

The Effect of Interpersonal Communication and Achievement Motivation on Commitment to Implement Education Quality Pledge Policies of Primary School Principals in Deli Serdang District

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Abstract. The goals of this study are to determine the effect of interpersonal communication and achievement motivation on devotion to incorporate education quality pledge policies, as well as to develop a conceptual background (fixed model) that could define the framework of the causal association between independent variable and dependent variable. This study was carried out in 2020 at State Primary Schools across the Deli Serdang district, with a number of respondents of 236 individuals. The research variable data was collected using a valid questionnaire obtained from the results of rational assessment (Expert Judgement), and the instrument was trialed with 30 participants from the research population. Data analysis methods include descriptive analysis, analysis requirements testing, and path analysis with a significance level of 0.05. The overall path analysis yielded $F = 109.643$ with a significance value of $F_{count} 0.05$. The analysis results indicate that H_0 is rejected while H_a is approved. As a result, there is a direct positive and significant impact on interpersonal communication and achievement motivation on the commitment of state primary school principals throughout the Deli Serdang district to incorporate education quality pledge policies. Furthermore, premised on the path analysis results, it was discovered that: (1) a significant path coefficient between interpersonal communication and achievement motivation is $p_{32} = 0.339$ and the direct effect is 0.114921 or 11.49%, (2) a significant path coefficient between interpersonal communication and commitment to implement education quality pledge policies is $p_{52} = 0.107$ and the direct effect is 0.011449 or 1.15%, and (3) a significant path coefficient between achievement motivation and commitment to implement education quality pledge policies is $p_{53} = 0.374$ and the direct effect is 0.139876 or 13.99%. Therefore, all of the tested path coefficients are significant, and if all paths in the model have significant path coefficients, then the suggested framework is perfect (the fit is perfect) with the data, according to the Q test provisions.

Keywords: The Effect, Interpersonal Communication, Achievement Motivation, Commitment

1 Introduction

In Indonesia, primary school is the most basic level of formal schooling. Primary school (SD) can be completed in six years, beginning with Class I and ending with Class VI. SD aims to provide basic knowledge, religion and skills. In the context of educating the nation's life,

national education must obtain knowledge and sculpt the character and civilization of a respectable nation. It should aim to help students reach their full potential as human beings who believe in and fear God Almighty, have good character, are healthy, intelligent, competent, creative, and self-sufficient, and are democratic and responsible citizens. In line with the opinion expressed by Rusman (2009: 427) said that education needs to be organized and directed at achieving the five pillars of knowledge, namely: (1) learning to have faith and fear of God Almighty; (2) learning to understand; (3) learning to act; (4) learning to coexist; and (5) learning to form identity (learning to be) [1]. Therefore, primary schools as educational organizations really need effective principal leadership, because through leadership behavior all components of the school organization can run better.

According to Regulation of the Minister of Education and Culture of the Republic of Indonesia no. 6 Year 2018, concerning the assignment of teachers as principal (15.1 and 15.2) stated that the principal's sole responsibility is to conduct the primary managerial functions, enterprise development, and teacher and academic staff supervision; the task aims to develop the quality of schools based on the 8 National Education Standards [2]. This explains why teachers' role as school principal is critical in bringing out the most essential management duties, such as entrepreneurial development and supervisory of teachers and academic staff, with the help of teachers.

Gultom (2009: 11) suggests that the leadership in institutions is very systematic as they can bring all of the organisation's activities together to attain a common purpose. This means that leaders can play a role in changing individual behavior into organizational behavior in achieving goals. Through the leadership of the principal, attitudes, motivation, knowledge, and commitment of his subordinates can be built in order to change individual behavior into organizational behavior, so that school effectiveness can be realized [3]. Regarding leadership in a school, Hechinger in the Direktorat Tenaga Kependidikan (2007: 6) states that There are no excellent schools led by poor school heads, and there are never any failing schools led by decent school heads. [4].

