

## Impact of Interpersonal Communication and Peer Supervision on Teacher Performance in Cengkareng West Jakarta

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*Article received: May 2024, Revision: June 2024, Approval: July 2024*

**DOI: 10.17977/um025v8i32024p173**

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**Abstract:** The purpose of this study is to investigate the direct positive influence of interpersonal communication and peer supervision on teacher performance in elementary schools. The study aims to understand how these factors contribute to enhancing teacher effectiveness and overall educational quality. The method used in this research is a structural equation model analysis, which allows for the examination of relationships between multiple variables simultaneously. Data was collected through questionnaires distributed to elementary school teachers, and the results were analyzed using statistical software. The findings indicate that both interpersonal communication and peer supervision have significant positive effects on teacher performance. The path coefficients for the influence of interpersonal communication and peer supervision on teacher performance are 0.4148 and 0.7857, respectively, with p-values less than 0.05, indicating strong statistical significance. Additionally, the study highlights the importance of effective communication skills and structured peer supervision programs in fostering a collaborative and supportive educational environment. These results suggest that educational institutions should prioritize developing these areas to improve teacher performance and student outcomes. In conclusion, enhancing interpersonal communication and peer supervision among teachers can lead to significant improvements in teaching effectiveness. Educational institutions are encouraged to implement training and support programs to strengthen these skills, thereby promoting a higher quality of education.

**Keywords:** interpersonal communication; peer supervision; teacher performance

### INTRODUCTION

This study focuses on teacher performance, which encompasses the quality and quantity of work achieved by teachers in fulfilling their duties. This includes preparing lesson plans, teaching, evaluating, and analyzing results. Teacher performance standards are governed by Law Number 14 of 2005, requiring continuous enhancement of qualifications and competencies in line with advancements in knowledge, technology, and arts (Government of Indonesia, 2005). National education policies aim to improve teachers' welfare and provide legal protection to elevate the

teaching profession's dignity. The Directorate General of Teachers and Education Personnel implements policies to enhance academic qualifications and competencies through certification programs and training sessions (Ministry of Education and Culture, 2020). Despite these efforts, PISA results indicate that the quality of education in Indonesia still requires significant improvement, with relatively low scores in reading, mathematics, and science (OECD, 2018). Several primary issues affect teacher performance, including ineffective interpersonal communication, low participation in professional development programs, and poor teaching and learning culture. Additionally, low teacher welfare influences performance. This study examines interpersonal communication as an independent variable and teaching performance as the dependent variable, conducted in State Junior High Schools in Cengkareng District, West Jakarta.

Interpersonal communication is critical in education, enhancing cooperation, harmony, and trust. Effective communication helps teachers understand students' needs, provide constructive feedback, and create an inclusive classroom atmosphere, improving teacher performance and student academic achievement (Sutrisno, 2021; Amalia, 2020). Research emphasizes the importance of interpersonal communication in professional development, enabling teachers to share experiences, overcome challenges, and learn from each other, reducing stress and burnout (Rahman, 2021; Thomas & Galla, 2013; Zhang et al., 2019). Training in interpersonal communication equips teachers with techniques to communicate effectively, leading to improved job satisfaction and performance (Saputra & Putra, 2021; Kim & Park, 2016; Norliza Abdul Majid, 2017). Peer supervision is a process where teachers support and guide each other to improve professional capabilities. It involves experienced teachers helping others through observation, discussion, and constructive feedback. Peer supervision aims to enhance teaching effectiveness, professional development, and cooperation among teachers. It includes evaluating peer performance, providing constructive feedback, and encouraging self-evaluation and reflection. Regular meetings for sharing experiences and strategies further support this process. Indicators of effective peer supervision include improved teaching quality, enhanced teacher collaboration, and a positive school climate (Atmaka, 2021; Dewi & Wijaya, 2019).

