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# The Influence of Effective Communication, Teacher Performance in Improving the Quality of Learning in Private Junior High Schools in Jakabaring District, Palembang City

https://doi.org/10.31004/jele.v10i4.1202

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## A B S T R A C T

The quality of education in Indonesia is still a concern, despite various reform efforts that have been made. One of the main challenges is ineffective communication in schools, which has an impact on low teacher performance and learning quality. This study aims to analyze the influence of effective communication and teacher performance on the quality of learning in Private Junior High Schools in Jakabaring District, Palembang City. Effective communication between teachers and students is considered the key to creating a conducive learning atmosphere, while teacher performance which includes competence, creativity and professionalism has an important role in determining student learning outcomes. A quantitative approach was used in this study involving 8 junior high schools. Private sector in Jakabaring District as the object of study. Data were collected through surveys and analyzed to see a significant relationship between effective communication, teacher performance and learning quality. The results showed that effective communication had a significant influence on the quality of learning which showed that the calculated t value of 3.648 was greater than the t-value of the table of 2.021 with the degree of freedom or df=40. Looking at the testing criteria, it is said that it is rejected and accepted$H_0$$H_a$ . The same score also shows a significant number on the influence of teacher performance on the quality of learning , namely the calculated t value of 8.163 which is greater than the t table of 2.021 with a degree of freedom of 40. so it is rejected and accepted.$H_0$$H_a$ Simultaneously, effective communication and teacher performance make a significant contribution to the quality of learning, showing a synergistic relationship between the two. Judging by the value of F, the calculation is greater than the F of the table, which is 37.432 > 3.24 and the significance value is 0.000 < 0.005 so that it can be said $H_0$ to be rejected and accepted.$H_a$

**Keywords**: *Effective Communication*, *Teacher Performance* and *Learning Quality*

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## INTRODUCTION

The quality of education in Indonesia is still considered to be at a low level, this can be proven from ranking data according to *Wordtop.20.org* that Indonesia in 2024 will be ranked 67th out of 203 countries in the world. Other research results sourced from the *Program for International Student Assessment* (PISA) were recently announced on December 5, 2023, and Indonesia is ranked 68th. In fact, according to the Minister of Finance, in the last two decades, Indonesia has carried out many reforms in the field of education. This is done to prepare Indonesian human resources to be able to compete in the international arena. For this reason, since 2009, the government has allocated 20 percent of the state budget for education (*mandatory spending*). This allocation makes Indonesia one of the countries with the largest public spending on education in Asia. The existence of *mandatory spending* can be seen from the improvement of access to education. This is shown by the increasing school participation rate. However, there are still many *outputs/outcomes* that need improvement. One of the improvements in question is the learning process in schools, improving the quality of learning in schools is a manifestation that supports efforts to improve education management.

In general, education is one of the main factors and sources for the progress and development of the country, so that the role of education occupies a central position in improving the quality of learning. This is in line with the opinion of Faturohman in Kurniawan et al., (2020) who said that education is said to be of good quality if it provides goodness, both to oneself (the educational institution itself) and to others (*stakeholders* and parents). The quality of learning is a main thing that must be improved or improved in improving the quality of education. Learning is basically an academic activity that is carried out in the form of communication interaction between educators and students in this process is a professional action that is driven by scientific principles. In this case, teachers need to activate the learning process by using various learning methods (Ibrahim & Robiah, 2020).

The use of varied and interesting teaching and learning methods can foster students' interests and learning outcomes in achieving learning goals. This is a challenge for teachers in this era in choosing the right learning method for their students. This is justified by Suprihatin (2015) who states that to obtain optimal learning outcomes, teachers are required to be creative in arousing students' motivation to learn. Looking at this statement, the author argues that students' interest and motivation in learning greatly affect the innovative and creative abilities of teaching staff.

