# The Influence of Principal's Motivation, Communication, and Parental Participation on Elementary School Teachers' Performance

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## Abstract

This research was motivated by the collaboration between the principal, teachers, and employees to produce quality education. The purpose of this study was to determine the principal's motivation, communication, and parental participation factors, which together influence the job satisfaction of teachers in elementary schools, and which variables are the most dominant in influencing teachers' performance. This study uses an explanatory research type with three independent variables: principals ($X_1$), communication ($X_2$), and parent participation ($X_3$), and one dependent variable, namely the performance of teachers (Y). The results of hypothesis testing are calculated as follows: (a) Variable $X_1$ is 0.137 with a probability of 0.105. Because tcount > ttable (1.70 > 0.483) and the level of significance t > 5 % (0.835 > 0.05), variable $X_1$ affects the dependent variable (Y); (b) Variable $X_2$ is 0.227 with a probability of 0.281. Because tcount < ttable (1.70 > 1.020) and the level of significance t > 0.5 % (0.320 > 0.05), the variable ($X_2$) affects the dependent variable (Y); and (c) Variable $X_3$ is 0.267 with a probability of 0.226. Because tcount < ttable (1.70 > 0.750) and the significance level of t > 0.5 % (0.462 > 0.05), the variable ($X_3$) has some influence on the dependent variable (Y). The results of hypothesis testing indicate that the dominant variable is ($X_2$) of 0.227 with a probability of 0.281.

Keywords: *principal's motivation, communication, parent participation, teachers' performance.*

## Abstrak

Penelitian ini dilatarbelakangi oleh kerjasama antara kepala sekolah dengan guru dan karyawannya dapat menghasilkan mutu pendidikan yang berkualitas. Tujuan Penelitian ini adalah untuk mengetahui faktor motivasi kepala sekolah, komunikasi, dan partisipasi orang tua secara bersama-sama berpengaruh terhadap kepuasan kerja guru di sekolah dasar serta Variabel mana yang paling dominan (motivasi kepala sekolah ($X_1$), komunikasi ($X_2$), Partisipasi Orangtua ($X_3$)) yang mempengaruhi kinerja guru (Y). Penelitian ini menggunakan jenis penelitian Explanatori, dengan variabel bebas yaitu ($X_1$), ($X_2$), ($X_3$) mempunyai pengaruh

terhadap (Y). Hasil pengujian hipotesis didapat: (a) Variabel X1 sebesar 0,137 dengan probabilitas 0,105. Karena thitung > ttabel (1.70 > 0.483) serta tingkat signifikansi t > 5 % (0.835 > 0.05), maka variabel X1 berpengaruh terhadap variabel (Y). (b) Variabel X2 sebesar 0.227 dengan probabilitas 0.281. Karena thitung < ttabel (1.70 > 1.020) serta tingkat signifikansi t > 0.5 % (0.320 > 0.05), maka variabel (X2) berpengaruh terhadap variabel (Y). (c) Variabel X3 sebesar 0.267 dengan probabilitas 0.226. Karena thitung < ttabel (1.70 > 0.750) serta tingkat signifikansi t > 0.5 % (0.462 > 0,05), maka variabel (X3) berpengaruh terhadap variabel (Y). Hasil pengujian hipotesis menunjukkan bahwa variabel yang dominan adalah (X2) sebesar 0.227 dengan probabilitas 0.281.

Kata kunci: *motivasi kepala sekolah, komunikasi, partisipasi orang tua, kinerja guru.*

## INTRODUCTION

School goals can be achieved effectively and efficiently when a school principal knows the abilities and characteristics of teachers and other staff to place them in appropriate positions/tasks by looking at the conditions of what jobs are charged so that there is no excessive task (Anwar, 2021). Given that a program usually consists of several parts that different people may carry out, it must be clear in its organization what the relationships between these parts are and who is responsible for coordinating them (Kartini et al., 2020). In line with their responsibilities as school principals, they have the task of moving people in the school organizations to work optimally (Agustina & Kristiawan, 2021). One way to move teachers and other staff is by using the principle of motivation, meaning that the principal stimulates teachers and other staff to do the task. By nature, people will be motivated to do something if; (a) they believe they will be able to do it, (b) they believe that the work will succeed and bring benefits for them, (c) they are not being burdened by personal problems or other more important or urgent tasks, (d) the task is a trust for the person concerned, and (e) the relationship between friends in the organization must be harmonious (Wang et al., 2018).

