



The Effect of Power and Interpersonal Communication on the Innovation of Primary Teacher in BPK Penabur Jakarta

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ABSTRACT

The objectives of the research was to study the effect of power and interpersonal communication on the innovation of the primary teachers in BPK PENABUR Jakarta. This research uses a quantitative approach. The research was conducted by survey method with path analysis used in hypothesis testing. The samples of this research were 159 teachers of primary school as a respondents who were selected through simple random sampling. This research uses survey methods with path analysis methods. The process of collecting the data in SDK PENABUR in DKI Jakarta carried out by using a questionnaire. The data obtained are then analyzed using descriptive statistics and inferential statistics. The results of the study: (1) there is a positive direct effect of power on innovation (2) there is a positive direct effect of interpersonal communication on innovation (3) there is a positive direct influence of power on interpersonal communication.

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1. INTRODUCTION

Education is basically the most important effort to educate the nation's life in order to create a more civilized and cultured life. Only with the quality education can excellence be created in the face of increasingly rapid and intensive global competition. Then the management of education must be oriented how to create better change in the future. The Problems that now often appear in the news and are still under the spotlight are the problem of the low quality of education in Indonesia. This can be seen from the results of the 2015 Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD), science and reading of Indonesian children ranked the lowest, 63 of 72 participating countries. (Gewati, 2018) Based on a survey of the United Nations Development Program (UNDP), Indonesia's Human Development Index is ranked 113th out of 188 countries. (Djonggala, 2017).

In the current information age, where millennials grow and develop, demand for human resources is creative, innovative, and competitive. Seeing the demands of Vice President Jusuf Kalla at the opening of the Indonesian National Education Convention (KONASPI) in Jakarta, 12th October 2016, said that educators were demanded to be creative and innovative in order to create opportunities to improve welfare. (Prabowo, 2016).

The World Bank says Indonesia is the same as Vietnam which is committed to education. But Vietnam's rank is in position 8, while Indonesia is in 58th position. According to Sri Mulyani, the low quality of education in Indonesia is inseparable from the performance of teachers who do not yet have competence, both pedagogic, personal, social and professional competencies. In fact,

there are around 4 million teachers who are paid annually by the government. (Wicaksono, 2018).

At the moment in Indonesia, even the world faces the "Industrial Revolution 4.0" representing the fourth generation of the development of radical social revolution (revolution). One feature of Revolution 4.0 is the emergence of disruptive innovation on all fronts of life. This disruptive innovation can be said to be a reality when the development of digital-based technology has the potential to radically change social structures as an unavoidable effect. Not only in the business sector, which is currently fierce but also in public institutions, such as educational institutions cannot avoid. There are many concerns, because these urgent demands have not been fully adaptable in the context of our current education. (Ruslan, 2018).

Based on information obtained from Ms. Sukarni, S.Pd., MM, as the Head of BPK PENABUR Jakarta Primary School it is known that the problems that arise in carrying out the duties and functions of teachers are weak teacher innovations especially in the implementation of the 2013 curriculum where this curriculum is one innovation in education. 2013 curriculum requires teachers to be more creative and innovative in developing the learning process, developing the learning process, developing learning media and utilizing technology as a learning resource. 2013 curriculum is compiled to answer the needs of the times. Especially after the 2016 revised Thematic Thematic K-13, namely by prioritizing student achievement. Students need to hone and develop themselves more actively.

The project-based learning model is an alternative that needs to be considered by educators to train students to be able to answer

the needs of today's society. Skill development 4C (*Critical Thinking, Creative, Collaborative, and Communication*) Direktorat, 2017).

Power and interpersonal communication are some of the things that influence the innovation of primary school teachers at BPK PENABUR Jakarta. From various observations in the field, there is still a lack of innovation of teachers in schools including, work is done as a responsibility only, lack of use of technology in learning media, learning methods that still use lecture methods, and ineffective communication between principals and teachers.