According to Monawati & Fauzi (2018), one of the problems faced in the world of education is fostering teachers' creativity. Teachers' creativity in the teaching and learning process has an important role in motivating their students to learn (Huda, 2017). The development of creativity aims to improve the quality of education. Because, according to the author, creative and innovative teachers are one of the main keys to the success of education in Indonesia. Education is more advanced and developing with the birth of new creativity and new learning that is different from before. Teachers and students must be able to adapt to technological changes in today's era. New developments in various aspects of education carried out by teachers include teaching materials, learning media, as well as innovative teaching strategies and methods.

Currently, education in Indonesia is regulated through Law Number 20 of 2003 concerning the National Education System. In terms of education in Indonesia, it is divided into three, namely formal, non-formal, and informal. Education is also divided into four levels, namely early childhood, elementary, middle, and high. One of the latest education programs in the country is "12 Years of Compulsory Study", namely 6 years of elementary school (SD), 3 years of junior high school (SMP), and 3 years of high school (SMA). The institutions that oversee education in Indonesia are divided into three. First, the Ministry of Education and Culture (Kemendikbud) for Primary and Secondary Education. Second, there is the Ministry of Research, Technology and Higher Education for higher education. The third is the Ministry of Religion for all levels based on religion. The national education system aims to foster positive character, provide academic knowledge, and forge students' skills from an early age.

The Indonesian education system adheres to the national education system, which is a combination of educational components that are as a whole interconnected and integrated with each other in an integrated manner in order to achieve national education goals (Supendi, 2016).

The purpose of national education has been formulated in Law of the Republic of Indonesia Number 20 of 2023 concerning the National Education System Article 3, namely for the development of students' potential to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. With proper implementation, this Law is expected to improve the quality of education in Indonesia and form a generation that is qualified, noble, and superior in various aspects.

The components that work together in the Indonesian education system include the environment, facilities and infrastructure, resources and a supportive community (Syakhrani et al., 2022). From the following explanation, it can be concluded that learning is a process of

delivering knowledge that educators carry out to students consisting of various components that are interconnected with each other to achieve learning goals. In learning, there are components related to the learning process, namely: teachers, students, objectives, methods, materials, learning tools (media) and evaluation.

The environment can make the interaction between the teacher and student components must be fair, namely there is effective communication that is reciprocal between the two, either directly or indirectly or through the media. Students should not always be considered as learning subjects who do not know anything. Because students are considered to have different backgrounds, interests, and needs, as well as abilities. The role of teachers is not only limited as a teaching staff (transmitter of knowledge), but also as a supervisor, developer, and manager of learning activities that can facilitate student learning activities in achieving the goals that have been set.

As a system, each of these components forms an integrity or a whole unit. Each component interacts with each other, namely actively interacting with each other and influencing each other. For example, in determining learning materials, referring to the goals that have been determined, as well as how the material is delivered will use the right strategy supported by the appropriate media. In determining the evaluation of learning, it will refer to the learning objectives, the materials provided by the media and the strategies used, as well as the other components that are interdependent (*interdevedence*) and mutually penetrating (*interpenetration*). Schools as an organization are one of the components in the Indonesian education system, having teachers who cooperate with each other in carrying out their respective duties or cooperate with each other to achieve the goals that have been set. One of the main tasks of teachers is to carry out learning in the classroom correctly. In reality, teachers are very important in the education system.

Teachers not only serve as science educators, but also have responsibilities in teaching values and guiding students in the learning process (Basari et al., 2023). The success of teachers in fulfilling this task depends on competencies relevant to the development of science and their ability to improve professionalism. Adequate competence is the main indicator in assessing the quality of teachers as educators and instructors. Teachers with adequate competence and good performance can have a positive impact on the learning process in the classroom (Tarwi & Naimah, 2022).