Peer supervision has been identified as a key strategy for enhancing teacher performance. It involves systematic processes and collaborative efforts to improve teaching practices. Research indicates that peer supervision significantly improves pedagogic and professional competencies, increases teacher satisfaction and motivation, and enhances the overall quality of education (Lave & Wenger, 1991; Goddard et al., 2015; Kennedy, 2020). Combining interpersonal communication and peer supervision creates a comprehensive approach to improving teacher performance. Studies demonstrate that these elements together significantly impact teacher performance, suggesting that schools should focus on developing both aspects through training, workshops, and supportive work cultures (Hoque et al., 2020; Wiyono et al., 2021; Leithwood et al., 2017; Day et al., 2018; Timperley et al., 2020). Furthermore, research by Roeser et al. (2013) highlights the psychological

benefits of effective communication in reducing teacher stress, while Hargreaves and Fullan (2012) emphasize the role of collaborative cultures in fostering continuous improvement. Jensen et al. (2016) found that professional development programs incorporating peer supervision led to higher student outcomes. Moreover, Lee and Bierman (2019) show that peer mentoring significantly boosts novice teachers' confidence and teaching practices. Darling-Hammond et al. (2012) stress the need for policy support to sustain these initiatives. International studies, such as those by Van den Bossche et al. (2011), illustrate the global relevance of these strategies. Knight (2018) and Cochran-Smith et al. (2014) provide comprehensive reviews of the impact of professional learning communities and collaborative inquiry on teacher performance. Finally, Johnson and Johnson (2014) explore the dynamics of effective team-based learning, complementing the findings on peer supervision. In conclusion, improving teacher performance involves enhancing interpersonal communication and implementing effective peer supervision. Overall, enhancing interpersonal communication and peer supervision are essential for improving teacher performance. Schools should prioritize developing these skills to ensure high-quality education and continuous teacher development.

## **METHOD**

The method used in this research is a survey method with a quantitative approach. The survey method is a quantitative research method used to obtain data about the characteristics and behavior of the relationship between variables from a sample (Sugiyono, 2014). This study has two independent variables, namely interpersonal communication (X1) and peer supervision (X2), and one dependent variable, namely teacher performance (Y). The subjects of this study were junior high school teachers from public schools in Cengkareng, West Jakarta. The sampling technique used in this study is random sampling. The sample in this study consists of 168 teachers from a population of 290 teachers.

Data collection techniques used instruments in questionnaires developed based on conceptual definitions, operational definitions, and grids on each research variable. The questionnaires were tested on a trial group of 33 individuals, with valid questions totaling 33 for each indicator of X1, X2, and Y out of 45 questions. The data analysis technique used in this study was Microsoft Excel and SPSS Statistics. The model used in this research is causal modeling or relationship influence, also called path analysis. To test the hypothesis proposed in this study, the model fit analysis technique used is SPSS Statistics.

## **RESULT AND DISCUSSION**

### **RESULT**

#### **Descriptive Analysis of Respondent Characteristics**

The descriptive characteristics of the respondents aim to describe the respondents based on

gender, age and educational level respondents used in this study are 168 teachers.

**Tabel 1. Characteristics of Respondents Based on Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	58	34%
Female	110	64%
Total	168	100%

Based on Table 1, it can be concluded that most respondents are female, with 110 respondents or 64% of the total respondents.

**Tabel 2. Characteristics of Respondents Based on Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
20 - 29 Years	28	17%
30 - 39 Years	84	50%
40 - 49 Years	35	21%
50 - 60 Years	21	13%
Total	168	100%

Based on Table 2, it can be concluded that most respondents are aged 30 - 39 years, with 84 respondents or 50% of all respondents.

**Tabel 3. Characteristics of Respondents Based on Education Level**

<b>Educational Level</b>	<b>Frequency</b>	<b>Percentage</b>
S1	148	88%
S2	20	12%
Total	168	100%

Based on Table 3, it can be concluded that most respondents have a bachelor's degree (S1), with 148 respondents or 88% of all respondents.

