

# Partnership in Participative Leadership and Organizational Communications: Factors Shaping Junior High School Teacher Performance

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## Keywords:

Participative  
Leadership,  
Organizational  
Communication,  
Teacher Performance

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## Abstract

This study aims to analyze the influence of participative leadership by school principals and organizational communication on teacher performance at junior high schools (SMP) in Banda Aceh. The research uses a quantitative method with an ex post facto approach. The sample consists of 76 teachers proportionally selected from six public junior high schools accredited A and B, using Slovin's formula. Data were collected through closed questionnaires and documentation and then analyzed using descriptive statistics, linear regression tests, and validity tests with the help of SPSS 26.0. The results of the study show that participative leadership by the principal and organizational communication have a significant influence on teacher performance. The significance value from the regression test indicates that both participative leadership (sig = 0.005) and organizational communication (sig = 0.000) significantly affect teacher performance. Additionally, the F-test also shows that both independent variables simultaneously have a significant influence on teacher performance (F = 20.9, sig = 0.000). This study emphasizes the importance of participative leadership and good organizational communication in improving teacher performance at the junior high school level, particularly in Banda Aceh.

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## Kata kunci:

Kepemimpinan  
Partisipatif,  
Komunikasi  
Organisasi, Kinerja  
Guru

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## Article history:

Received: 18-10-2024

Revised 13-02-2025

Accepted 20-03-2025

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## Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan partisipatif kepala sekolah dan komunikasi organisasi terhadap kinerja guru di Sekolah Menengah Pertama (SMP) di Kota Banda Aceh. Studi ini menggunakan metode kuantitatif dengan pendekatan ex post facto. Sampel penelitian terdiri dari 76 guru yang dipilih secara proporsional dari enam SMP Negeri yang terakreditasi A dan B, menggunakan rumus Slovin. Pengumpulan data dilakukan melalui angket tertutup dan dokumentasi, kemudian dianalisis menggunakan statistik deskriptif, uji regresi linier, dan uji validitas dengan bantuan SPSS 26.0. Hasil penelitian menunjukkan bahwa kepemimpinan partisipatif kepala sekolah dan komunikasi organisasi memiliki pengaruh yang signifikan terhadap kinerja guru. Nilai signifikansi dari uji regresi menunjukkan bahwa baik kepemimpinan partisipatif (sig = 0,005) maupun komunikasi organisasi (sig = 0,000) secara signifikan mempengaruhi kinerja guru. Selain itu, uji F juga menunjukkan bahwa kedua variabel independen tersebut secara simultan memiliki pengaruh signifikan terhadap kinerja guru (F = 20,9, sig = 0,000). Penelitian ini menegaskan pentingnya kepemimpinan partisipatif dan komunikasi organisasi yang baik dalam meningkatkan kinerja guru di tingkat SMP, khususnya di Banda Aceh.

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## INTRODUCTION

Leadership in education plays a crucial role in determining the success of educational institutions, particularly at the junior high school level. The principal, as a leader, is responsible not only for administrative management but also for motivating all elements within the school, including teachers, to achieve educational objectives (Alwi & Mumtahana, 2023; Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Djalilah, Muzakar, Suhardi, & Kartiko, 2024). Effective leadership is recognized as the ability to influence others in working toward institutional goals (Adeoye, Baharun, & Munawwaroh, 2025; Baso & Alwy, 2023; Fitriani, Anam, & Maulana, 2024). The success of an educational institution largely depends on how well the principal manages available resources (Firdaus, Aini, Aulia, & Sudirman, 2024; Putra, Nasution, & Yahfizham, 2024). This study examines the impact of participatory leadership and organizational communication on teacher performance, considering both qualitative and quantitative aspects.