One of the duties of a leader is to motivate his subordinates to work by the directions given (Lian, 2020). A subordinate who has carried out the tasks assigned/given to him properly is what a work organization wants (Hartinah et al., 2020). However, if the assigned task cannot be carried out properly, we need to know the reasons (Hamdani et al., 2018). There is a possibility that the person concerned does not have the ability, or there is no willingness to complete the work assigned/charged to him, or perhaps there is no motivation (drive) to work well (Wasserman & Yehoshua, 2016). That is the importance of motivation, which is a fundamental part of management activities so that things can be directed in the direction of potential and human resources by generating, animating, and growing a high level of desire and togetherness in carrying out individual and group tasks within the organization (Hardiansyah & AR, 2022). As educators, teachers are the determining factor in improving education in schools; therefore, teachers must be able to improve performance in carrying out their duties and responsibilities because future education requires the skills and professionalism of a teacher. Teachers' performance is the main target in improving the quality of education in general; therefore, improving teachers' performance needs serious attention from various parties and efforts to improve teachers' performance, such as principal motivation (Hardiansyah, 2022).

Based on researchers' observations at one of the elementary schools in Sumenep about teachers' performance, some teachers have not completed the lesson plan and did not bring a lesson plan during teaching and learning activities. Making lesson plans has not yet fully become necessary for teachers, so each semester, only some teachers create lesson plans on time with their initiative. It can be seen that the teachers still use the conventional method when teaching, namely the lecture method. Teachers still lack the ability to deliver learning, so there is no good response from students, and the learning atmosphere becomes less pleasant. In addition, in terms of teachers' competence, teachers taught some materials that are not in line with their competencies, so the level of student understanding and teachers' performance are negatively influenced. Teaching subject matter that the teacher has not mastered will result in reduced quality of learning tools and the teacher's timeliness in collecting it. In this case, it takes the role of a leader who can lead well and motivate teachers to be more professional in carrying out their duties and responsibilities.

Communication is delivering messages/thoughts/feelings from one person to another (Zaini & Syafaruddin, 2020). The ability to communicate is very influential on the success of a leader, including the principal (Sirait, 2016). One of the main tasks of the principal is to manage staff and other related parties so that they work optimally or participate actively in school development programs (Holmes et al., 2021). One of the main elements in staff management is communicating, conveying ideas or programs, and convincing various parties about the importance of the program so that other people will support it. Other people will be encouraged to help if the school leader/principal can effectively communicate the idea/program (Bafadal et al., 2020). Communication can be said to achieve the goal effectively if there is a change in behavior. The objectives of school institutions can be achieved more effectively if there is support for regulating teachers and other staff. In other words, the school's goals can be achieved by utilizing its full potential with its facilities/infrastructure and the potential of the community (Ruslan, 2020).

The flow of communication in an organization includes communication from top to bottom, communication from bottom to top, and between individuals—known as horizontal communication. The better the communication, the better the possibility of cooperation will be. This statement is supported by research conducted by Yao et al. (2020), which explains that internal communication contributes 9.5% to the formation of teachers' performance. The study shows that the more influential the internal communication, the higher the teacher's performance. Communication can be done in various ways, namely relying on the telephone, internet, chat, microphone, memos, letters, meetings, workshops, and so on, so that communication needs between fellow teachers and the principal can work well. Communication from the principal to the teacher, the teacher to the principal, and between fellow teachers is needed to facilitate teachers' performance.

Based on the results of observations, the researchers found information that school principals often disagree with teachers in making policies that will be enforced. In daily life, the principal is a charismatic, disciplined, firm, friendly, smiling figure with a high sense of responsibility. In providing information to teachers, the principal has a unique way: by conducting a briefing every morning before the lesson begins. In the briefing, several activities were carried out: Quran recitation, Islamic studies for 5 minutes, and the delivery of information. At the end of the briefing, the principal will advise all participants on religion, moral, and social values and others. In giving warnings to subordinates who make

mistakes, the principal always uses a subtle approach by giving advice. Not only that, sometimes the principal becomes a place to pour out the personal problems of the staff and teachers so that there is a close family bond between the principal and the teacher.

The ability of schools to realize quality education and the process of school education services will result in the form of academic and non-academic achievements of students who can compete and be on par with various leading schools (Holmes & Parker, 2018). Moreover, it has become a favorite for students, parents, society, the government, further studies, and the business world (Ismail et al., 2020). Parents and the community support schools through financial assistance, but they can formulate and develop programs to improve school quality through school committees and education boards. The community and parents can collaborate to provide mentoring ideas and become resource persons in various activities to improve the quality of education in schools (Hariandi, 2017). School empowerment is the actualization of all the school's potential integrally in developing and increasing school independence. School independence refers to improving the quality of education services (Naim, 2012).