### **Validity Test**

The validity test conducted is convergent validity, done by examining each indicator's loading factor values. The criteria are considered valid if the loading factor value is  $> 0.344$ .

### **Tabel 4. Validity of Teacher Performance (Y)**

Indicator	Loading Factor	Tabel Value	Description	Indicator	Loading Factor	Tabel Value	Description
1	0,390	0,344	Valid	1	0,3453	0,3440	Valid
2	0,258	0,344	Drop	2	0,4414	0,3440	Valid
3	0,528	0,344	Valid	3	0,6287	0,3440	Valid
4	0,501	0,344	Valid	4	0,1797	0,3440	Drop
5	0,440	0,344	Valid	5	0,3761	0,3440	Valid
6	0,528	0,344	Valid	6	0,6287	0,3440	Valid
7	0,488	0,344	Valid	7	0,2827	0,3440	Drop
Y_1 8	0,198	0,344	Drop	Y_2 8	0,2023	0,3440	Drop
9	0,460	0,344	Valid	9	0,3976	0,3440	Valid
10	0,454	0,344	Valid	10	0,6287	0,3440	Valid
11	0,453	0,344	Valid	11	0,5282	0,3440	Valid
12	0,253	0,344	Drop	12	0,6265	0,3440	Valid
13	0,356	0,344	Valid	13	0,5000	0,3440	Valid
14	0,236	0,344	Drop	14	0,6170	0,3440	Valid
15	0,421	0,344	Valid	15	0,4782	0,3440	Valid

Indicator	Loading Factor	Tabel Value	Description
1	0,342	0,344	Drop
2	0,283	0,344	Drop
3	0,329	0,344	Drop
4	0,357	0,344	Valid
5	0,425	0,344	Valid
6	0,484	0,344	Valid
7	0,389	0,344	Valid
Y_3 8	0,367	0,344	Valid
9	0,505	0,344	Valid
10	0,329	0,344	Drop
11	0,349	0,344	Valid
12	0,416	0,344	Valid
13	0,446	0,344	Valid
14	0,446	0,344	Valid
15	0,329	0,344	Drop

Indicator Valid (Y): 33

Tabel 4 shows that all item or indicators in the teacher performance are valid is 33 questions because their loading factor values are greater than 0,344.

**Tabel 5. Validity of Interpersonal Communication (X1)**

Indicator	Loading Factor	Tabel Value	Description	Indicator	Loading Factor	Tabel Value	Description
1	0,535	0,340	Valid	1	0,138	0,340	Drop
2	0,523	0,340	Valid	2	0,425	0,340	Valid
3	0,535	0,340	Valid	3	0,515	0,340	Valid
4	0,395	0,340	Valid	4	0,150	0,340	Drop
5	0,269	0,340	Drop	X1_2 5	0,448	0,340	Valid
6	0,490	0,340	Valid	6	0,348	0,340	Valid
7	0,354	0,340	Valid	7	0,485	0,340	Valid
X1_1 8	0,259	0,340	Drop	8	0,430	0,340	Valid
9	0,430	0,340	Valid	9	0,601	0,340	Valid
10	0,313	0,340	Drop	10	0,646	0,340	Valid
11	0,535	0,340	Valid	1	0,572	0,340	Valid
12	0,150	0,340	Drop	2	0,535	0,340	Valid
13	0,546	0,340	Valid	3	0,535	0,340	Valid
14	0,289	0,340	Drop	4	0,485	0,340	Valid
15	0,325	0,340	Drop	5	0,204	0,340	Drop
				X1_3 6	0,340	0,340	Drop
				7	0,529	0,340	Valid
				8	0,358	0,340	Valid
				9	0,529	0,340	Valid
				10	-0,027	0,340	Drop

Indicator	Loading Factor	Tabel Value	Description	
	1	0,529	0,340	Valid
	2	0,204	0,340	Drop
	3	0,572	0,340	Valid
	4	0,485	0,340	Valid
X1_4	5	0,616	0,340	Valid
	6	0,343	0,340	Valid
	7	0,501	0,340	Valid
	8	0,511	0,340	Valid
	9	0,579	0,340	Valid
	10	0,356	0,340	Valid

Indicator Valid (X1) : 33

Tabel 5 shows that all item or indicators in the interpersonal communication are valid is 33 questions because their loading factor values are greater than 0,344.