Previous studies have discussed various leadership styles and their influence on educational outcomes. Research by (Reynolds & McKimm, 2021) highlights the importance of principal-vice relationships and collaborative decision-making in creating successful schools. Meanwhile, (Komara, Mulyanto, Rahman, Karimah, & Ibrahim, 2023) emphasize the participatory leadership approach, which involves teachers in decision-making to create a more dynamic and cooperative work environment. Participatory leadership involves discussions and exchanges of ideas between subordinates to solve problems and make decisions (Rohman, Syarifudin, Zohriah, & Fauzi, 2024). However, while numerous studies acknowledge the benefits of participatory leadership, there remains a gap in understanding how this leadership style, when combined with organizational communication, directly affects teacher performance, particularly in junior high schools in Banda Aceh. The communication established by the principal encourages teachers to consult regarding their assigned tasks (Meyer, Hartung-Beck, Gronostaj, Krüger, & Richter, 2023; Novarina, Usman, & Murniati, 2023).

The purpose of this study is to analyze the effect of participatory leadership and organizational communication on teacher performance in junior high schools in Banda Aceh. Unlike previous research that predominantly focuses on leadership styles in general, this study specifically examines how participatory leadership fosters an environment conducive to teacher engagement and performance improvement. Additionally, this study investigates whether effective organizational communication enhances the implementation of participatory leadership, thereby optimizing teacher performance. By addressing these aspects, this study contributes to a more comprehensive understanding of how leadership and communication interact in shaping teacher effectiveness in secondary education settings.

In this study, we aim to test the hypothesis that participatory leadership and effective organizational communication positively influence teacher performance. The proposed argument is that principals who engage teachers in decision-making and maintain clear communication channels create a work environment that enhances

motivation, accountability, and overall teaching quality. Factors influencing teacher performance are not only related to teaching abilities and professional competence but also to how they are led and supported by the principal (Majid, 2024). Through data analysis, this study will provide empirical evidence to determine whether these leadership and communication strategies significantly impact teacher performance at the junior high school level in Banda Aceh.

Initial observations conducted at State Junior High Schools in Banda Aceh through brief interviews with teachers indicate that participatory leadership has been applied in school meetings, yet full stakeholder involvement in decision-making remains limited. Additionally, challenges in communication flow within schools have led to misunderstandings regarding responsibilities and ineffective information dissemination. Based on these findings, this study seeks to answer the key research question: Do the principal’s participatory leadership and organizational communication significantly influence teacher performance in junior high schools in Banda Aceh? This question will be addressed through systematic data analysis, contributing to a deeper understanding of leadership dynamics and communication effectiveness in educational settings.

RESEARCH METHODS

The approach used in this research is quantitative. Quantitative research is a systematic scientific method for analyzing phenomena and their relationships, with the aim of developing mathematical models, theories, or hypotheses regarding natural phenomena (Priadana & Sunarsi, 2021). In this study, measurement plays a crucial role in explaining quantitative relationships in depth. The research also adopts the ex post facto method, where the researcher investigates the causes of an event that has already occurred through retrospective analysis (Wicaksono, 2022). This approach aims to gather mathematical data that can be used to develop hypotheses and answer the observed questions. The population with similar characteristics will be concluded subsequently (Suriani & Jailani, 2023). The population targeted in this research consists of educational staff in junior high schools with A and B accreditation in Banda Aceh City. The researcher selected samples from six junior high schools using the probability sampling method and then calculated the sample size using the Slovin formula. Here is the sample size table:

Table 1  
*Sample Size*

NO	Nama Sekolah	Populasi	Sampel
1.	SMP Negeri 1	62	$\frac{62}{337} \times 77 = 14$
2.	SMP Negeri 2	58	$\frac{58}{337} \times 77 = 13$
3.	SMP Negeri 6	62	$\frac{62}{337} \times 77 = 14$
4.	SMP Negeri 8	46	$\frac{46}{337} \times 77 = 10$

5.	SMP Negeri 17	67	$\frac{67}{337} \times 77 = 15$
6.	SMP Negeri 18	42	$\frac{42}{337} \times 77 = 10$
	Jumlah	337	76

The calculation results show that the sample consisted of 76 respondents, proportionally selected from each school. Data was collected through closed-ended questionnaires and documentation. The questionnaire used adopted a Likert scale to measure respondents' attitudes and perceptions. Before use, the questionnaire was tested for validity and reliability using SPSS 26.0. Data analysis was conducted using descriptive statistics and simple linear regression. Additionally, tests for validity, normality, linearity, and multiple regression analysis were applied to determine the relationships between variables. The results from SPSS will serve as the basis for decision-making regarding hypothesis testing.

