

Analysis of the Influence of Interpersonal Communication, Communication Style and Communication Strategy on the Performance of Educators at Sespimti Polri

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Abstrak

Penelitian ini menganalisis pengaruh komunikasi interpersonal, gaya komunikasi, dan strategi komunikasi terhadap kinerja pendidik di Sespimti Polri. Komunikasi yang efektif merupakan faktor penting dalam pendidikan kepemimpinan kepolisian untuk memastikan hasil pembelajaran yang optimal serta pengembangan kepemimpinan. Penelitian ini bertujuan untuk menguji pengaruh langsung komunikasi interpersonal, gaya komunikasi, dan strategi komunikasi terhadap kinerja pendidik. Pendekatan kuantitatif digunakan dengan metode survei terhadap 49 pendidik senior yang telah mengajar selama lebih dari sepuluh tahun. Analisis data dilakukan menggunakan regresi linear berganda untuk mengetahui besaran dan signifikansi hubungan antarvariabel. Hasil penelitian menunjukkan bahwa komunikasi interpersonal, gaya komunikasi, dan strategi komunikasi secara parsial maupun simultan berpengaruh positif dan signifikan terhadap kinerja pendidik. Strategi komunikasi memberikan kontribusi pengaruh yang paling dominan dalam meningkatkan kinerja. Penelitian ini memberikan kontribusi teoretis dalam pengembangan model kinerja berbasis komunikasi serta implikasi praktis bagi peningkatan kualitas pembelajaran di institusi pendidikan berbasis kepemimpinan.

Kata kunci: Komunikasi Interpersonal, Gaya Komunikasi, Strategi Komunikasi, Kinerja Pendidik.

Abstract

This study analyzes the influence of interpersonal communication, communication style, and communication strategy on educator performance at Sespimti Polri. Effective communication is a crucial factor in police leadership education to ensure optimal learning outcomes and leadership development. This study aims to examine the direct influence of interpersonal communication, communication style, and communication strategy on educator performance. A quantitative approach was used with a survey method of 49 senior educators who have been teaching for more than ten years. Data analysis was conducted using multiple linear regression to determine the magnitude and significance of the relationship between variables. The results of the study indicate that interpersonal communication, communication style, and communication strategy partially and simultaneously have a positive and significant effect on educator performance. Communication strategy contributes the most dominant influence in improving performance. This study provides theoretical contributions in the development of a communication-based performance model as well as practical implications for improving the quality of learning in leadership-based educational institutions.

Keywords: Interpersonal Communication, Communication Style, Communication Strategy, Performance Of Educators

A. Introduction

In today's era of globalization and digital transformation, effective communication is a crucial factor in improving individual and organizational performance. Educational organizations face complex challenges in maintaining the quality of learning and developing teaching human resources. In professional educational institutions, which play a strategic role in developing outstanding leaders and professionals, communication serves not only as a means of conveying information but also as an instrument for character development, increasing motivation, and strengthening leadership capacity. Therefore, effective internal communication is a key determinant of the success of the educational process.

One of Indonesia's strategic institutions that plays a crucial role in police leadership development is the Indonesian National Police Staff and Senior Leadership School. This institution focuses on improving the capacity and competence of high-ranking police officers in leadership, management, and organizational communication. As the vanguard in preparing high-ranking police leaders who are adaptive to security dynamics and public demands, the quality of the learning process at Sespimti Polri is significantly influenced by the performance of educators.

According to Stephen P. Robbins and Timothy A. Judge (2019), performance is the level of individual effectiveness in achieving the goals set by the organization. Educator performance includes the ability to deliver material, interpersonal skills, the ability to motivate participants, and adapting to student needs. Therefore, communication quality is an integral part of determining an educator's performance.

A pre-survey of educators at the Indonesian National Police's Sespimti (Indonesian Police Leadership and Leadership Training Center) revealed several issues, including unsystematic delivery of materials, inadequate and impersonal feedback, low levels of motivation and inspiration for participants, suboptimal discussion management, and a lack of adaptation of learning methods to the participants' backgrounds. These conditions indicate that communication, both interpersonal and style, is not yet fully supporting educator performance.