In carrying out educational programs, school principals must cooperate actively and proportionally with school committees representing community elements, student guardians, and parties interested in school progress (stakeholders). Deliberations can discuss curriculum issues, extracurricular activities, courses, life skills, education costs, facilities and infrastructure, collaboration with outside parties, and others that aim to improve school achievement and independence. The school committee's task is to adhere to the partnership model as a dynamist and facilitator. Thus, the school committee's function is dominant in achieving educational goals because it can offer better education by making schools superior and oriented to regional culture (Elfrianto et al., 2020). The school committee—a forum for the community to improve the quality of services and educational outcomes in schools—has a role as an advisory agency, supporting agency, and mediator agency between the government (executive) and the community in the education unit (Szeto & Cheng, 2018). There is a critical relationship between the role of parents and teachers in the formation and development of student creativity, so communication between parents and teachers must be well established (Klein, 2017). With good communication, a synergy is created between parents and teachers so that parental participation can create a more optimal environment in which all parts contribute together to support students' academic progress and social development.

Previous research was conducted by Handoko (2015) related to the influence of principal leadership on teachers' performance. This study shows the contribution of the leadership influence of the principal of SD Negeri Dabin IV, Watukumpul District, Pemalang Regency, on teachers' performance by 17.8%. At the same time, the remaining 82.2% is determined by factors other than the principal's leadership. Furthermore, research by Baihaqi (2015) discusses the influence of the principal's leadership style and work motivation on teachers' performance in Ma'arif Selorejo Blitar. The results of the descriptive statistical test show that (1) the principal's leadership at MA Ma'arif is categorized as good; the competence of MA Ma'arif teachers is in a suitable category; and (3) teachers' performance at MA Ma'arif is in a suitable category. The three-variable hypothesis test shows that (1) the principal's leadership has a significant effect on teachers' performance (r

= 2,599, p = 0.05); and (2) teachers' performance motivation has a significant effect on performance.

Another research was conducted by Nasrun (2016) related to the effect of principal leadership on teachers' performance. This study aimed to determine the effect of principals' leadership on work motivation and teachers' performance. The type of research used is explanatory search with the ex post facto method, considering that the research used is non-experimental. The population in this study were teachers at SMAN Medan City, with as many as 241 teachers. This study uses inferential analysis. The study's results showed that the path coefficient between the principal's leadership and teacher work motivation was 0.249 and between the principal's leadership and teachers' performance was 0.156. This shows that the principal's leadership has a significant influence on work motivation and teachers' performance.

From the explanation above, work motivation, communication, and parental participation are very influential on teachers' performance because leadership must be able to encourage or motivate teachers' performance by showing a sense of friendliness, closeness, and consideration toward teachers. Good leadership behavior can encourage, direct, and motivate all school members to realize the school's vision and mission. Based on these problems, the authors studied how much influence the principal's motivation, communication, and parental participation had on teachers' performance in elementary schools.

## METHODS

This study used an explanatory type of research to determine the effect of the independent variable on the dependent variable and test the hypothesis that has been formulated. In this study, the independent variable is the principal's motivation (X1), communication (X2), and parental participation (X3), while the dependent variable is teachers' performance (Y). The sampling technique in this study is the Regional Sample (Probability Sample area). The sampling technique is carried out by taking representatives from each region contained in the population. The population in this study was one of the elementary schools in Sumenep, Indonesia, which consisted of 20 teachers, while the number of samples set by the author was 15 people at once. This number is considered representative because each region is taken as a representative or respondent. The sample was determined using a purposive sampling technique because its characteristics have been previously known.

This study has two types of data, i.e. primary data and secondary data. Primary data is the data that is obtained directly, which explains the variables to be studied. This data was obtained through interview and questionnaire techniques. Secondary information is data obtained from library research by studying literature and reading books related to the problems discussed in research and other sources. This data was obtained through documentation and observation techniques. The measuring instrument in this study was arranged in a questionnaire based on the factors studied. The questionnaire form is multiple choice with five choices on a Likert scale of one to five. After the measuring instrument in this study was made, a trial on the measuring device was carried out using the try-out technique or the prosecution used, meaning that the questionnaire was tested on the subject in question. The model used in analyzing the data of this research is multiple linear

regression. The aim is to determine the effect of the independent variable on the dependent variable.