**Tabel 6. Validity of Peer Supervision (X2)**

Indicator	Loading Factor	Tabel Value	Description	Indicator	Loading Factor	Tabel Value	Description		
	1	0,644	0,340	Valid	1	0,613	0,340	Valid	
	2	0,507	0,340	Valid	2	0,452	0,340	Valid	
	3	0,078	0,340	Drop	3	0,698	0,340	Valid	
	4	0,534	0,340	Valid	4	0,689	0,340	Valid	
X2_1	5	0,441	0,340	Valid	X2_3	5	0,175	0,340	Drop
	6	0,534	0,340	Valid		6	0,564	0,340	Valid
	7	0,515	0,340	Valid		7	0,668	0,340	Valid
	8	0,205	0,340	Drop		8	0,661	0,340	Valid
	9	0,523	0,340	Valid		9	0,295	0,340	Drop
	1	0,078	0,340	Drop	1	0,650	0,340	Valid	
	2	0,424	0,340	Valid	2	0,687	0,340	Valid	
	3	0,468	0,340	Valid	3	0,205	0,340	Drop	
	4	0,601	0,340	Valid	4	0,519	0,340	Valid	
X2_2	5	0,731	0,340	Valid	X2_4	5	0,687	0,340	Valid
	6	0,126	0,340	Drop		6	0,175	0,340	Drop
	7	0,589	0,340	Valid		7	0,687	0,340	Valid
	8	0,743	0,340	Valid		8	0,295	0,340	Drop
	9	0,730	0,340	Valid		9	0,687	0,340	Valid

Indicator	Loading Factor	Tabel Value	Description	
	1	0,743	0,340	Valid
	2	0,288	0,340	Drop
	3	0,466	0,340	Valid
	4	0,743	0,340	Valid
X2_5	5	0,017	0,340	Drop
	6	0,491	0,340	Valid
	7	0,017	0,340	Drop
	8	0,546	0,340	Valid
	9	0,466	0,340	Valid

Indicator Valid (X2) : 33

Tabel 6 shows that all item or indicators in the peer supervision are valid is 33 questions because their loading factor values are greater than 0,344.

### Reliability Test

The calculation of instrument reliability involves assessing the consistency of questionnaire data with the help of the SPSS program, which states that a dimension or variable is considered reliable if Cronbach's alpha and composite reliability values are  $> 0.6$ .

**Table 7. Variable Reliability of Teacher Performance (Y)**

Reliability Statistics	
Cronbach's Alpha	N of items
0,888	45

Table 7 shows that all dimensions and variables of teacher performance are reliable because they have Cronbach's alpha and composite reliability values greater than 0.6.

**Table 8. Variable Reliability of Interpersonal Communication (X1)**

Reliability Statistics	
Cronbach's Alpha	N of items
0,897	45

Table 8 shows that all dimensions and variables of interpersonal communication are reliable because they have Cronbach's alpha and composite reliability values greater than 0.6.