Empirically, internal evaluation data for the last five years shows a downward trend in the average educator performance index as follows:

Table 1 Average Performance Index

Year	Performance Index	Category
2021	88	Very good
2022	85	Good
2023	82	Good
2024	81	Good
2025	79	Enough

Source: Internal Evaluation Data of Sespimti Polri, 2025

Performance has declined, but the institution is currently striving to improve it through competency evaluations in 2026. This has led to a gap between expected performance standards and the reality on the ground. If not addressed systematically, this situation has the potential to impact the quality of graduates and the effectiveness of future Polri leadership.

According to Joseph A. DeVito (2016), interpersonal communication is the process of exchanging messages between individuals that allows for the creation of relationships of mutual understanding and trust. In educational institutions, effective interpersonal communication between educators and students will increase engagement, motivation, and the quality of learning interactions. Meanwhile, communication style, according to Norton RW (1983), is the distinctive pattern of verbal and nonverbal behavior used by an individual in conveying a message. Adaptive and participatory communication styles tend to increase understanding and positive responses from the audience.

According to Dean Tjosvold (2008), a communication strategy is a planned approach to managing interactions to constructively achieve shared goals. The right communication strategy enables messages to be conveyed effectively, strengthens interpersonal relationships, and guides discussion and participation in a balanced manner.

Research by Suarni Norawati, Zulher Zulher, and Mikasi Mikasi (2025) found that interpersonal communication between educators and leaders contributes significantly to improving educator performance through academic supervision support and harmonious working relationships. Similar findings were presented by Iwan Wijianto and Rina Mida Hayati (2025) who showed that interpersonal communication plays a crucial role in improving the performance of science educators at MTs. Furthermore, Nursida et al. (2025) found that interpersonal communication has a direct influence on the performance of elementary school educators. A study by Zayna Firdaus, Anjar Sulistyani, and Achmad Abrory Arief (2022) also strengthens this argument by showing that educator communication styles correlate with student motivation and learning achievement. Furthermore, Meta Afra Niskaa et al. (2025) emphasized that effective communication strategies can be a supporting factor in improving educator performance.

Based on the empirical phenomenon of declining performance indexes and existing research gaps, research is needed that comprehensively analyzes the influence of interpersonal communication, communication style, and communication strategy on educator performance at the Sespimti Polri (Indonesian National Police). This research is highly urgent because it is expected to provide theoretical contributions in the development of communication-based performance models, as well as practical contributions in the form of strategic recommendations to improve the professionalism and effectiveness of education within the police force.

B. Methodology

This study uses a quantitative approach with a descriptive verification method as proposed by Sugiyono (2023), namely an approach that focuses on collecting and analyzing numerical data to test hypotheses objectively while describing and examining the relationships between the variables studied. The population in this study was all 81 educators, while the sample was determined as many as 49 respondents who were senior educators with more than ten years of service, using a purposive sampling technique based on certain criteria relevant to the research objectives. The data collection technique was carried out by distributing questionnaires to selected respondents with a structured measurement scale to obtain quantitative data that could be analyzed statistically. The data analysis technique used Structural Equation Modeling based on Partial Least Squares (SEM-PLS), which was chosen because it is able to analyze latent relationships between variables simultaneously and is suitable for use in relatively small sample sizes and predictive research models.

C. Results and Discussion

Result

Interpersonal communication to Educators at Sespimti Polri

The cumulative interpersonal communication score perceived by educators at Sespimti Polri was 1720, which qualifies as good. This indicates that interpersonal communication between educators and between educators and leaders has been effective, open, and supportive of the learning process. Good interpersonal communication reflects openness, empathy,

support, a positive attitude, and equality in professional interactions. This is crucial in a police education environment that demands high levels of coordination, assertiveness, and solid teamwork.