<div align="center">Formula 1. Multiple Linear Regression Model</div>

$$Y = b_0 + b_1 X_1 + b_2 X_2 + b_3 X_3 + e$$

description
| | |
|---|---|
| Y | = Teachers' performance variable |
| $X_1$ | = Principal's motivation |
| $X_2$ | = Communication |
| $X_3$ | = Parental participation |
| e | = Error (interrupting component) |
| $b_0$ | = constant |
| $b_1 + b_2 + b_3$ | = Regression Coefficient |

Analysis of the research instrument test was carried out to analyze the instrument trial results so that the questions that met the requirements could be seen. The purpose of the instrument test is to avoid unclear questions or statements, eliminate words that are difficult to understand, and consider adding or subtracting items. The instrument test analysis method used includes validity and reliability tests. Calculating the instrument validity test results on 15 respondents showed that there were 14 invalid statement items, the statement items known to be invalid were then discarded because other statement items had represented them. Based on the validity test of 55 valid statement items, the numbering was reordered and used to collect research data. The results of the reliability test in this study showed the results of Cronbach's Alpha value on the teachers' performance variable (Y) of 0.787; the principal's motivation variable (X1) of 0.859; communication variable (X2) of 0.717; and parental participation variable (X3) of 0.822. These calculations show that the instrument is reliable and can be used for research.

Testing the data or testing the normality of the data is done first before testing the hypothesis. The normality test aims to test whether, in the regression model, the confounding or residual variables have a normal distribution. The data is normally distributed or not using the One-Sample Kolmogorov-Smirnov method. The way to detect it is by looking at the residual significance value. If the significance is more than 0.05, then the residuals are normally distributed. The normality test can also be seen by looking at the distribution of data on the diagonal source on the Normal P-P Plot of Regression Standardized Residual graph as the basis for making decisions. The multicollinearity test aims to test whether there is a correlation between the independent variables in the regression model. The regression model can be said to be good if there is no correlation between the independent variables. The VIF value is less than ten, and the tolerance value is more than 0.1, so the regression model does not have multicollinearity problems.

The F statistical test shows whether all independent or independent variables included in the model have a combined effect on the dependent or dependent variable. The decision-making criteria for testing the hypothesis were analyzed using the F statistic. If the significance value of F < 0.05 or the arithmetic coefficient is significant at a level of less than 5%, H0 is rejected, which means that the principal's motivation, communication, and parental participation are significantly different while simultaneously affecting teachers' performance. If the significance value of F > 0.05 or the calculated F coefficient is significant at a level of more than 5%, H0 is accepted, which means that the principal's

motivation, communication, and parental participation do not simultaneously affect teachers' performance.

The t-statistical test shows how far the influence of one explanatory or independent variable individually explains the variation of the dependent variable. The decision-making criteria for testing the hypothesis are analyzed using t statistics. If the significance value of t < 0.05 or the t-count coefficient is significant at a level of less than 5%, H0 is rejected, which means the principal's motivation, communication, and parental participation partially affect teachers' performance. If the significance value of t > 0.05 or the t-count coefficient is significant at a level of more than 5%, then H0 is accepted, which means that the principal's motivation, communication, and parental participation do not partially affect teachers' performance. After the data were collected, they were analyzed quantitatively to explain the relationship of the data obtained with the theoretical basis used through quantitative descriptions, namely statistical tests. Data analysis techniques used in this study include: (1) Calculating the coefficient of multiple determination (R2), (2) Testing the First Hypothesis. (3) Testing the Second Hypothesis, and (4) Calculating the Coefficient of Partial Determination (r2).

**RESULTS AND DISCUSSION**

The results of this study are to determine the frequency distribution of respondents' answers and the results of the collected questionnaires; the principal's motivation, communication, and parental participation show the distribution of respondents' answers to each of the variables presented in tabular form. The table shows that the frequency of respondents' answers in each group of variables shows the intensity scale. In general, each variable influences teachers' performance.