## RESEARCH RESULTS AND DISCUSSION

### Result

Based on the research data, the characteristics of the respondents are as follows:

Table 2. Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	9	11,8	11,8	11,8
	Female	67	88,2	88,2	100,0
	Total	76	100,0	100,0	

Based on the data analysis of the gender distribution table, out of 76 respondents consisting of males and females, 9 individuals, or 11.8%, are male, while 67 individuals, or 88.2%, are female. Therefore, the majority of respondents in this study are female, accounting for nearly 90% of the total sample. This indicates that female participation in this research is significantly higher compared to males, with a cumulative percentage of 100%, signifying that all data is valid without any missing or unfilled responses.

Table 3.

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 Years	19	25,0	25,0	25,0
	31-40 Years	17	22,4	22,4	47,4
	41-50 Years	19	25,0	25,0	72,4
	51-60 Years	21	27,6	27,6	100,0
	Total	76	100,0	100,0	

Based on the age distribution data analysis, this study involved 76 respondents divided into four age groups, with the largest group being 51-60 years old (27.6%). The 21-30 and 41-50 age groups each accounted for 25% of the respondents, while the 31-40 age group represented 22.4%. This indicates that respondents in the productive to pre-retirement age range dominate, followed by a balanced participation from younger to middle-aged groups. This data is valid, with no missing entries, and a cumulative percentage of 100%.

Table 4. Category

		Category			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Honor	3	3,9	3,9	3,9
	3A-3D	44	57,9	57,9	61,8
	4A-4D	29	38,2	38,2	100,0
	Total	76	100,0	100,0	

Based on the analysis of distribution by rank, this study involved 76 respondents divided into three categories: Honor, 3A-3D, and 4A-4D. The majority of respondents, 57.9%, were in the 3A-3D group, indicating a dominance of middle-rank employees. A significant portion, 38.2%, were in the 4A-4D group, representing senior employees, while only 3.9% were categorized as Honor. Overall, this distribution shows a relatively balanced representation between middle and senior ranks, with valid data and a cumulative percentage of 100%, reflecting the career level diversity of the respondents.

Table 5. Work Tenure

		work tenure			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	1-5 Years	32	42,1	42,1	42,1
	6-10 Years	4	5,3	5,3	47,4
	11-15 Years	2	2,6	2,6	50,0
	16-20 Years	19	25,0	25,0	75,0
	21-25 Years	9	11,8	11,8	86,8
	26-30 Years	7	9,2	9,2	96,1
	31-35 Years	3	3,9	3,9	100,0
	Total	76	100,0	100,0	

Based on the analysis of respondents' work tenure distribution, the study involved 76 individuals with varying lengths of service. The largest group (42.1%) consisted of respondents with 1-5 years of work experience, indicating that most of the respondents are relatively new to their jobs. The group with 16-20 years of service is also

significant (25.0%), while the mid-range tenure group (6-15 years) is smaller. A portion of respondents have much longer tenures, reaching up to 31-35 years (3.9%). This data reflects a diversity of work experience among respondents, with a cumulative percentage of 100%, showing a wide range of career stages.