Communication and teacher performance have an important role in determining the quality of learning in schools. Effective communication between teachers and students can create a conducive learning atmosphere, increase motivation, and strengthen emotional relationships between teachers and students. Djamarah (2000) stated that good teacher communication will support the process of delivering material, provide appropriate feedback, and build pleasant interactions. This is in line with the research of Nurhayati (2016) which shows that interpersonal communication between teachers and students has a positive effect on student learning outcomes. In addition to communication, teacher performance is also a key factor in the success of the learning process. Mulyasa (2009) explained that teacher performance includes the ability to plan, implement, and evaluate learning professionally. High-performing teachers are able to adapt teaching strategies to students' needs, create an active learning environment, and innovate to achieve learning goals. Research conducted by Suryani (2017) shows that improving teacher performance directly has an impact on improving the quality of learning in elementary schools. In fact, in the study of Rahmawati (2021) and Anwar (2020), it was found that effective communication and good teacher performance simultaneously contribute significantly to the effectiveness and quality of learning. Therefore, the synergy between communication skills and teacher performance is an important foundation in efforts to improve the quality of education in schools.

Various problems that exist in schools or organizations certainly require real efforts so that the communication process in the organization or institution can take place as a reciprocal relationship, meaning that the communication process can function more than just conveying

messages, namely communication can be useful as a socio-psychological adhesive element. For the sustainability of an organization, this condition must be maintained and maintained because an organization or institution really needs synergistic cooperation, namely the existence of effective communication (Nasukah et al., 2020).

The quality of learning is a basic thing that must be continuously improved in order to improve the quality of education. Indirectly, teachers are the focal point. Because teachers are people who are directly involved in the learning process. In addition, to improve the quality of education, it needs to be supported by adequate learning facilities and professional teachers, because learning is a purposeful activity. School-based quality improvement can be carried out well if it is supported by the existence of productive teachers in carrying out various developments according to school needs. In line with Mulyasa, in 2017 which stated that the existence of teachers has a very large contribution to the success of learning in schools. Therefore, the author thinks that teachers play a very important role in helping the development of students to realize their life goals optimally. For example, the interests, talents, abilities and potentials that students have will not develop optimally without the help of teachers.

The quality of education in Indonesia is still a concern, despite various reform efforts that have been made. One of the main challenges is ineffective communication in schools, which has an impact on low teacher performance and learning quality. The effectiveness of communication between teachers and students is essential to create a conducive learning atmosphere. In addition, teacher performance, which includes professional competence and creativity in teaching, is the main key to improving the quality of learning. According to the General Guidelines for the Sustainable Professional Development Program through Teacher Education and Training published by the Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture, teachers have a very important role in determining the success of students, so that they become determinants of improving the quality of education in Indonesia. In addition, research published in the journal Kamboti shows that the effectiveness of interpersonal communication between teachers and students plays a significant role in the teaching and learning process (Muskita, 2021).

Thus, it is undeniable that teachers must have extensive knowledge, master various types of learning materials, master educational theory and practice, and master the curriculum and learning methodology. Teacher competence is one of the factors that affect the achievement of learning and education goals in schools, but teacher competence does not stand alone, but is influenced by educational background, teaching experience, and length of teaching. Teacher competence can be considered important as a selection tool in the admission of prospective teachers, it can also be used as a guideline in the context of coaching and developing teachers. In addition, it is important in relation to teaching and learning activities and student learning outcomes. With these professional competencies, it can be suspected that it has an effect on the education management process so that it is able to produce quality education (Manik et al., 2019).

Junior High School (Junior High School) is a formal education at the elementary education level. Education and learning at the junior high school level emphasizes laying the foundation in preparing the generation to become human beings who are able to face an increasingly difficult era. According to the National Education System Law Number 20 of 2003, article 17 concerning Basic Education states that basic education consists of elementary school (elementary school)/equivalent and junior high school (junior high school)/equivalent.

Junior high schools are run by the government and the private sector. Since the implementation of regional autonomy in 2001, the management of junior high schools in Indonesia, which was previously under the Ministry of Education, is now the responsibility of the district/city government. Meanwhile, the Ministry of Education only acts as a regulator in the field of national education standards. Structurally, junior high schools are technical units of Regency/City education services.