Communication style to Educators at Sespimti Polri

The cumulative communication style score was 2745, categorized as very good. This indicates that the communication style employed by educators tends to be adaptive, assertive, persuasive, and adaptable to the students' characteristics. In the police force, an assertive and professional communication style is essential to creating a disciplined yet participatory learning environment. This excellent communication style contributes to increased understanding of the material, student engagement, and the effectiveness of instructional delivery.

Communication strategy to Educators at Sespimti Polri

The cumulative communication strategy score was 1894, which qualifies as good. This indicates that educators have implemented a well-planned communication strategy in delivering material, building classroom interactions, and managing learning dynamics. A good communication strategy includes selecting appropriate delivery methods, using relevant learning media, and managing feedback. In higher-level leadership education, such as at the Indonesian National Police's Leadership Training Center (Sespimti Polri), effective communication strategies play a role in shaping students' critical thinking, leadership, and decision-making.

Performance of educator to Educators at Sespimti Polri

The cumulative educator performance score was 1968, which met the good criteria. This indicates that educators' performance in learning planning, teaching implementation, evaluation, and professional responsibility has been optimal. This excellent performance is inseparable from the support of effective interpersonal communication, appropriate communication styles, and structured communication strategies.

Verification Analysis Results

SEM Type Partial Least Square (PLS) Based on Variance

In this study, hypothesis testing was conducted using the partial least squares (PLS) analytical method in the smartPLS 3.0 program. Below is a schematic diagram of the PLS program model being tested:

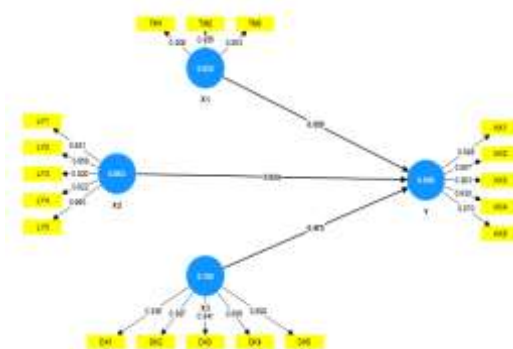


Figure 1 Partial Least Square Model

1. Outer Model

a. Convergent Validity

The external loading value or loading factor is used to test the effectiveness of convergence. If the external loading value is >0.7 , the dimension is declared to meet the good convergence validity category. Below are the external loading values for each dimension of the study variable:

Table 2 Outer Loading

	X1	X2	X3	Y
X1.1	0.909			
X1.2	0.956			
X1.3	0.903			
X2.1		0.881		
X2.2		0.958		

	X1	X2	X3	Y
X2.3		0.920		
X2.4		0.922		
X2.5		0.960		
X3.1			0.836	
X3.2			0.897	
X3.3			0.941	
X3.4			0.886	
X3.5			0.899	
Y1				0.898
Y2				0.887
Y3				0.903
Y4				0.930
Y5				0.870

Source: Processed Primary Data (2026)

Many study variable dimensions are known to have external loading values above 0.7. However, it appears that there are still several dimensions with external loading values below 0.7. External loading values between 0.5 and 0.6 are considered sufficient to meet the requirements for convergent validity. The data above indicate that no variable dimensions have external loading values below 0.5, so all dimensions are deemed suitable or valid for research applications and can be used for analysis.

b. Discriminant Validity

Cross-loading values are used to test the validity of the assessment. A dimension is considered to have discriminant validity if the cross-loading value for the dimension variable is the largest compared to other variables. Below are the cross-loading values for each dimension:

Table 3 Cross Loading

	X1	X2	X3	Y
X1.1	0.788	0.881	0.836	0.784
X1.2	0.904	0.958	0.897	0.882
X1.3	0.849	0.920	0.941	0.923
X2.1	0.720	0.722	0.886	0.855
X2.2	0.751	0.735	0.899	0.899
X2.3	0.923	0.816	0.812	0.898
X2.4	0.943	0.941	0.872	0.887
X2.5	0.748	0.734	0.896	0.903
X3.1	0.821	0.781	0.894	0.930
X3.2	0.782	0.879	0.904	0.870
X3.3	0.788	0.881	0.836	0.784
X3.4	0.904	0.958	0.897	0.882
X3.5	0.849	0.920	0.941	0.923
Y1	0.874	0.922	0.827	0.817
Y2	0.932	0.960	0.876	0.873
Y3	0.909	0.757	0.789	0.878
Y4	0.956	0.909	0.855	0.888
Y5	0.903	0.932	0.846	0.832