A different opinion was expressed by Luthans (2006: 248) who said that in addition to leadership, the headmaster's commitment to the school's vision, mission, and objectives is also critical. [5]. Thus, a headmaster with adequate leadership abilities should be supported by greater work commitment and a devotion to implementing education quality pledge policies so that he aspires to achieve the school's goals and objectives.

But in fact, the Minister of Education and Culture (2011: 7-8) stated according to the United Nations Development Program's (UNDP) Human Development Index, Indonesia's education ranking dropped from 108 in 2010 to 124 in 2011 [6]. Furthermore, Pakpahan (2009: 3) in his study, he mentioned an elaboration from the Ministry of National Education estimating that 70% of school heads in Indonesia are inadequate [7]. This illustrates the low commitment to implement education quality pledge policies from school principals.

Several factors contribute to school heads' lack of commitment to implementing education quality pledge policies. Interpersonal communication is one area that requires consideration. Kreitner and Knicki (2007: 381) suggest that commitment varies according to the elements that determine it, which are: (1). psychological and interpersonal, which involves ego defence system, motivation, and peer pressure; and (2). organisational factors, which includes communication and the organization's internal circumstance (3). project characteristics; and (4). Contextual [8]. Then, Ivancevich, Konopaste, and Matteson (2007: 234) which clarifies how leadership at the center of interpersonal communication has a direct impact on commitment [9].

Another important aspect is achievement motivation. Allen and Meyer (1997: 15) suggest that organizational commitment can be influenced by motivation and job satisfaction [10]. In

relation to commitment, different opinions were expressed by Colquitt, LePine, and Wesson (2009: 8) Individual characteristics such as character, cultural norms, and skill sets significantly impact personal functions such as work satisfaction, stress, encouragement, trust, and fairness, according to the integration model of organizational behavior. In addition, these individual mechanisms directly affect individual work outcomes which include organizational performance and commitment [11].

The equations of the concerns in this study are premised on the problem background described above: Does interpersonal communication impact achievement motivation? Is interpersonal communication a determinant in a person's willingness to follow on a pledge to improve education quality? and is achievement motivation affect commitment to implement education quality pledge policies? The goals of this study are to find out how interpersonal communication affects achievement motivation, how interpersonal communication affects commitment to implement education quality pledge policies, and how achievement motivation affects commitment to uphold education quality pledge policies.

2 Research Methods

This is an ex post facto research and was conducted at State Primary Schools throughout Deli Serdang district. A total of 236 headmasters were included in the study. The instrument consisted of survey questionnaire with favourable and unfavourable statements constructed according to the Likert Model. Each variable's constructs were used to generate all of the questionnaires. In the interpersonal communication questionnaire, there are five indicators to consider, including: (1) submission of information and orders to teachers in schools, (2) submission of data and information to superiors as the giver of authority, (3) submission of information and orders to employees at school, (4) submission of information, facts, data, messages, values to students, and (5) school relations with the community. The indicators will be defined in a statement of 21 items.

The achievement motivation questionnaire has four dimensions, such as: (1) carry out responsibilities in carrying out school work optimally, (2) Prioritizing school work achievements, (3) achievement of the highest goals in school, and (4) use all your attention and potential independently in achieving school work performance. The indicators will be comprehended in the statement of 40 items. There are six predictors of commitment to implementing education quality pledge policies, which are as follows: (1) mapping school quality needs, (2) make a school work plan, (3) carry out school management, (4) supervising the process of learning, (5) controlling and assessing the integration of the school work policy, and (6) developing educational strategic plan The predictors will be described in the 34 items.

It is important to test the instrument in order to obtain a validated and reliable instrument. The trial was conducted by 30 headmasters who shared similar characteristics based on the actual situation. The validity test begins with an expert's analysis (expert judgment), and then analyzes the validity and reliability statistically. The validity is calculated using the Correlation formula, and the reliability by Cronbach Alpha, with considered valid if $r_{count} > r_{table}$ at 5% significance. The validity analysis revealed that not all aitems are valid for each questionnaire, as shown in table 1.