Article 9 of Law Number 23 of 2014 concerning Regional Government states that education is a concurrent government affair, namely a government affair that is divided between the central and regional governments. That means that the authority for education affairs is not only the responsibility of the central government, but also local governments. That means that education problems that occur in the region can be solved through the local government.

After the issuance of Law Number 23 of 2014 concerning Regional Governments which regulates the authority to manage secondary education (SMA/SMK) and special education from the Regency/City Government (Pemkab/City) to the Provincial Government (Pemprov), many regions began to increase their role in education, especially secondary education. In the Law, in terms of education, it is explained that the authority of the local government to manage secondary education is the responsibility of the Provincial Government. Thus, the regency/city government is focused on managing primary and junior secondary education.

Palembang City is the oldest city in Indonesia. This city certainly has diversity in it, especially historical, cultural and entertainment tourism that is not always interesting with those owned by other regions or countries. As explained in Deni & Winarni (2017) that the city of Palembang has the designation of Palembang as a city of 5 (five) dimensions, namely: 1) Dimension I as a commercial city, 2) Dimension II as a government city, 3) Dimension III as an industrial city, 4) Dimension IV as an education city, and 5) Dimension V as a tourist city. Judging from the five dimensions, namely the city of Palembang has the designation as an education city, this is a good asset and can be developed in the future.

As the center of government in South Sumatra Province, Palembang City among 17 Regencies/Cities has the most Junior High Schools with a total of 208 schools, 146 are Private Junior High Schools and 62 are State Junior High Schools in South Sumatra Province in Numbers (2024). The city of Palembang, according to data compiled from the Central Statistics Agency of the City of Palembang in Numbers (2024), is astronomically located between 2°52'-3° 5' South Latitude and 104°37'-104°52' East Longitude.

According to Palembang Dalam Figures (2024) based on its geographical position, Palembang City has boundaries: North, East, West – Banyuasin Regency, South – Muara Enim Regency and Ogan Ilir Regency. In 2007 the city of Palembang was divided into 16 sub-districts and 107 sub-districts. In 2018, based on Decree Number 136/4123/BAK, Jakabaring District was formed which is an expansion of the opposite District of Ulu I and Ilir East III District which is an expansion of East Ilir II District, so that currently the administrative area of Palembang City is divided into 18 sub-districts and 107 sub-districts. As one of the sub-districts in Palembang City, Jakabaring is located about 6.5 km from the center of Palembang City. Jakabaring District consists of 5 (five) Villages, namely: (1) Lima-Belas Ulu Village (2) Tuan Kentang Village (3) Eight Ulu Village (4) Silaberanti Village (5) Sembilan Sepuluh Ulu Village with a total area of 9.16 km² bordered by:

- The north is bordered by Seberang Ulu Satu District
- The east side is bordered by Plaju & Seberang Ulu Dua District
- The south is bordered by Banyuasin Regency & Plaju District
- The west side is bordered by Ogan Ilir Regency & Ogan River

According to the Ministry of Education, Culture, Research and Technology (2024), Jakabaring District has 13 Junior High Schools (SMP), in Jakabaring District there are 13 junior high schools, 5 schools are public schools and 8 are private junior high schools. The Private Junior High School is Alam Palembang Junior High School, Al-Alifah Islamic Junior High School Palembang, Al-Azhar Sriwijaya Islamic Junior High School Palembang, Methodist 03 Palembang Junior High School, NU Palembang Junior High School, Pelita Palembang Junior High School, PGRI 01 Palembang Junior High School and Padmajaya Palembang Junior High School.

Based on the above statement, currently the problem of education in Indonesia is still at a low level, even though there has been improvement in access to education, only the

*output/outcome* that needs to be improved in the form of learning quality involving the components of teachers and students in interacting between components through effective communication, this is the basis for the author to make the research. The location of the research is in Palembang City as an education city which convinces the author that there are efforts to improve the quality of education at the elementary level, specifically selected junior high schools in Jakabaring District which is one of the new sub-districts in Palembang City has 8 private junior high schools and is adjacent to public schools of the same level. The title raised in this study is the influence of effective communication, teacher performance in improving the quality of learning in Private Junior High Schools in Jakabaring District, Palembang City, South Sumatra Province.