Source: Processed Primary Data (2026)

It is known that each dimension of the research variables has the highest cross-loading value of the variables it forms compared to the cross-loading values of other variables. Based on the results obtained, the dimensions used in this study can be said to have good discriminant validity in compiling each variable. Besides observing cross-loading values, discriminant validity can be determined in another way. Namely, by examining the average variance extracted (AVE) value for each dimension; the value should be > 0.5 for a good model fit.

Table 4 Average Variant Extracted (AVE)

	Average variance extracted (AVE)
X1	0.852
X2	0.863
X3	0.796

Average variance extracted (AVE)	
Y	0.806

Source: Processed Primary Data (2026)

It is known that the AVE value for the variables Communication strategy, Interpersonal communication, Communication style, and Performance of educators exceeds 0.5. Therefore, it can be said that each variable has appropriate discriminant validity.

c. Composite reliability

Complex reliability is the component used to test the reliability values of variable dimensions. Variables with a combined confidence level greater than 0.6 can be declared to meet the combined confidence level. Below are the combined confidence levels for each variable used in this study:

Table 5 Composite reliability

	Composite reliability (rho_a)	Composite reliability (rho_c)
X1	0.914	0.945
X2	0.963	0.969
X3	0.939	0.951
Y	0.940	0.954

Source: Processed Primary Data (2026)

It is known that the combined reliability value of all research variables is > 0.6 . This result indicates that each variable meets the combined reliability requirement, so it can be concluded that all variables have a high level of reliability.

d. Cronbach Alpha

The reliability test using the composite reliability test above can be enhanced using the Cronbach Alpha value. If the Cronbach Alpha value of a variable exceeds 0.7, the variable can be declared reliable or meets the Cronbach Alpha requirement. Below are the Cronbach Alpha values for each variable:

Table 6 Cronbach Alpha

	Cronbach's alpha
X1	0.913
X2	0.960
X3	0.936
Y	0.940

Source: Processed Primary Data (2026)

The Cronbach Alpha value for each study variable was found to be > 0.7 . Therefore, these results indicate that each survey variable meets the Cronbach Alpha value requirements, thus concluding that all variables have a high level of credibility.

2. Inner Model Evaluation

This study will explain the results of the path coefficient test, goodness of fit test and hypothesis test.

a. Path Coefficient Test

Path factor assessment is used to show the effect or intensity of the effect of an independent variable on a dependent variable. On the other hand, the determinant (R-Square) is used to measure how an endogenous variable is influenced by another variable.

Table 7 Path Coefficient

	Y
X1	0.493
X2	0.370
X3	0.881
Y	

Source: Processed Primary Data (2026)

Based on the research results, it is known that interpersonal communication has a large influence of 0.493 or 49.3% on the performance of educators, meaning that the higher the interpersonal communication, the higher the performance of educators. Communication style has a large influence of 0.370 or 37.0% on the performance of educators, meaning that the higher the Communication style, the higher the Performance of educators. Communication strategy has a large influence of 0.881 or 88.1% on the Performance of educators, meaning that the higher the Communication strategy, the higher the Performance of educators.