Table 1. Frequency Distribution of Principal Motivation Variables (X1)

| $X_1$ | Indicator Variables | Respondent's Answer | | | | | | | | | |
| | | TP | | KP | | CP | | PS | | SPS | |
| | | F | % | F | % | F | % | F | % | F | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| $X_{1.1}$ | Encouragement | 0 | 0 | 0 | 0 | 2 | 8.3 | 10 | 41.7 | 12 | 50.0 |
| $X_{1.2}$ | On time | 0 | 0 | 0 | 0 | 4 | 16.7 | 13 | 54.2 | 7 | 29.2 |
| $X_{1.3}$ | Rewards | 0 | 0 | 0 | 0 | 4 | 16.7 | 10 | 41.7 | 10 | 41.7 |
| $X_{1.4}$ | Responsibility | 0 | 0 | 0 | 0 | 5 | 20.8 | 9 | 37.5 | 10 | 41.7 |
| $X_{1.5}$ | Job completion | 0 | 0 | 1 | 4.2 | 3 | 12.5 | 9 | 37.5 | 11 | 45.8 |

Description:
TP = Do not understand
KP = Not really understand
CP = Understand enough
PS = Understand
SPS = Very Understand

From the Table 1, it can be explained as follows;
a) Variable $X_{1.1}$ indicates the principal's motivation variable in the form of encouragement answered by respondents with a distribution of 8.3% very well understood, 14.7% understood, and 50.0% understood enough. It means that almost all respondents view the principal's motivation related to morale as helpful in teachers' performance.

b) Variable $X_{1.2}$ is an indicator of the principal's motivation variable in the form of timely answers by respondents, with a distribution of 29.2% of respondents understood very well, 54.2% understood, and 16.7% understood enough. It means that almost all respondents view the principal's motivation related to punctuality as helpful in teachers' performance.

c) Variable $X_{1.3}$ is an indicator of the principal's motivation variable in the form of rewards answered by respondents, with a distribution of 29.2% of respondents understood very well, 54.2% understood, and 16.7% understood enough. It means that almost all respondents view the principal's motivation related to rewards as helpful in teachers' performance.

d) Variable $X_{1.4}$ is an indicator of the principal's motivation variable in the form of responsibility answered by respondents, with a distribution of 41.7% of respondents understood very well, 37.5% understood, and 20.8% understood enough. It means that almost all respondents view the principal's motivation related to responsibility as helpful in teachers' performance.

e) Variable $X_{1.5}$ is an indicator of the principal's motivation variable in the form of completion of work answered by respondents, with a distribution of 45.8% of the respondents understood very well, 37.5% understood, and 12.5% understood enough. It means that almost all of the respondents view the principal's motivation related to the completion of work as very helpful in teachers' performance.

Table 2. Communication Distribution (X2)

| $X_2$ | Indicator Variables | Respondent's Answer | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | TP | | KP | | CP | | PS | | SPS | |
| | | F | % | F | % | F | % | F | % | F | % |
| $X_{2.1}$ | Officer communication | 0 | 0 | 0 | 0 | 5 | 20.8 | 15 | 62.5 | 4 | 16.7 |
| $X_{2.2}$ | Principal communication | 0 | 0 | 0 | 0 | 7 | 29.2 | 11 | 45.8 | 6 | 25.0 |
| $X_{2.3}$ | Direct relationship | 0 | 0 | 0 | 0 | 7 | 29.2 | 10 | 41.7 | 7 | 29.2 |
| $X_{2.4}$ | Spirit at work | 0 | 0 | 0 | 0 | 6 | 25.0 | 13 | 54.2 | 5 | 20.8 |
| $X_{2.5}$ | Friendly attitude | 0 | 0 | 0 | 0 | 6 | 25.0 | 10 | 41.7 | 8 | 33.3 |

From Table 2 above, it can be explained as follows;

a) Variable $X_{2.1}$ is an indicator of the Communication variable in the form of Officer Communications answered by respondents with a distribution of 16.7% understood very well, 62.5% understanding, and 20.8% understood enough. It means that almost all respondents view communication related to officer communication as very helpful in teachers' performance.

b) Variable $X_{2.2}$ is an indicator of the Communication variable in the form of Principal Communications answered by respondents with a distribution of 25.0% understood very well, 45.8% understood, and 29.2% understood enough. It means that almost all respondents view that communication related to the principal's communication is very helpful in teachers' performance.

c) Variable $X_{2.3}$ is an indicator of the Communication variable in the form of Direct Relationships answered by respondents with a distribution of 29.2% understood very well, 41.7% understood, and 29.2% understood enough. It means that almost all of the

respondents view that communication related to direct relationships is very helpful in teachers' performance.

d) Variable $X_{2.4}$ is an indicator of the Communication variable in the form of Direct Relationships answered by respondents with a distribution of 20.8% understood very well, 54.2% understood, and 29.2% understood enough. It means that almost all of the respondents view that communication related to direct relationships is very helpful in teachers' performance.

e) Variable $X_{2.5}$ is an indicator of the Communication variable in the form of a friendly attitude answered by respondents with a distribution of 33.3% understood very well, 41.7% understood, and 25.0% understood enough. It means that almost all of the respondents view that communication related to friendly attitude is very helpful in teachers' performance.