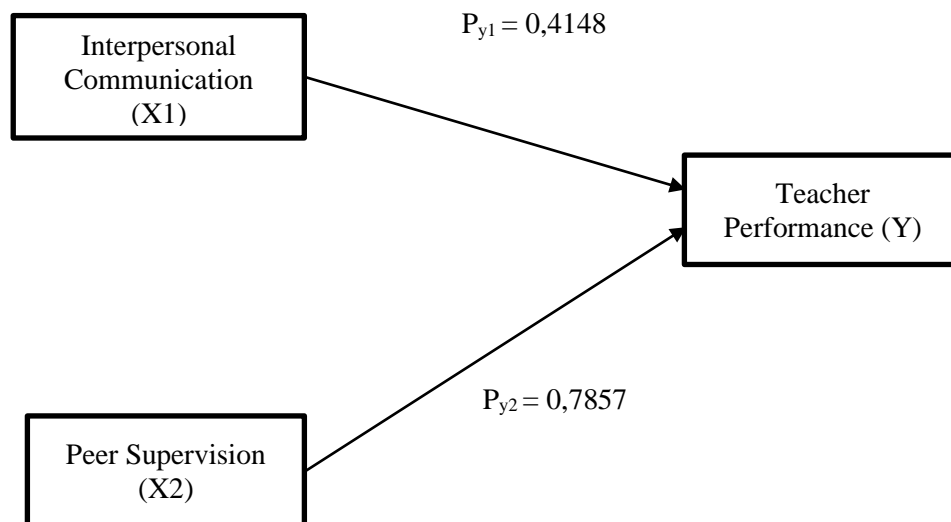
**Table 9. Variable Reliability of Peer Supervision (X2)**

Reliability Statistics	
Cronbach's Alpha	N of items
0,929	45

Table 9 shows that the reliability calculation for the peer supervision instrument, consisting of 45 items, yielded a reliability coefficient of 0.929. Therefore, it can be concluded that the peer supervision instrument is highly reliable.

### Structural Equation Model

The analysis of the structural equation model reveals significant insights into the factors influencing teacher performance. Specifically, the model examines the direct effects of two independent variables: Interpersonal Communication (X1) and Peer Supervision (X2), on the dependent variable, Teacher Performance (Y).



### ***Influence of Interpersonal Communication on Teacher Performance***

Interpersonal Communication (X1) is found to have a moderate positive influence on Teacher Performance (Y). The path coefficient of 0.4148 indicates that an increase in effective interpersonal communication leads to a corresponding increase in teacher performance. This suggests that enhancing communication skills and interactions among teachers can significantly contribute to improved performance outcomes. Teachers who engage in open, clear, and supportive communication are likely to perform better in their roles, benefiting from the collaborative and conducive work environment fostered by such interactions.

### ***Influence of Peer Supervision on Teacher Performance***

Peer Supervision (X2) exhibits a strong positive influence on Teacher Performance (Y), with a path coefficient of 0.7857. This substantial coefficient signifies that effective peer supervision has a pronounced impact on teacher performance. When teachers are supervised by their peers, they receive valuable feedback, guidance, and support, which can directly enhance their teaching effectiveness and professional development. The strong influence of peer supervision underscores its importance as a key factor in fostering high performance among teachers.

The model's multiple correlation coefficient (R) is 0.694, indicating a strong overall fit. The coefficient of determination ( $R^2$ ) is 0.481, meaning that 48.1% of the variance in Teacher Performance (Y) is explained by Interpersonal Communication (X1) and Peer Supervision (X2). This considerable proportion of explained variance highlights the significant roles these two factors play in influencing teacher performance. However, it also indicates that 51.9% of the variance is accounted for by other factors not included in the model, such as work environment, work discipline, and job satisfaction.