Based on the description of these results, it is shown that all variables in this model have a positive path factor value. This indicates that the higher the path factor value of one independent variable for the dependent variable, the stronger the effect between the independent variable and the dependent variable.

b. *Good of Fitness*

Based on data processing carried out using the smartPLS 3.0 program, the R-Square value was obtained as follows:

Table 8 R-Square Values

	R-square	R-square adjusted
Y	0.980	0.979

Source: Processed Primary Data (2026)

It is known that the R-Square value for the variables Interpersonal communication, Communication style and Communication strategy on the Performance of educators is 0.979 or 97.9%.

c. *Hypothesis Testing*

Based on the data processing, the results can be used to answer the hypothesis in this study. Hypothesis testing in this study was conducted by examining the T-statistics and P-values. The research hypothesis can be declared accepted if the P-value is <0.05 . The following are the results of the hypothesis test obtained in this study through the inner model:

Table 9 T-Statistics and P-Values

	T statistics ($ O/STDEV $)	P values
X1 -> Y	6,499	0.000
X2 -> Y	3,935	0.000
X3 -> Y	13,790	0.000

Source: Processed Primary Data (2026)

Hypothesis 1: The influence of interpersonal communication on the performance of educators has a T-statistic value of 6.499 with a probability value of 0.000, so the first hypothesis is accepted stating that interpersonal communication has a significant influence on the performance of educators.

Hypothesis 2: The influence of Communication style on the Performance of educators has a T-Statistic value of 3.935 with a probability value of 0.000, so the first hypothesis is accepted stating that Communication style has a significant influence on the Performance of educators.

Hypothesis 3: The influence of Communication strategy on the Performance of educators has a T-Statistic value of 13.790 with a probability value of 0.000, so the second hypothesis is accepted stating that Communication strategy has a significant influence on the Performance of educators.

Discussion

The results of the study indicate that interpersonal communication, communication style, and communication strategy are in the good to excellent category, and contribute to improving the performance of educators at the Sespimti Polri. Communication style is the variable with the highest assessment, indicating that educators' ability to adjust their communication style plays a dominant role in supporting learning effectiveness. Effective interpersonal communication can create harmonious working relationships, increase motivation, and strengthen professional collaboration. Meanwhile, the right communication style can increase the credibility and authority of educators, especially in a high-discipline educational environment such as Sespimti Polri. A good communication strategy also ensures that learning messages are conveyed systematically and easily understood. The more effective the interpersonal communication, the more appropriate the communication style, and the more structured the communication strategy implemented, the higher the performance of educators. These findings emphasize the importance of strengthening communication competencies as part of the professional development of educators in the police leadership education environment.

The Influence of Interpersonal Communication on Educator Performance

The test results show that Interpersonal communication has a significant effect on the Performance of educators, with a T-Statistic value of 6.499 and a probability of 0.000 (<0.05), so the first hypothesis is accepted. This finding indicates that the more effective the interpersonal communication of educators, the higher the performance shown in carrying out their professional duties. Factually, this condition reflects that the ability to build open, empathetic, supportive, and communicative relationships within the Sespimti Polri environment contributes

significantly to the effectiveness of learning planning, material delivery, classroom management, and evaluation of learning outcomes. Through police leadership education that demands coordination, assertiveness, and exemplary behavior, interpersonal communication becomes an important foundation in creating synergy between educators, leaders, and students.

Good interpersonal communication can increase work motivation, strengthen collaboration, and minimize misunderstandings in the educational process. Normatively, educators are expected not only to master the material but also to possess communication skills that can foster a professional and participatory learning environment. Strengthening interpersonal communication competencies needs to be part of the educator resource development strategy, so that educator performance improvements can be achieved sustainably and in line with educational quality standards within the Sespimti Polri environment.

The results of this study indicate that interpersonal communication has a positive effect on educator performance. This finding aligns with previous research. For example, Alyasa, Syamsidar, & Zikrillah (2025) found that interpersonal communication, educator professionalism, and work ethic significantly improved educator performance at SMA Negeri 7 Banda Aceh. This research emphasizes the importance of educators' ability to communicate effectively to achieve optimal performance.

Furthermore, Isomudin et al. (2021) found that interpersonal communication plays a crucial role in increasing job satisfaction, which in turn impacts the performance of educators at Guang Ming Elementary Schools throughout Indonesia. These findings reinforce the finding that good interpersonal relationships in the school environment can increase educator motivation and productivity.