Based on the opinions and thoughts of the case above, the researcher is interested in reviewing more about power, interpersonal communication, and innovation at SDK PENABUR Jakarta, the student does not answer immediately. Innovations such as definitions by Clapham, et. .a; as, "Innovation is the channel of creativity that is creative and can be used".(Ida M, Malian don Ann I, Nevin, 2005) Innovation is the distribution of creativity so that it produces creative ideas and or products that can and want to be used. Rogers (2003) defines innovation as follows: An innovation is idea, practice or object that is perceived as a new individual or other unit of adoption. It matters little so far as human behavior is concerned, whether or not an idea is "objectively" new as it is the first use of discovery or discovery. Innovation is an idea or idea, practice or object that is considered new by an individual or group to be adopted. This is very important because it relates to human behavior, whether or not a new idea that is objective is measured whether it has been used or first discovered.

Bateman and Snell (2015) added as follows, "innovation is the introduction of new goods and services. Your firm must adapt to changes in customer demands and new competitors". Innovation is the introduction of new goods and services. A company must be able to adapt to changes in meeting consumer demand and win new competition. Furthermore Robbins and Coulter (2017) added, "innovation is the key to continued success". Innovation is the key to the success of the organization. Organizational success in realizing goals is impossible without effort. For that there is a process that must be passed and the key to success is to make a change in a better direction and is called innovation. Thus innovation can be said to be the key to success of a continuous change. From several definitions above, it can be concluded that innovation is a new original idea or idea that was discovered and has never existed before and can be used either to update or repair things or existing products to be useful. Schermerhorn (2011) defines, "power is the ability to get someone else to do something you want to do, things happen the way you want. The essence of control over the behavior of others. Power is defined as the ability to make other people do something you want or make things happen the way you want.

Next to Ivancevich, Konopaske, Matteson (2014) defines power as follows, "power is simply the ability to get others to do what one wants them to do". Power shows the ability to make other people do what they want. Someone who has power can ask someone to do something they want. There are two types of power: Organizational power: 1) Legacy power from a position inside the organization is sometimes referred to as "formal authority." 2) Power exists when someone has control over the resources or rewards of another person wants. 3) Coercive power exists when the person has control over punishment in an organization. Personal power: 1) expert power drives from a person 's expertise skill, or knowledge on which other depend, 2) have a desire to identify and be associated with a person.(Colquitt, Lepine, and Wesson, 2015). First, organizational power includes: 1) Legitimate power comes from the position of formal authority. 2) Power due to desired control over resources or rewards. 3) Power of someone who has control over punishment.

Second, personal power includes, 1) Power that depends on one's expertise, skills, or other knowledge. 2) Power that occurs when other people have the desire to identify and relate to someone.

Schermerhorn (2011) states that a leader must have power if he wants to be an effective leader; Although it is essential for executive success, it is not a desire to control personal satisfaction, it is a desire to influence and control others for the good as a whole group or organization. This 'positive' face of power is the foundation of effective leadership. Although the need of power is very important for executive success, this is not the desire to control something for personal satisfaction, it is a desire to influence and control others for the good of the group or organization as a whole. This positive thing of power becomes the foundation of effective leadership. Leaders have the potential to influence the behavior and attitudes of their followers, but followers can also influence the behavior and attitudes of their leaders. Even situations can affect followers and can also occur otherwise.

Based on the several definitions above, it can be concluded that power is the capacity to influence other people to do something they want to do, or to make something happen that they want. The process of delivering information is important to convey the purpose of information. As according to Robbins and Judge (2012) states that, "interpersonal communication is how do group members transfer meaning between and among each other. They essentially rely on oral, written, and nonverbal communication. "Interpersonal communication is how group members send messages between two people or one another. From several definitions above, it can be concluded that interpersonal communication is the process of sending, receiving messages and information carried out face-to-face by two people with the aim of achieving mutual understanding and known feedback.

2. METHODS

In accordance with the above problems and the objectives to be achieved, this research uses a quantitative approach with survey methods and path analysis techniques (path analysis). This research was conducted at SDK PENABUR in DKI Jakarta. This research was conducted in November-January 2019. The population in this study were all PENABUR Christian elementary school teachers in the DKI Jakarta area. The target population is affordable SDK PENABUR Jakarta teachers with a total of 263 teachers and 159 people as samples. The sampling technique used is the random sampling technique, and data analysis using path analysis. This study uses path analysis to determine the effect of the variables tested in accordance with the causal model formed. Power variable (X_1) and interpersonal communication (X_2) are variables that are considered to influence the innovation of endogenous variables (X_3). Priority for the research conducted, the test instrument is carried out first to understand the validity and reliability of the instrument.