## METHOD

This research uses a quantitative approach with a quantitative descriptive method, quantitative research is a research method that examines variables in the form of numbers obtained from the field (Ramdhan, 2021). The population in this study is all private junior high school teachers in Jakabaring District, Palembang City, South Sumatra Province which totals 95 people.

In this study, *the sampling* technique was carried out by *random sampling or simple random* sample *selection* . Stratified random sampling is a sampling technique by dividing populations into several subgroups (strata) that have different but homogeneous characteristics in them. After that, samples are taken randomly from each strata proportionally, so that all subgroups are represented and the results of the research are more accurate and representative. So the number of samples is 128 teachers in private junior high schools in Jakabaring District.

In this study, the primary data used is consumer perception data based on questionnaire results. The distribution of the questionnaire will be carried out online through electronic media, namely *Google Form* by distributing written questions to respondents. Meanwhile, the secondary data used in this study is the general overview data of Private Junior High Schools in Jakabaring District, Palembang City, South Sumatra Province. Furthermore, when viewed in terms of methods or techniques of data collection, data collection techniques can be carried out by questionnaires (questionnaires), observations, and heritage studies.

The analysis method used in the research conducted by the author is to use descriptive and verifiable analysis. Descriptive analysis was used to find out an overview of the variables of effective communication (Y1) and teacher performance (Y2). The method used by the researcher in analyzing the data to answer the research hypothesis is *Multiple Linear Regression*. According to Sugiyono (2014), *linear regression* analysis is used to predict how the value of dependent variables will change when the value of *independent variables* is increased/decreased. Then a partial test (t) was carried out and the F test aimed to determine the influence *of independent variables* simultaneously.

## FINDINGS AND DISCUSSION

**Findings**

This study aims to analyze the influence of effective communication and teacher performance in improving the quality of learning. Data was collected with a questionnaire of 42 respondents which is 32.8% (percent) of the total number of teachers in Private Junior High Schools in Jakabaring District as many as 128 people, taking this sample number is based on the statement of Arikunto (2013:104) if the population is less than 100 people, then the sample number is taken as a whole, but if the population is larger than 100 people, then it can be taken 10%-15% or 20%-25% of the total population or more It depends on the ability of the researcher in terms of time, energy and funds. The distribution of the questionnaire was carried out behind closed doors using *a likert* scale of 1-5. This study uses 2 *independent variables* consisting

of effective communication and teacher performance and dependent variables , namely learning quality. The questionnaire created with the 3 variables studied had an average of 25 question items for a total of 75 questions.

Instrument tests are carried out to test whether the measuring instrument used is *valid* and *reliable*. Validity tests are used to determine the accuracy of a measuring instrument or instrument used in research, or to show the extent to which a measuring instrument/instrument can measure what is to be measured. Reliability is a measurement tool used to measure the accuracy of an instrument. In addition, the trial is also intended to find out whether there are question *items* that contain answers that are less objective, less clear or confusing. Based on the results of the calculation of the three research variables, namely effective communication (X1), teacher performance (X2) and learning quality (Y) which was carried out on 42 respondents from 8 schools who were randomly taken with 75 statements each. The validity of each statement item can be determined by the scores contained in each item (x) correlated with its total score (y). The validity test was carried out using SPSS *statistics* 27. On average, the calculated r value for the three items is above the table r value = 0.308. This shows that statements regarding the variables of effective communication (X1), teacher performance (X2) and learning quality (Y) can be declared valid because overall the calculation of the table > r at a significant level of 5%, so that the instrument can be used in the research.