Table 3. Frequency Distribution of Parental Participation Variables (X3)

| $X_3$ | Indicator Variables | Respondent's Answer | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | TP | | KP | | CP | | PS | | SPS | |
| | | F | % | F | % | F | % | F | % | F | % |
| $X_{3.1}$ | Provide a conducive learning environment | 0 | 0 | 2 | 8.3 | 4 | 16.7 | 17 | 70.8 | 1 | 4.2 |
| $X_{3.2}$ | Opportunity for children to explore ideas, other activities | 0 | 0 | 1 | 4.2 | 10 | 41.7 | 10 | 41.7 | 3 | 12.5 |
| $X_{3.3}$ | Responsibility | 0 | 0 | 1 | 4.2 | 8 | 33.3 | 11 | 45.8 | 4 | 16.7 |

From Table 3 above, it can be explained as follows;

a) Variable $X_{3.1}$ indicates the parental participation variable in the form of opportunities for children to explore ideas other activities answered by respondents with a distribution of 4.2% understood very well, 70.8% understood, 16.7% understood enough, and 8.3% did not understand. It means that almost all respondents surveyed view parental participation as related to the opportunity for children to explore ideas; other activities are beneficial in teachers' performance.

b) Variable $X_{3.2}$ indicates the parental participation variable in the form of opportunities for children to explore ideas and other activities, were answered by respondents with a distribution of 12.5% understood very well, 41.7% understood very well, 41.7% understood enough, and 4.2% did not understand. It means that almost all of the respondents view Parental Participation related to providing a conducive learning environment to be very helpful in teachers' performance.

c) Variable $X_{3.3}$ indicates the parental participation variable in the form of responsibility answered by respondents with a distribution of 16.7% understood very well, 45.8% understood very well, 33.3% understood enough, and 4.2% did not understand. It means that almost all of the respondents view parental participation related to responsibilities as helpful in teachers' performance.

Table 4. Frequency Distribution of Teachers' performance Variables (Y)

| Y | Indicator Variables | Respondent's Answer | | | | | | | | | |
| | | TP | | KP | | CP | | PS | | SPS | |
| | | F | % | F | % | F | % | F | % | F | % |
| $Y_1$ | Discipline | 0 | 0 | 0 | 0 | 4 | 16.7 | 13 | 54.2 | 7 | 29.4 |
| $Y_2$ | Responsibility | 0 | 0 | 0 | 0 | 2 | 8.3 | 12 | 50.0 | 10 | 41.7 |
| $Y_3$ | Task fluency | 0 | 0 | 0 | 0 | 1 | 4.2 | 13 | 54.2 | 10 | 41.7 |
| $Y_4$ | Advantage | 0 | 0 | 0 | 0 | 1 | 4.2 | 13 | 54.2 | 10 | 41.7 |
| $Y_5$ | Exemplary | 0 | 0 | 0 | 0 | 1 | 4.2 | 13 | 54.2 | 10 | 41.7 |

From Table 4 above, it can be explained as follows;

a) Variable $Y_1$ indicates the teacher's performance variable in the form of discipline, was answered by respondents with a distribution of 29.4% understood very well, 54.2% understood very well, and 16.7% understood enough. It means that almost all of the respondents view teachers' performance related to discipline as very helpful in teachers' performance.

b) Variable $Y_2$ indicates the teacher's performance variable in the form of Responsibilities, answered by respondents with a distribution of 41.7% understood very well, 50.0% understood very well, and 8.3% understood enough. It means that almost all of the respondents view teachers' performance related to responsibility as helpful in teachers' performance.

c) Variable $Y_3$ indicates the teacher's performance variable in the form of fluency of tasks answered by respondents with a distribution of 41.7% understood very well, 54.2% understood very well, and 4.2% understood enough. It means that almost all of the respondents to view the teacher's performance related to the task fluency of the task is very helpful in the teacher's performance.

d) Variable $Y_4$ indicates the teacher's performance variable in the form of Benefits, was answered by respondents with a distribution of 41.7% understood very well, 54.2% understood very well, and 4.2% understood enough. It means that almost all of the respondents view teachers' performance related to advantage as helpful in teachers' performance.

e) Variable $Y_5$ indicates the teacher's performance variable in the form of role model, was answered by respondents with a distribution of 41.7% understood very well, 54.2% understood very well, and 4.2% understood enough. It means that almost all of the respondents view teachers' performance related to exemplary as very helpful for teachers' performance.