The results will be used for research instruments and data collection. Analysis of the data used includes: 1) description of data, 2) test prerequisites for normality analysis, 3) path analysis including: analysis of the model, testing of hypotheses and determining the level of influence. Instruments for collecting data for each variable. The research instrument that will be used by Christian teachers is PENABUR Elementary School in DKI Jakarta in the form of a questionnaire. Before being used to collect research data, first test the validity and calculation of reliability. Validity test is done to find out how far the accuracy and accuracy of measuring instruments in performing the measurement function, while the calculation of reliability to understand the extent to which measuring instruments can provide relatively no different results when measured again against the same symptoms at different times.

The instrument was developed by researchers and tested for its validity and reliability. Measurement of instrument validity uses the Product Moment correlation formula. Measurement of instrument reliability using Cronbach Alpha formula. The results of testing the validity for innovation variables are known that of the 40 items tested on 30 teachers it turns out that 5 items were declared null, there are 35 valid items with the reliability test results having an alpha coefficient of 0.958 with very reliable interpretation of the coefficients. Interpersonal communication variables are known that of the 40 items tested on 30 teachers it turns out that 4 items were declared null, there are 36 valid items with the reliability test results having an alpha coefficient of 0.971 with very reliable interpretation of the coefficients. The motivational power variable is known that from 40 items tested on 30 teachers it turns out that 4 items were declared null, there are 36 valid items with the reliability test results having an alpha coefficient of 0.957 with very reliable interpretation of the coefficients.

3. RESULTS AND DISCUSSION

A. Data Description

The data description in this section includes the variable X₃ (Innovation) data as the final endogenous variable, the variable X₁ (Power) as the exogenous variable and the variable X₂ (Interpersonal Communication) as an intermediate endogenous variable. The description of each variable is presented in succession starting from variables X₃, X₁, and X₂.

B. Test of Significance and Linearity

The overall results of the significance test and regression linearity are summarized in the following table.

Table 1. Significance Test Results and Regression Linearity Test

Reg	Equation	Regression Test		Linearity Test		Conclusion
		F _{count}	F _{table} α = 0,01	F _{count}	F _{table} α = 0,05	
X ₃ on X ₁	$\hat{X}_3 = 72,93 + 0,49X_1$	90,32 **	6,80	1,27 ~	1,46	Very significant regression/ Linear regression
X ₁ on X ₂	$\hat{X}_3 = 70,25 + 0,50X_2$	98,25 **	6,80	0,16 ~	1,45	Very significant regression/ Linear regression
X ₂ on X ₁	$\hat{X}_2 = -11,53 + 0,94X_1$	1035,51 **	6,80	0,88 ~	1,45	Very significant regression/ Linear regression

C. Testing of Hypotheses

From the results of the analysis in the previous section and the calculation process carried out in appendix 6, it can be summarized as follows.

Table 2. Simple Correlation Coefficient Matrix between Variables

Matrix	Correlation coefficient		
	X ₁	X ₂	X ₃
X ₁	1,00	0,845	0,605
X ₂		1	0,620
X ₃			1,00

Based on table 4.9 it can be seen that the correlation between power and interpersonal communication is 0.845. The correlation between power and teacher innovation is 0.605. The correlation of interpersonal communication with teacher innovation is 0.620.

1. First hypothesis

From the calculation of path analysis, the direct effect of power on teacher innovation, the path coefficient value is 0.284 and the tcount is 2.66. The value of table for α = 0.01 is 2.61. Because the value of tcount is more than the value of ttable, H₀ is rejected and H₁ is accepted, thus the power directly influences positively on teacher innovation can be accepted. The results of the analysis of the first hypothesis provide findings that power has a positive direct effect on teacher innovation. Thus, it can be concluded that teacher innovation is directly influenced positively by power. The power of power has resulted in increased teacher innovation.