**Testing Data Analysis Requirements**

1. Based on the results of the normality test *of the One-Sample Kolmogorov-Smirnov Test*, it can be seen that the significance value of Asymp. Sig (*2-tailed)* is 0.200 greater than 0.05, this shows that all variables of effective communication, teacher performance and data learning quality are distributed normally.

2. Based on the results of the linearity test, the significance value *of Deviation From Linearity* was 0.319 which means more than 0.05, judging from the significance value of *Linearity* which is 0.001 less than 0.05, it can be said that there is a linear relationship between the effective communication variable (X1) and the learning quality variable (Y).

3. Based on the results of the linearity test, the significance value *of Deviation From Linearity* was 0.404 which means more than 0.05, judging from the significance value of *Linearity* which is 0.000 less than 0.05, it can be said that there is a linear relationship between the teacher performance variable (X2) and the learning quality variable (Y).

4. Based on *the output of coeficients*, it is known that the VIF value for the effective communication variable (X1) and the teacher performance variable (X2) is 2.514 < 10 and *the Tolerance Value* is both 0.398 > 0.1, so the data does not occur multicoloniality.

**Linear Test of Effective Communication Variable (X1) Against Teacher Performance Variable (Y)**

**Table 1. Simple Correlation Coefficient of Effective Communication Variable (X1) to Teacher Performance Variable (Y)**

**Correlations**

|  |  | Effective Communication | Quality of Learning |
|---|---|---|---|
| Effective Communication | Pearson Correlation | 1 | .500** |
|  | Sig. (2-tailed) |  | .001 |
|  | N | 42 | 42 |
| Quality of Learning | Pearson Correlation | .500** | 1 |
|  | Sig. (2-tailed) | .001 |  |
|  | N | 42 | 42 |

*\*\*. Correlation is significant at the 0.01 level (2-tailed).*
  *Source: Primary Data Processing, 2024*

The table above explains the close relationship between the effective communication variable (X1) and the learning quality variable (Y). The correlation value seen from the table is 0.500 which shows that there is a strong correlation between the variables of effective communication (X1) and learning quality (Y).

### Table 2. Simple Regression Equations

**Coefficientsa**

| Model | | Unstandardized Coefficients B | Std. Error | Standardized Coefficients Beta | t | Itself. |
|---|---|---|---|---|---|---|
| 1 | (Constant) | 49.909 | 17.573 | | 2.840 | .007 |
| | Effective Communication | .605 | .166 | .500 | 3.648 | .001 |

a. *Dependent Variable*: Quality of Learning

*Source: Primary Data Processing, 2024*

Based on the results of the data processing, it can be seen that the results of the simple regression test for proving the first hypothesis are obtained as follows:

$Y = a + bX1$

$Y = 49,909 + 0,605X1$

A constant value of 49.909 indicates that the quality of learning (Y) is at this number when it has not been influenced by the effective communication variable (X1), or in other words, if there is no influence from independent variables, then the quality of learning remains the same. Meanwhile, the value of the effective communication regression coefficient (X1) of 0.605 indicates a positive influence on the quality of learning, meaning that every one unit increase in effective communication will increase the quality of learning by 0.605 units.

**Linear Test of Teacher Performance Variables (X1) Against Teacher Performance Variables (Y)**

### Table 3. Simple Correlation Coefficient of Teacher Performance Variable (X2) to Learning Quality Variable (Y)

**Correlations**

| | | Teacher Performance | Quality of Learning |
|---|---|---|---|
| Teacher Performance | Pearson Correlation | 1 | .791** |
| | Sig. (2-tailed) | | .000 |
| | N | 42 | 42 |
| Quality of Learning | Pearson Correlation | .791** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 42 | 42 |

**. *Correlation is significant at the 0.01 level (2-tailed).*

*Source: Primary Data Processing, 2024*

The table above explains the close relationship between the teacher performance variable (X2) and the learning quality variable (Y). The correlation value seen from the table is 0.791 which shows that there is a strong correlation between the variables of teacher performance (X1) and learning quality (Y).