The results of multiple regression analysis can be seen on the table below to answer the hypothesis proposed in this study.

Table 5. Multiple Linear Regression Test Results and Partial Regression X and Y

| VAR | B | β | T | Sig | DESCRIPTION |
|---|---|---|---|---|---|
| $X_1$ | 0.305 | 0.361 | 1.635 | 0.118 | Very Significant |
| $X_2$ | 0.227 | 0.281 | 1.020 | 0.320 | Very Significant |
| $X_3$ | 0.267 | 0.226 | 0.750 | 0.462 | Very Significant |
| Constanta | 7.592 | | 2.942 | 0.008 | |

| | |
|---|---|
| $t_{tabel}$ | = 1.700 |
| Multiple R | = 0.808 |
| $R^2$ | = 0.653 |
| Adjusted $R^2$ | = 0.601 |
| $F_{count}$ | = 12.529 |
| Sig. F | = 0.000 |
| $F_{table}$ | = 4.200 |

From the results of multiple regression analysis, the regression equation can be obtained as follows:

$$Y = 7.592 + 0.305X1 + 0.2271X2 + 0.267X3$$

The results of multiple regression testing after testing the classical assumptions above show that the magnitude of the coefficient of determination (R2) is 0.653, meaning that about 65.3% of the independent variables together significantly influence teachers' performance. At the same time, the remaining 34.7% is influenced by other variables outside the model developed in this research.

This coefficient of determination also determines the priority of the regression model used. With a coefficient of determination of 65.3%, it is linear to assess the influence of the principal's motivation, communication, and parental participation on teachers' performance developed in this study, which is feasible to use by manipulating the existing independent variables. To find out the regression equation generated from the calculations, as was done in this study, a simultaneous test was also conducted to determine the effect of all independent variables ranging from the principal's motivation, communication, and parental participation on teachers' performance. Then do the calculations with analysis of variance (ANOVA).

Table 6. Analysis of Regression Model Variance

| Model | Number of Squares | Df | Square Mean | F | Sig |
|---|---|---|---|---|---|
| Regression | 78.296 | 3 | 26.099 | 12.529 | 0.000 |
| Residual | 41.662 | 20 | 2.083 | | |
| Total | 119.958 | 23 | | | |

Based on the calculations in Table 6, it is known that the Fcount = 12,529. This is relatively high compared to Ftable = 4,200. In other words, the independent variables stated in this study are pretty influential on teachers' performance at one of the elementary schools in Sumenep, Indonesia. I can also be done with the F test in testing this hypothesis. The F test is intended to determine the significance of the effect of the independent variable (X) together (simultaneously) on the dependent variable (Y).

The magnitude of the value of Ftable with α 0.05 and the numerator db = k = 1 and the denominator db = n - k - 1 = 23 obtained a value of 4.200. From the calculation results, 3 (three) variables, principal motivation, communication, and parental participation, affect teachers' performance. The value of Fcount = 12,529 > 4,200 or ρ < 0.05 for α = 0.05 (5 %) means that the hypothesis above is accepted. Because the five independent variables (X) already exist in the hypothesis, the proposed hypothesis can be accepted as true after going through the required test stages. It means that the principal's motivation, communication, and parental participation variables together influence teachers' performance at one of the elementary schools in Sumenep.

Based on Table 5 and Table 6 above, it can be concluded that the value of Fcount shows a value of 12,529 with a significance level of F = 12,529. The results suggested that Fcount is greater than Ftable (12,529 > 4,200), meaning that together (simultaneously), the variables of the principal's motivation (X1), communication (X2), and parental participation (X3) influence teachers' performance at one of the elementary schools in Sumenep (Y).

The non-multicollinearity test lacks a perfect or definite linear relationship between the independent variables. The presence or absence of multicollinearity symptoms can be identified by looking at the VIF (Variance Inflating Factory) value. If the VIF value is less than 5, there is no multicollinearity between the independent variables (Malikah & Afifudin, 2018).

Table 7. Multicollinearity Test Results

| Free Variable | Nilai VIF | Description |
|---------------|-----------|-------------|
| $X_1$ | 2.805 | Non-Multicollinear |
| $X_2$ | 4.379 | Non-Multicollinear |
| $X_3$ | 5.201 | Non-Multicollinear |

Based on Table 7, it can be seen that the VIF value of each independent variable is less than 5, so it can be said that there are no symptoms of multicollinearity.