Table 1. The Results of Validity

Variables	Total Statements Tested	Statements Not Valid	Statements Valid
Interpersonal Communication (X ₁)	21	2	19
Achievement Motivation (X ₂)	40	5	35
Commitment to implement education quality pledge policies (X ₃)	34	5	29

Questionnaire statements are declared reliable if coefficient value (α) > reliability coefficient (0.70). The result of reliability is shown in table 2.

Table 2. The Results of Reliability

Variables	α	Category
X ₁	0.853	High reliability
X ₂	0.903	High reliability
X ₃	0.892	High reliability

3 Results

3.1 Data Description

Table 3. Summary of Data Description of Each Research Variable

Statistic Value	X ₁	X ₂	X ₃
Range	49	92	72
Minimum	23	40	38
Maximum	72	132	110
Sum	11.505	21.088	16.934
Mean	48.75	89.36	71.75
	0.694	1.291	0.993
Std. Deviation	10.657	19.833	15.250
Variance	113.567	393.362	232.561

Following that, the category trend of each research variable is presented

3.2 Interpersonal Communication (X₁)

The category trend of interpersonal communication variable is shown in the table 4.

Table 4. Category Trend of Interpersonal Communication Scores

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	62 - 76	30	12.71%	Good
2	48 – 61.75	103	43.64%	Pretty good
3	33 – 47.25	81	34.32%	Not good
4	19 – 32.75	22	9.32%	Bad
	Total	236	100 %	

3.3 Achievement Motivation (X_2)

Table 5 depicts the category trend of the achievement motivation variable

Table 5. Category Trend of Achievement Motivation Scores

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	114 - 140	33	13.98%	High
2	87 - 113	97	41.10%	High enough
3	60 - 86	88	37.29%	Not high enough
4	35 - 59	18	7.63%	Low
	Total	236	100 %	

3.4 Commitment To Implement Education Quality Pledge Policies (X_3)

The category trend of commitment to implement education quality pledge policies variable is shown in the table 6.

Table 6. Category Trend of Commitment to Implement Education Quality Pledge Policies Scores

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	95.5 - 116	16	6.78%	Strong
2	72.5 – 94.5	96	40.68%	Strong enough
3	49.5 – 71.5	105	44.49%	Less Strong
4	29.0 – 48.5	19	8.05%	Weak
	Total	236	100 %	

3.5 Normality test

Normality testing was performed using the *Kolmogorov-Smirnov Test* to retrieve a normal distribution of data from each variable in this study. Data for each variable was shown to be normally distributed if Absolute value or $D_{\text{count}} < D_{\text{table}}$ (0.08853). Table 7 summarizes the findings of the normality test

Table 7. Summary of Normality Test

One-Sample Kolmogorov-Smirnov Test				
		X ₁	X ₂	X ₃
N		236	236	236
Normal Parameters ^{a,b}	Mean	48.75	89.36	71.75
	Std. Deviation	10.657	19.833	15.250
Most Extreme Differences	Absolute	0.052	0.054	0.053
	Positive	0.052	0.053	0.053
	Negative	-0.039	-0.054	-0.039
Test Statistic		0.052	0.054	0.053
Asymp. Sig. (2-tailed)		0.200 ^{c,d}	0.087 ^c	0.200 ^{c,d}
a. Test distribution is Normal.				
b. Calculated from data.				
c. Lilliefors Significance Correction.				
d. This is a lower bound of the true significance.				

3.6 Linearity Test and Significance of Regression

The linearity test is done to evaluate the linear relation between studied variables, and the Regression Significance has been used to identify the relation between variables. If the significance of F_{count} is greater than 0.05, the linearity test is H₀ denied, H_a approved. If the significance of F_{count} is greater than 0.05, the requirements for the Regression Significance are H₀ denied H_a approved. Table 8 summarizes the linearity test and the Regression Significance analysis.