Research by Jayanti, Ahyani, & Nugroho (2025) shows that interpersonal communication between educators and leadership significantly contribute to educator performance at public vocational schools in Sungai Lilin District. These findings confirm that effective interactions between educators, school leaders, and fellow colleagues are crucial factors in achieving higher performance.

Furthermore, Ramadhani (2024) noted that interpersonal communication skills are crucial in educational supervision. Educators' ability to communicate clearly and persuasively during the supervision process has been shown to support improved professional performance.

Influence Communication style on the performance of educators

The analysis results show that communication style has a significant influence on educator performance, with a T-statistic value of 3.935 and a probability value (p-value) of 0.000. This value is below the 0.05 significance level, so the hypothesis stating that there is an influence of communication style on educator performance is accepted. This finding confirms that the way an educator delivers messages, manages interactions, and adjusts their communication style with students and colleagues directly affects work effectiveness and the achievement of educational outcomes.

Furthermore, these results align with educational communication theory, which states that educators' communication styles, both verbal and nonverbal, can shape student motivation, participation, and learning satisfaction, which indirectly improves educator performance. Educators who are able to adapt their communication style to the needs of their audience tend to be more effective in delivering material, managing classes, and collaborating with fellow staff, thus supporting optimal performance. Therefore, developing communication style skills is a key factor in strategies to improve educator performance.

The results of this study indicate that communication style has a significant influence on educator performance, meaning that the way school leaders communicate directly influences work effectiveness and professional performance. This finding aligns with research by Melianah, Matin, & Santosa (2021), which shows that an effective communication style, along with transformational leadership and interpersonal communication, positively contributes to educator performance. Furthermore, Rosyida, Syarifudin, & Haq (2023) found that clear communication and sound decisions in school management can improve educator performance at the junior high school level.

Furthermore, Talaumbauna, Anom, & Iswadi (2024) found that leadership communication styles influence the performance of state officials, which parallels the influence of communication styles on educator performance. Ramadhani (2024) also emphasized the importance of interpersonal communication skills in educational supervision to improve educator performance. Furthermore, Kemur, Taroreh, & Manongko (2025) showed that appropriate educator communication styles, combined with effective parental control,

significantly influence student academic performance. Communication style is a crucial factor in improving educator performance through effective interactions and more optimal classroom management.

Influence Communication strategy on the performance of educators

The results of the analysis show that Communication strategy has a significant influence on the Performance of educators, with a T-statistic value of 13.790 and a probability value of 0.000. This value is far below the significance level of 0.05, so the hypothesis stating that there is an influence of Communication strategy on educator performance is accepted. This finding confirms that the communication strategy implemented by educators and school leaders including message planning, selection of delivery methods, and use of appropriate communication media has a direct impact on work effectiveness and achievement of educational outcomes.

Furthermore, these results align with educational communication theory, which states that structured and adaptive communication strategies can improve student understanding, motivation, and participation, as well as support coordination between educators and school staff. Educators who use communication strategies systematically tend to be more effective in managing classes, delivering materials, and collaborating, thus supporting optimal performance. Therefore, developing skills in designing and implementing communication strategies is a key factor in improving educator performance.

Research by Insan Pratama, Abubakar, and Puteh (2024) found that effective communication and transformational leadership can improve teacher performance, with work motivation as an intervening variable. This aligns with Handoko's (2024) findings that organizational communication significantly influences teacher performance, with motivation and job satisfaction acting as mediators. Furthermore, Makmun (2022) emphasized that communication based on work motivation can directly drive performance improvements.

D. Conclusion

1. Interpersonal communication Effective communication has been proven to have a positive influence on educator performance, because good communication can strengthen relationships between colleagues, increase understanding, and encourage collaboration in the learning process.
2. The right communication style has a positive impact on the performance of educators, because using a style that suits the situation and character of the teacher can facilitate the delivery of information, increase motivation, and create a conducive learning environment.
3. A planned and systematic communication strategy has a positive influence on the performance of educators, because through an effective communication strategy, teachers can utilize work motivation and job satisfaction to achieve optimal learning outcomes.

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