Table 5. School

School					Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	SMP N 1	14	18,4	18,4	18,4
	SMP N 2	13	17,1	17,1	35,5
	SMP N 6	14	18,4	18,4	53,9
	SMP N 8	10	13,2	13,2	67,1
	SMP N 17	15	19,7	19,7	86,8
	SMP N 18	10	13,2	13,2	100,0
	Total	76	100,0	100,0	

Based on the analysis of school distribution, the study involved 76 respondents from six schools, with SMP N 17 contributing the highest proportion (19.7%), followed by SMP N 1 and SMP N 6 (each 18.4%). SMP N 2 had 17.1%, while SMP N 8 and SMP N 18 each accounted for 13.2%. This balanced participation distribution across the schools indicates that the data obtained is fairly representative, with no single school dominating significantly. Cumulatively, 53.9% of respondents were from SMP N 1, SMP N 2, and SMP N 6, while 46.1% were from SMP N 8, SMP N 17, and SMP N 18. With a cumulative percentage of 100%, the data is valid without any missing information, providing diverse perspectives from respondents across different schools.

### Normality Test

Normality testing for each variable score was conducted using the Kolmogorov-Smirnov test. Data is considered normally distributed if the probability or significance value is greater than 0.05. Here are the normality test results:

Table 6. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardize
		d Residual
N		76
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	5,75118453
Most Extreme Differences	Absolute	,096
	Positive	,081
	Negative	-,096
Test Statistic		,096

Asymp. Sig. (2-tailed) ,080<sup>c</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Based on the normality test results displayed in the One-Sample Kolmogorov-Smirnov Test table, 76 data points were tested. The mean value of the unstandardized residuals is 0, and the standard deviation is 5.751. Since the significance value (0.080) is greater than 0.05, it can be concluded that the residual data is normally distributed.

### Linearity Test

The criteria for testing linearity state that two variables are considered to have a linear relationship if the deviation from linearity value is greater than 0.05. Below are the linearity test results:

Table 7. Linearity Test

N		76
Y.X1	Deviation from Linearity	1132,117
Y.X2	Deviation from Linearity	1207,301

Since both Deviation from Linearity values (1132.117 and 1207.301) are much larger than 0.05, it can be concluded that there is a linear relationship between variable Y and X1, as well as between variable Y and X2. This indicates that the data supports a consistent linear association between the independent and dependent variables in the study.

### T Test

The hypothesis testing was conducted using multiple linear regression analysis. The goal was to evaluate the simultaneous influence of two independent variables, namely Participative Leadership (X1) and Organizational Communication (X2), on the dependent variable, which is teacher performance (Y). The results of this test are shown in the following table:

Table 8. T Test  
Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	38,528	9,482		4,063	,000
Kepemimpinan Partisipatif	,329	,098	,569	3,146	,005
Komunikasi Organisasi	,595	,108	,612	5,496	,000

a. Dependent Variable: Kinerja Guru

Based on the table, the significance (sig) value for the influence of X1 (Participative Leadership) on Y (Teacher Performance) is 0.005, which is below 0.05, and the t-value is 3.146, which is greater than 2.000. This indicates that the null hypothesis (H0) is rejected, meaning that there is a significant influence of the school principal's participative leadership on teacher performance. Similarly, the sig value for the influence of X2 (Organizational Communication) on Y is 0.000, also less than 0.05, and the t-value is 5.496, which exceeds 2.000. This also leads to the rejection of H0, indicating that organizational communication has a significant effect on teacher performance. These findings suggest that both participative leadership and organizational communication positively impact teacher performance.

### **F Test**

The F-test is conducted to determine whether there is a simultaneous (joint) effect of the independent variables (X) on the dependent variable (Y). The results of this test can be seen in the following table:

Table 9. F Test

#### **ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1423,028	2	711,514	20,938	,000 <sup>b</sup>
	Residual	2480,709	73	33,982		
	Total	3903,737	75			

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Komunikasi Organisasi, Kepemimpinan Partisipatif

Based on the table, the significance value (sig) for the simultaneous effect of X1 and X2 on Y is 0.000, which is less than 0.05, and the calculated F value is 20.9, which is greater than the F table value of 4.00. This indicates that H0 is accepted, demonstrating a simultaneous effect of participative leadership and organizational communication on teacher performance.