The consequence of autocorrelation is that the sample variation cannot describe the population. In addition, the resulting regression model is biased and cannot be used to estimate the value of the dependent variable on the value of certain independent variables (Sari et al., 2020). To see the presence of this autocorrelation, the Durbin-Watson test was used. The testers' hypotheses are:

$H_a$ : DW > du, then there is no autocorrelation $H_o$ is accepted

$H_a$ : DW < du, then there is no autocorrelation $H_o$ is rejected

$H_a$ : dL < du, then there is no conclusion

In this case, the critical value with ( = 5% for the autocorrelation test is (n=24 and k=1). Based on the Durbin-Watson table, the critical values are dL = 1.14 and du = 1.74. From the table above, it can be seen that the DW value is 1.802 > du, so it can be concluded that there is no autocorrelation.

An independent variable is said not to cause heteroscedasticity if the correlation of the independent variable with the absolute and residual values is not accurate. To see whether or not these symptoms can be done with the Spearman Rank Correlation (Kurniawan, 2021). The testers' hypotheses are:

H0 : $\rho > \alpha$, then homoscedasticity $H_1$ is accepted

H1: $\rho > \alpha$, then heteroscedasticity $H_0$ is rejected

Homoscedasticity test results (or the absence of heteroscedasticity symptoms).

The table above shows the probability value of $\rho > 0.05$ for all independent variables X, so it can be concluded that there is no heteroscedasticity.

The normality assumption test is used to test the normality of data. The method used to test for normality is to use the chi-square or the non-parametric Kolmogorov-Smirnov Test for each of the variables in this study. The hypotheses used in this test are:

$H_o$ : F(x) = F0(x) where F(x) is the distribution function of the population represented by the sample, while F0(x) is the normal distribution function of the population.

$H_i$ : F(x) = F0(x) or the population distribution is not normal.

Decision-making basis:

H$_o$ : ρ > α, then homoscedasticity H$_o$ is accepted, normal distribution

H$_1$: ρ > α, then heteroscedasticity H$_0$ is rejected, distribution is not normal

The linearity test looks at the scatter plot between the standard residual and its prediction. Suppose the distribution does not show a pattern. Sure, then the assumption of linearity meets the requirements. The test results show that the scatter plot does not form a specific pattern. Thus the assumption of linearity meets the requirements.

This study found that the higher the teacher's perception of the principal's motivation, the higher the teacher's professionalism. It is in line with the opinion expressed by Abdullah et al. (2018) that the principal's behavior must be able to encourage the teachers' performance by showing a sense of friendship, closeness, and consideration toward the teachers. It means that the encouragement given by the principal to the teacher can motivate teachers to develop their abilities so that teacher professionalism will increase. Motivation affects performance and behavior; motivation includes direction toward goals; in terms of considering motivation, it is necessary to pay attention to physiological factors, psychological factors, and the environment as important factors (Ulfathmi et al., 2021). The results of the study indicate that the motivation of a leader, in this case, the principal is very much needed and plays a role in teachers and employees synergizing and carrying out their duties with full responsibility and optimal results, namely good performance.

Teachers' performance in carrying out the teaching and learning process can be seen from various aspects, namely (1) process, (2) teacher characteristics, and (3) results (Harahap & Rusdinal, 2017). The teaching and learning process involves teacher behavior assessed based on performance standards, for example, how teachers plan, present, and evaluate learning (Terek et al., 2015). The characteristics of the teacher are related to intelligence, politeness, fluency, personality, and health. The result is the change in student behavior to the goals determined in the teaching and learning process (Hartiwi et al., 2020). Based on the study results, the effectiveness of teachers' work in carrying out their duties will run well if supported by good communication. As Utomo (2022) expressed, communication can be defined as the performance and interpretation of messages between communication units that are part of a particular organization. Therefore, the ability of the principal to carry out his duties properly, especially in terms of communication, will have a positive impact on teachers who are led by utilizing other factors that can support teachers' performance, such as giving attention, motivation, and support to achieve the goals that have been set.

**CONCLUSION**

Based on the discussion above, it can be concluded that the principal's motivation, communication, and parental participation influence teachers' performance. The results of this study are expected to have implications for the development of the world of education. Communication is one of the factors in the success of an organization's goals because communication significantly improves teachers' performance. Therefore, schools should pay attention to communication between divisions because the communication gap can affect performance results.

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