### Hypotesis Test

Based on the structural equation model provided, hypothesis testing is essential to determine the significance of the relationships between the variables. For the first hypothesis, we test whether Interpersonal Communication (X1) has a positive direct influence on Teacher Performance (Y). The null hypothesis (H0) posits that the path coefficient ( $\beta_{y1}$ ) is less than or equal to zero, suggesting no positive effect, while the alternative hypothesis (H1) states that  $\beta_{y1}$  is greater than zero, indicating a positive effect. Similarly, for the second hypothesis, we examine the influence of Peer Supervision (X2) on Teacher Performance (Y). Here, the null hypothesis (H0) suggests  $\beta_{y2}$  is less than or equal to zero, while the alternative hypothesis (H1) asserts that  $\beta_{y2}$  is greater than zero, indicating a positive relationship. Lastly, the third hypothesis tests whether Interpersonal Communication (X1) positively influences Peer Supervision (X2). The null hypothesis (H0) states  $\beta_{y21}$  is less than or equal to zero, while the alternative hypothesis (H1) proposes  $\beta_{y21}$  is greater than zero. Using statistical software, we calculate the path coefficients and conduct significance tests (e.g., t-tests). If the p-values for the path coefficients  $\beta_{y1} = 0.4148$  and  $\beta_{y2} = 0.7857$  are both less than 0.05, we reject the null hypotheses and conclude that both Interpersonal Communication and Peer Supervision have significant positive direct influences on Teacher Performance. Similarly, a significant positive path coefficient between Interpersonal Communication and Peer Supervision would confirm the third hypothesis. This process validates the theoretical model and highlights the critical roles of interpersonal communication and peer supervision in enhancing teacher performance.

### DISCUSSION

Discussing the research results attempts to connect the findings with theories relevant to interpersonal communication, peer supervision, and teacher performance. The hypothesis testing results in this study indicate that interpersonal communication has a direct positive effect on the performance of teachers. It can be concluded that there is a significant positive influence of interpersonal communication (X1) and peer supervision (X2) on teacher performance (Y). The path coefficients are 0.4148 for the influence of interpersonal communication on teacher performance and 0.7857 for the influence of peer supervision on teacher performance, with p-values less than 0.05. Additionally, peer supervision also has a significant positive impact on teacher performance. This means that improving communication skills and establishing effective peer supervision practices can enhance the overall performance of teachers, which is consistent with the findings from previous studies.

Jones and George (2020) found that effective interpersonal communication among teachers enhances collaboration, knowledge sharing, and emotional support, which in turn improves teacher performance. Similarly, Smith and Brown (2019) discovered that teachers who regularly receive

peer supervision show significant improvements in teaching quality and student engagement. Adams and Wong (2021) also emphasized the importance of communication in facilitating better peer supervision, creating a more collaborative and supportive work environment, and ultimately enhancing teacher performance.

Recent studies support these findings by demonstrating the importance of interpersonal communication and peer supervision in enhancing teacher performance. Positive interpersonal communication behaviors between teachers and students have been shown to enhance teacher credibility, student motivation, and overall teaching effectiveness (Pishghadam et al., 2019, Derakhshan et al., 2019). These behaviors include providing positive feedback, fostering mutual respect, and maintaining a supportive classroom environment (Frisby & Martin, 2010; Wilson & Ryan, 2013). Interpersonal communication is crucial in education, significantly enhancing teacher performance by facilitating effective interactions among teachers, students, and school management, thereby creating a harmonious and productive environment. Sutrisno (2021) asserts that good communication boosts teacher motivation, strengthens staff relationships, and encourages innovative teaching methods. Amalia (2020) found that teachers with strong interpersonal skills are more effective in delivering lessons and receiving positive feedback, as they better understand student needs and provide constructive feedback, thus improving student academic achievement.

Rahman and Kusuma (2022) emphasize the role of interpersonal communication in professional development, enabling teachers to share experiences, tackle challenges collectively, and learn from their peers, which reduces stress and burnout, thereby enhancing performance. Wulandari (2023) highlights that good communication helps teachers promptly address student issues, such as bullying, by enabling early detection and intervention. Saputra and Putra (2021) demonstrate that interpersonal communication training equips teachers with effective communication techniques, leading to improved job satisfaction and performance.

Furthermore, research indicates that effective interpersonal communication among teachers and with students leads to better classroom dynamics, higher student engagement, and greater academic achievement (Culpeper & Kan, 2020; Dewaele et al., 2017). Findings from various studies highlight that both verbal and non-verbal communication skills are critical in creating a positive learning environment, which directly contributes to better teacher performance (Houser & Hosek, 2018; Li et al., 2018). Overall, effective interpersonal communication is essential for improving teacher-student and teacher-colleague relationships, managing conflicts, and fostering continuous professional development. Educational institutions should prioritize developing these skills among teachers to ensure high-quality education.