### Table 4. Simple Regression Equations

**Coefficientsa**

| Model | | Unstandardized Coefficients B | Std. Error | Standardized Coefficients Beta | t | Itself. |
|---|---|---|---|---|---|---|
| 1 | (Constant) | 12.958 | 12.394 | | 1.046 | .302 |

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| Teacher Performance | .925 | .113 | .791 | 8.163 | .000 |
|---|---|---|---|---|---|

a. Dependent Variable: Quality of Learning

*Source: Primary Data Processing, 2024*

Based on the results of the data processing, it can be seen that the results of the simple regression test to prove the second hypothesis are obtained as follows:

$Y = a + bX2$

$Y = 12,958 + 0,925X2$

The constant value of 12.958 indicates that the quality of learning (Y) is at this number when it has not been influenced by the teacher performance variable (X2), meaning that if there is no influence from independent variables, the quality of learning does not change. Meanwhile, the regression coefficient value of 0.925 shows that teacher performance (X2) has a positive effect on learning quality, where every one unit increase in teacher performance will increase the quality of learning by 0.925 units.

## Multiple Linear Regression, Coefficient of Determination

**Table 5. Coefficient of Determination and Correlation of Effective Communication Variables (X1) and Teacher Performance Variables (X2) to Teacher Performance Variables**

**Model Summaryb**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .811a | .657 | .640 | 6.241 |

a. Predictors: (*Constant*), Effective Communication, Teacher Performance

b. Dependent Variable: Quality of Learning

*Source: Primary Data Processing, 2024*

Based on the table above, it is known that the value of the coefficient of determining effective communication variables (X1) and teacher performance (X2) on learning quality (Y) is 0.657 (65.7%). This means that the variables X1 and X2 together contribute or influence 65.7% to the Y variable.

**Table 6. Multiple Regression Equation of Effective Communication Variables (X1) and Teacher Performance Variables (X2) on Teacher Performance Variables**

**Coefficientsa**

| Model | Unstandardized Coefficients B | Std. Error | Standardized Coefficients Beta | t | Itself. |
|---|---|---|---|---|---|
| (Constant) | 21.226 | 12.740 | | 1.666 | .104 |
| Teacher Performance | 1.185 | .174 | 1.013 | 6.815 | .000 |
| Effective Communication | -.346 | .180 | -.286 | -1.926 | .061 |

a. Dependent Variable: Quality of Learning

*Source: Primary Data Processing, 2024*

Based on the results of data processing using IBM SPSS Statistics 23 *for windows software, it* can be seen that the results of the multiple regression test obtained the following equations:

$Y = a + bX1 + bX2$

$Y = 21,226 + 1,185X − 0,346X2$

A constant value of 21.226 indicates that the quality of learning (Y) is at this level when it has not been influenced by the variables of effective communication (X1) and teacher performance (X2). The value of the effective communication regression coefficient (X1) of -0.346 indicates that every one unit increase in effective communication actually decreases the quality of learning by 0.346 units, assuming other variables are fixed. In contrast, teacher performance (X2) has a regression coefficient of 1.185, which means that every one change in

teacher performance will increase or decrease the quality of learning by 1.185 units, depending on the direction of the change, assuming the other variables remain the same.

**Pengujian Hypothesis**

**Farsial Significance Test (t-test) Effective Communication Variable (X1) on Learning Quality (Y)**

**Table 7. Effective Communication Variable (X1) and Learning Quality (Y) t-Test**

**Coefficientsa**

| Model | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | t | Itself. |
| 1 (Constant) | 49.909 | 17.573 | | 2.840 | .007 |
| Effective Communication | .605 | .166 | .500 | 3.648 | .001 |

Source: Primary Data Processing, 2024

Based on the table above, it is known that the significant value for the effect of effective communication ($X_1$) on learning quality (Y) is 0.001 < 0.05 and the t-value is calculated 3.648 > t table 2.021, t table is obtained from df (n-2) = 42-2 = 40. So it can be concluded that it is rejected and accepted, which means that there is an effect of effective communication ($XH_0H_{a\ 1}$) on the quality of learning (Y).