Table 8. Summary of Linearity Test and Significance of Regression

No.	Exogenous Variable to Endogenous Variable	Linearity Test			Significance of Regression		
		F _{count}	Sig.	Status	F _{count}	Sig.	Status
1	X ₁ to X ₂	1.309	0.109	Linear	45.961	0.000	Significant
2	X ₁ to X ₃	1.010	0.465	Linear	50.945	0.000	Significant
3	X ₂ to X ₃	1.271	0.107	Linear	278.912	0.000	Significant

3.7 Hypothesis Test

Table 9 displays the calculated correlation coefficient (r) and path coefficient (ρ) values between the studied variables.

Table 9. Results of Correlation Coefficient and Path Coefficient

Hypothesis Number	Correlation Coefficient	Path Coefficient	T _{count}	Significance	Description
1	r ₂₃ = 0.405	p ₃₂ = 0.339	6.043	0.000	Meaningful Path
2	r ₂₅ = 0.423	p ₅₂ = 0.107	2.505	0.013	Meaningful Path
3	r ₃₅ = 0.737	p ₅₃ = 0.374	6.547	0.000	Meaningful Path

Table 9 shows that three proposed hypotheses are supported because $t_{\text{count}} > t_{\text{table}}$. It follows that the three path coefficients are significant. Interpersonal communication (X1) can thus have a significant impact on achievement motivation (X2), with a path coefficient of 0.339 and a correlation coefficient of 0.405. Interpersonal communication (X1) has a direct effect on commitment to incorporate education quality pledge policies (X3), with a path coefficient of 0.107 and a correlation coefficient of 0.423. Achievement motivation (X2) has a direct impact on commitment to implement education quality pledge policies (X3) with the path coefficient of 0.374 and the correlation coefficient of 0.737.

3.8 Goodness of Fit Model

The goodness of fit model's goal is to see how well the proposed model fits the data

$$Q = \frac{1 - R_m^2}{1 - M}$$

$$R_m^2 = 1 - (1 - R_1^2)(1 - R_2^2)(1 - R_3^2)(1 - R_4^2)$$

If $Q = 1$, the model's fit meets all of the criteria. There are no path coefficients that are not significant based on the analysis results, so the suggested model has a perfect fit with the data..

4 Discussion

a. The Impact of Interpersonal Communication on Achievement Motivation

the findings of the hypothesis test reveal that interpersonal communication has a significantly positive direct impact on achievement motivation, with path coefficient of 0.339. Thus, achievement motivation changes are determined by interpersonal communication changes and increasing achievement motivation can be done by increasing interpersonal communication.. This finding supports the theory from Newstrom and Davis (2007: 98) which states that communication affects motivation.

b. The Effect of Interpersonal Communication on Commitment To Implement Education Quality Pledge Policies

With a path coefficient of 0.107, the conclusions of the hypothesis test expose that interpersonal communication also has positive and statistically significant direct effect on commitment to incorporate education quality pledge policies. Thus, the changes in commitment to implement education quality pledge policies are determined by changes in interpersonal communication. This finding supports the theory from Steers and Porter (2003: 247) suggest that the formation of commitment occurs through three stages, namely: (1) compliance, accepting most of the influence to get something from other people, (2) identification, accepting influences that can cause pleasant things and build relationships. , and (3) internalization, the stage where individuals find values.

c. The Effect of Achievement Motivation on Commitment To Implement Education Quality Pledge Policies

The study findings of the hypothesis test demonstrate that achievement motivation has a direct and significant influence on commitment to implement education quality pledge policies with path coefficient of 0.374. Thus, the changes in commitment to implement education quality pledge policies are determined by changes in achievement motivation. These findings support the theory from Wahjosumidjo (2001: 42) states that there are two types of factors that influence motivation: intrinsic factors that drive motivation from within the internal and extrinsic factors that come from outside the individual

5 Conclusion

The study's findings indicate that interpersonal communication has a positive and direct effect on achievement motivation, with a path coefficient of 0.339. Furthermore, with a path coefficient of 0.107, there is a favorable direct impact of interpersonal communication on commitment to incorporate education quality pledge policies, and there is a decisive positive impact on achievement motivation on commitment to implement education quality pledge policies with path coefficient of 0.374.

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