### **Discussion**

Based on the research findings, the analysis indicates that the results of the normality test show that the residual data is normally distributed, which is a crucial prerequisite for regression analysis. This provides confidence that the analytical results are trustworthy and valid. Furthermore, the linearity test demonstrates a significant relationship between teacher performance as the dependent variable and the two independent variables, namely participative leadership and organizational communication (Arum et al., 2024; Kuzmin, Faminskaya, Rodionova, & Zinatullina,



2022). These findings imply that changes in both variables can directly affect teacher performance.

In analyzing the impact of participative leadership, the results show a significance value of 0.005, which is less than 0.05. This indicates a significant influence of the principal's participative leadership on teacher performance. According to the research by (Mularto, Utomo, & Latukismo, 2024), this influence suggests that when school leaders effectively apply a participative approach, it positively impacts teacher performance. However, it may also indicate that this approach is not always implemented effectively or well-received by teachers in certain situations. In this context, there may be a gap between the expectations of school leaders and teachers' perceptions regarding the extent to which they are involved in decision-making processes. Therefore, the role of school leadership needs to be considered for further improvements in schools (Khadka, Dhakal, & Joshi, n.d.).

On the other hand, organizational communication shows a highly significant result with a significance value of 0.000. This means that good communication within the school organization greatly contributes to improving teacher performance. Effective communication plays a vital role in creating a harmonious relationship between principals and teachers, facilitating the exchange of necessary information, and encouraging collaboration to enhance teaching and learning quality in schools. This aligns with the opinion of (Dogbe, Tweneboah, Basoah, Arkrofi, & Appiah, 2024; Sofia, Syaidah, & Shunhaji, 2023), who states that efficient communication strategies aim to build a collaborative teaching atmosphere, support professional development, and encourage teachers to actively seek and respond to feedback positively.

This analysis underscores that while participative leadership has a positive influence, a more significant impact can be achieved through a combination of effective communication. Open and clear communication can better support the implementation of participative leadership strategies, thus providing greater benefits for teacher performance (Agustini, Hardhienata, & Suhardi, 2024). Furthermore, the results of the F test indicate a significant simultaneous influence of both independent variables on teacher performance, with a significance value of 0.000. This reaffirms that achieving optimal teacher performance requires a holistic approach that combines participative leadership and effective communication (Ati, Fitria, Putri, Nazarudin, & Anshori, 2024). The synergy between these two variables can enhance their positive impact on teacher performance, creating a more collaborative and supportive work environment (Arifin, Rustandi, & Rahayu, 2024).

Therefore, it is crucial for school principals to not only develop participative leadership skills but also to enhance communication strategies within the organization (Brooks & Ezzani, 2022). Every leader entrusted with the responsibility of leading an institution needs to pay attention to their leadership attitudes and behaviors (Budiya, 2021; Kartiko, Wibowo, Gobel, Wijayanto, & Saputra, 2023). Training in participative leadership, coupled with strengthening internal communication channels, will be immensely beneficial in creating a supportive work environment for teachers (Aliani,

Alam, Rofiq, & Srinio, 2023; Jenei & Machova, 2024). This supportive environment will contribute to improving teacher performance and ultimately enhancing student learning outcomes (Apologia, Mas'od, Masykuri, Hidayati, & Putra, 2024; Dewi Suma & Karim, 2024). As a follow-up step, schools should design ongoing training programs to simultaneously enhance both aspects to achieve maximum teacher performance.

## CONCLUSION

This study found that participative leadership and organizational communication significantly influence teacher performance; however, their implementation remains suboptimal. Participative leadership has a measurable impact (significance value of 0.005), while organizational communication is proven to be highly important (significance value of 0.000) in enhancing teacher performance through collaboration and a supportive work environment. However, this study has limitations, such as the dominance of female respondents (88.2%), a focus on teachers in the 3A-3D category with 1-5 years of experience, and a geographically limited scope in Banda Aceh. Additionally, the methods used may not fully capture the qualitative aspects of leadership and communication. Future research should include more diverse samples, broader geographic coverage, and a mixed-method approach to gain deeper insights. This will help formulate more effective policies to enhance leadership effectiveness, communication, teacher performance, and student learning outcomes.

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