. Predictors: (Constant), Interpersonal Communication, Professional Development

Based on the hypothesis test carried out, it is known that professional development has a positive and significant effect on teacher teaching performance according to the results of a significance value of $0.000 < 0.05$ and the results of $t_{count} 4.621 > t_{table} 1.662$. The results of this study are following the results of Dwi et al., (2017) where $F_{count} 5.2474 > F_{table} 4.3248$, so it is stated that professional development affects teacher performance positively. It is also stated in the research of Tati and Meitana (2014) that professional development significantly affects the performance of teachers with the resulting significance value of $0.0017 < 0.05$.

Following a study that argues that professional development has a positive effect on improving the quality of teacher teaching because professional development activities can provide new information about teaching methods, improve performance in the classroom and encourage students' critical and logical thinking (Bicaj & Treska, 2014). This is similar to the opinion that professional development helps teachers to improve their ability to plan lessons, change learning methods, and initiate innovative classroom management (Afi, 2019). In line with the opinion that professional development is the main step to increase student learning success (Kementerian Pendidikan Nasional Republik Indonesia, 2010).

Today's professional development activities are very easy to access. This type of professional development is usually carried out through teacher forums such as, PKG (Teacher Activity Center), KKG (Teacher Working Group), and MGMP (Subject Teacher Consultation or Teacher-subject Forum) (Cahyaningrum et al., 2021). Teachers must also have their own awareness to participate in the various trainings and forums held. This is in accordance with the opinion that professional development is an independent development (Widayati et al., 2021).

Meanwhile, the influence of interpersonal communication on the teaching performance of teachers is also positive and significant, this is indicated by the results of a significance of $0.000 > 0.05$ with a t_{count} of $6.982 > t_{table}$ of 1.662. The results of this study are following the results of research by Nilasari et al. (2020) where t_{count} is $3.291 > 1.671$ with a significance level of 0.002 where interpersonal communication affects teacher performance positively and significantly. This finding is in line with the research of Darmawati et al. (2020) where interpersonal communication affects

teacher performance positively and significantly according to the results of t_{count} 3.142 and a significance value of 0.002. This finding is in line with the opinion that communication is considered an attractive response when the sender and listener agree on the concept of the message. So this study reveals that communication is the initial variable on teacher performance. Because it creates intimacy, closeness, and deeper understanding between the principal and his team, allowing them to work together better. This emphasizes caring for one another (Jalalkamali et al., 2016).

Interpersonal communication is said to be successful if there is a process of transfer and understanding of meaning from one person to another (Eriyanti et al., 2021). A good idea is useless until it is passed on and understood by others. Communication can be through mind and body language. If the teacher has communication skills, the teacher's performance will also increase. Communication that occurs in schools, especially between the principal schools and teachers, if done well and intensively, it will affect the attitude of teachers in carry out their daily duties, which leads to an increase in their performance at school (Kartini et al., 2020).

The main purpose of this research is to find out how the influence of professional development and interpersonal communication on the teaching performance of teachers. Based on the results of the analysis above, it can be seen that: (1) The variables of professional development and interpersonal communication have a positive and significant impact on the teaching performance of SMK teachers in West Cikarang District; and (2) The variables of professional development and interpersonal communication can improve the teaching performance of SMK teachers in West Cikarang District.

CONCLUSION

The research results are that each independent variable of professional development and interpersonal communication affects the teaching performance of teachers positively and significantly. The t-test indicates this for the professional development variable resulting in a t_{count} of 4.621 > t_{table} of 1.662. As for the interpersonal communication variable, the t_{count} value is 6.982 > t_{table} 1.662. And supported by the results of the F-test in which professional development and interpersonal communication affect the teaching performance of teachers simultaneously, with the results of F_{count} 34,453 > F_{table} 3,20. The professional development variable has an effect of 13.9% on improving teacher teaching performance, and the interpersonal communication variable has an effect of 30.2%. While the influence of the two variables X on the teaching performance of teachers is 44.3%. Based on the results of this study, it is expected that both teachers and principals will pay special attention to the provision of professional development activities for teachers and establish close communication for all elements of the school community, including the provision of teacher working groups to improve teaching performance, due to the many variables that affect teachers' teaching performance, including leadership supervision, leadership, motivation, etc. The results of this study have implications for improving the teaching performance of teachers through professional development and interpersonal communication. So it is hoped that school policies related to education and training activities, workshops, group discussions, and sharing sessions discuss about attributes and problems of teaching, as well as provide information on free professional development, which the Ministry of Education usually holds, Bandiklat, MGMP, and other institutions. The next researcher is expected to improve this research by adding other variables.

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