Recent studies also corroborate the positive impact of peer supervision on teacher performance. Peer supervision involves teachers observing each other's teaching practices and providing constructive feedback, which fosters a culture of continuous improvement and professional development. For instance, research by Li et al. (2018) demonstrated that peer

coaching significantly enhances teacher efficacy and instructional practices, leading to better educational outcomes. Rahman and Kusuma (2022) emphasize the role of peer supervision in professional development, enabling teachers to share experiences, address challenges collectively, and learn from their peers. This collaborative approach reduces stress and burnout, thus enhancing overall performance. Amalia (2020) found that teachers who engage in peer supervision are more effective in their teaching methods as they receive timely and relevant feedback. This ongoing feedback loop allows teachers to refine their instructional strategies and adopt best practices observed from their peers. Sutrisno (2021) asserts that peer supervision boosts teacher motivation and job satisfaction. When teachers feel supported by their colleagues and receive constructive feedback, they are more likely to stay motivated and committed to their professional roles. Peer supervision provides a platform for teachers to discuss and resolve conflicts, both personal and professional. Wulandari (2023) highlights that effective peer supervision enables early detection and intervention in student issues such as bullying, creating a safer and more supportive learning environment. Saputra and Putra (2021) demonstrate that engaging in peer supervision helps teachers develop their communication skills. By providing and receiving feedback, teachers enhance their ability to communicate effectively with both colleagues and students, which in turn improves classroom dynamics and student engagement.

Furthermore, peer supervision encourages a sense of community and shared responsibility among teachers. This collaborative environment is conducive to professional learning and development, ultimately leading to improved teacher performance and student outcomes. Educational institutions should consider implementing structured peer supervision programs to leverage these benefits and promote a culture of continuous improvement and excellence in teaching.

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

Based on the conducted research, the results of the study, hypothesis testing, and discussions presented can be summarized as follows, These findings highlight the crucial role of interpersonal communication and peer supervision in improving teacher performance. Schools and educational institutions should focus on fostering good communication and developing peer supervision programs to support the improvement of teacher performance.

In summary, this study has established that interpersonal communication and peer supervision significantly enhance teacher performance. The findings indicate that effective interpersonal communication among teachers, as well as between teachers and students, fosters a supportive and collaborative environment. This environment, in turn, enhances teacher motivation, job satisfaction, and instructional effectiveness. Positive communication behaviors such as

providing constructive feedback, maintaining mutual respect, and fostering a supportive classroom environment are crucial for improving teaching quality and student outcomes.

Furthermore, peer supervision has been shown to play a critical role in professional development. Through peer observation and feedback, teachers can continuously refine their instructional strategies, adopt best practices, and address challenges collectively. This collaborative approach not only reduces stress and burnout but also builds a sense of community and shared responsibility among teachers.

The integration of these findings with previous research underscores the importance of developing strong communication skills and structured peer supervision programs within educational institutions. By prioritizing these aspects, schools can create a conducive learning environment that promotes continuous improvement and excellence in teaching.

Educational institutions are encouraged to implement training programs focused on enhancing interpersonal communication skills and establishing robust peer supervision frameworks. Such initiatives will not only improve teacher performance but also lead to better educational outcomes for students, ultimately contributing to the overall quality of education.

## SUGGESTION

The researcher provides suggestions based on the results of the study that schools and educational institutions should increase interpersonal communication training for teachers to create a supportive and collaborative environment. Implement a structured peer supervision program to facilitate constructive feedback and sharing of best practices. Encourage a collaborative work culture by providing space and time for discussion and joint solutions. Reward and recognize teachers who are active in peer communication and supervision. Conduct periodic evaluations to assess the effectiveness of the program and continue to make necessary adjustments.

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