Table 3. Influence Path Coefficient Table X₁ to X₃

Direct influence	Path coefficient	t _{count}	t _{table}	
			α = 0,05	α = 0,01
X ₁ on X ₃	0,284	2,66 ***	1,98	2,61

*** The path coefficient is very significant (2.66 > 2.61 at α = 0.01)

2. Second Hypothesis

Based on the calculation of path analysis, the direct effect of interpersonal communication on teacher innovation, the path coefficient value is 0.380 and the tcount is 3.30. The value of table for α = 0.01 is 2.61. Because the value of tcount is more than the value of ttable, H₀ is rejected and H₁ is accepted, thus interpersonal communication has a positive direct effect on teacher innovation.

The results of the second hypothesis analysis produce findings that interpersonal communication has a positive direct effect on teacher innovation. Based on these findings it can be concluded that teacher innovation is directly influenced positively by the intensity of interpersonal communication

Table 4. Influence Path Coefficient Table X₂ to X₃

Direct influence	Path coefficient	t _{count}	t _{table}	
			α = 0,05	α = 0,01
X ₁ on X ₂	0,845	19,80 **	1,98	2,61

** The path coefficient is very significant (19.80 > 2.61 at α = 0.01)

3. Third Hypothesis

Based on the results of the calculation of path analysis, the direct effect of power on interpersonal communication, the path coefficient value is 0.845 and the tcount is 19.80. The ttable value for α = 0.01 is 2.61. Because the tcount is greater than the table value, H₀ is rejected and H₁ is accepted, thus the power directly influences positively on interpersonal communication can be accepted. The results of the analysis of the third hypothesis provide findings that power directly influences positively on interpersonal communication. Thus it can be concluded that interpersonal communication is directly influenced positively by power. The power of power results in increased interpersonal communication.

Table 5. Influence Path Coefficient Table X₁ to X₂

Direct influence	Path coefficient	t _{count}	t _{table}	
			α = 0,05	α = 0,01
X ₁ on X ₂	0,845	19,80 **	1,98	2,61

** The path coefficient is very significant (19.80 > 2.61 at α = 0.01)

A summary of the path analysis model can be seen in Figure as follows:

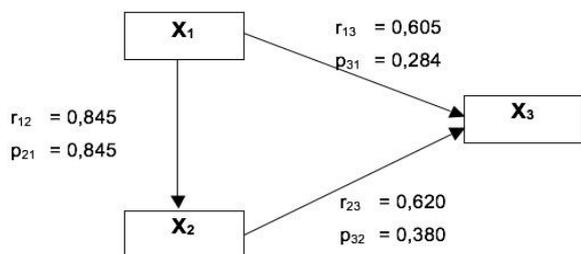


Fig 1. Empirical Variable Models

Based on the literature review that has been discussed and the empirical study above, the following are the results of the study as an effort to synthesize the study of theory with empirical findings. The detailed discussion of the results of the analysis and testing of the research hypothesis is described as follows:

1. The Effect of Power on Teacher Innovation

From the results of testing the first hypothesis it can be concluded that there is a positive direct effect of power on teacher innovation with a correlation coefficient of 0.605 and a path coefficient of 0.284. This value gives an understanding that power over teacher innovation has a strong influence.

2. The Effect of Interpersonal Communication on Teacher Innovation

From the results of testing the second hypothesis it can be concluded that there is a positive direct effect of interpersonal communication on teacher innovation with a correlation coefficient of 0.620 and a path coefficient of 0.380. This gives the meaning of interpersonal communication a positive direct effect on teacher innovation.

3. The influence of power on interpersonal communication

From the results of testing the third hypothesis it can be concluded that there is a positive direct effect of power on interpersonal communication with a correlation coefficient of 0.845 and a path coefficient of 0.845. This gives the meaning of power a positive direct effect on interpersonal communication.

4. CONCLUSION

Based on the results of testing the hypothesis and the discussion that has been raised through the research that has been done on SDK PENABUR teachers in DKI Jakarta as follows: the power of the principal who is strong in leading the school will increase the innovation of PENABUR SDK teachers in DKI Jakarta. The more intensity of interpersonal communication has resulted in the increasing innovation of SDK PENABUR teachers in DKI Jakarta. The stronger the power of leadership, the better the interpersonal communication between the teachers and the leaders of the PENABUR SDK in DKI Jakarta.

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