**Farsial Significance Test (t-test) Teacher Performance Variables (X₂) on Learning Quality (Y)**

**Table 8. Teacher Performance Variable (X₂) and Learning Quality (Y) Variable Test**

**Coefficientsa**

| Model | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | t | Itself. |
| 1 (Constant) | 12.958 | 12.394 | | 1.046 | .302 |
| Teacher Performance | .925 | .113 | .791 | 8.163 | .000 |

*Source: Primary Data Processing, 2024*

Based on the table above, it is known that the significant value for the influence of teacher performance ($X_2$) on the quality of learning (Y) is 0.000 < 0.05 and the value of t is calculated 8.163 > t table 2.021, t table obtained from df (n-2) = 42-2 = 40. so it can be concluded that it is rejected and accepted which means that there is an influence of teacher performance ($XH_0H_{a\ 2}$) on the quality of learning (Y).

**Stimulant Significance Test (F Test) Variables of Effective Communication (X₁) and Teacher Performance (X2) on Learning Quality (Y).**

**Table 9. Stimulant Significance Test (F Test)**

**ANOVA**

| Model | | Sum of Squares | df | Mean Square | F | Itself. |
|---|---|---|---|---|---|---|
| 1 | Regression | 2915.607 | 2 | 1457.803 | 37.432 | .000b |

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*The Influence of Effective Communication, Teacher Performance in Improving the Quality of Learning in Private Junior High Schools in Jakabaring District, Palembang City*

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|---|---|---|---|---|
| Residual | 1518.869 | 39 | 38.945 | |
| Total | 4434.476 | 41 | | |

a. Dependent Variable: Learning Quality

b. *Predictors*: (*Constant*), Effective Communication, Teacher Performance

*Source: Primary Data Processing, 2024*

Based on the table above, it is obtained that the significance value of 0.000 < 0.05 is simultaneously influenced by the variables of effective communication (X1) and teacher performance (X2) on the variable of learning quality (Y). Judging by the value of F, the calculation is greater than the F of the table, which is 37.432 > 3.24 and the significance value is 0.000 < 0.005, so it can be said $H_0$ to be rejected and accepted. This means that effective communication and teacher performance have a significant effect on the quality of learning. $H_a$

**Discussion**

The results of the study showed that effective communication (X1) and teacher performance (X2) had a significant effect on the quality of learning (Y) in private junior high schools in Jakabaring District, Palembang City. Based on the t-test, effective communication has a significance value of 0.001 < 0.05 and a calculated t-value of 3.648 > t table 2.021, as well as a regression coefficient of 0.605 which means that every increase in one unit of effective communication increases the quality of learning by 0.605 units. A beta value of 0.500 indicates a contribution of 50% to the quality of learning. Clear and responsive communication between teachers and students has been shown to increase understanding, motivation to learn, and positive classroom interactions. Furthermore, teacher performance also had a significant influence with a significance value of 0.000 and t calculation of 8.163 > t table, as well as a regression coefficient of 0.925 and beta 0.791. This shows that improving teacher performance directly improves the quality of learning. Teacher performance includes planning, implementation, evaluation, and interpersonal skills that support the learning process. This research is strengthened by previous theories and findings that emphasize the importance of communication and educator performance in creating a conducive learning environment. Simultaneously, the results of the F test showed a significance value of 0.000 and F calculated 37.432 > F table, so it can be concluded that effective communication and teacher performance together have a significant influence on the quality of learning in the research area.

## CONCLUSIONS

Based on the results of data analysis and hypothesis testing, it was concluded that there was a significant influence between effective communication and learning quality, as well as between teacher performance and learning quality in private junior high schools in Jakabaring District, Palembang City. Partial tests showed that teacher performance had a significant effect on individuals, while effective communication did not have a significant effect partially. However, simultaneously, effective communication and teacher performance together make a significant contribution to improving the quality of learning.

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