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## The Effects of Work Motivation and Communication Condition on Elementary Teachers' Performance

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### ABSTRACT

This research was aimed at exposing the contribution of working motivation and the communication condition towards the primary teachers' working performance at Ampek Angkek sub-district of Agam Regency. This research employed quantitative research with correlation design. The population of this research was primary public servant teachers at Ampek Angkek sub-district of Agam Regency which were 231 people. The samples were 67 people that were taken through stratified proportional technique random sampling, by considering the strata levels education and working experiences. The instrument used to accumulate the data was tested to check the reliability. The result indicated that the working motivation contributed to the teachers working performance as 35%, communication condition contributed as 20,3% to teachers' working performance, and both working motivation and communication condition assigned as 45,6% to teachers' working performance. It can be concluded that working motivation and communication condition had influenced to primary teachers' working performance at Ampek Angkek sub-district Agam Regency.

## 1. Introduction

There are two basic goals of education namely to help humans to be smart, clever, and humanizing them to be a good person. Teaching people seemed easy to be done, however educating people seemed difficult to be done (Sudrajat, 2011). The main goal of national education is to produce quality and qualified students. This quality is adapted to the development of science and technology.

Indonesian government pays lot attention to the education world. It can be seen based on Sisdiknas policies No.20 Year 2003 (inSujana, 2019). These policies stated the aims and the functions of national education such as "the national

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education functions as to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Based on prior observation done during February 2015 toward fifteen elementary school teachers at Ampek Angkek District and the head of each cluster, by doing observations and interviews, the researcher found some phenomena which showed the teachers performance which was still low. It can be seen that 1) most of the teachers did not make the lesson plans. The teachers should prepare the learning tools such as the lesson plans. 2) During observation, the teacher did not employ teaching method that the teacher still employed a lecturing method. 3) The teacher did not employ media and learning tool during teaching. Based on the interview, it was found that the teacher were reluctant to create media and learning tool. 4) The teacher did not create a joyful learning condition especially in urgent time where the students felt sleepy and 5) the teacher did not provide remedial program and enrichment optimally.

These symptoms were indicated by the lack of good work motivation of the teachers, the communication condition that was not well developed between teachers and principals, teachers and fellow teachers, so if a teacher had difficulty in teaching, the teacher was difficult to be able to discuss with his/her colleagues. The existence of a distance between the principal and the teacher, especially to create communication that was full of kinship, can also be indicated as the cause of the low performance of teachers.

Motivation is the overall driving force within oneself that creates, ensures continuity, and provides direction for activities, so the goals are expected to be achieved. There are several interactions and inseparable elements in the work motivation process, including the role of leadership, workplace conditions, and individual commitment to the organization. The leadership role is the behavioral characteristics of the leader, the characteristics of the followers, and the situation where the leader and subordinates interact. In order to fully analyze and understand the work motivation process of the workforce, the element of leadership must be considered (Sudarnoto, 2017). Moreover, other factor influences work motivation such as the principal's leadership skills, working condition, and teachers' profession certified as factors in improving teachers working motivation because it affects positively and significantly (Dewi, 2018; Ismail, 2017; Simarmata, 2020).

Communication is important in a work environment. The purpose of communication in the work environment is to establish mutual understanding, so that there is an equal frame of reference and common experience among members of the organization. The existence of a work communication climate is very important because the work communication climate can affect the way of life of its members, to whom to talk, who they like, how they work, how they develop, what they want to achieve and adaptation (Sunyianto, 2019).

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Based on the problems and discussion of this research, the researchers were interested in studying the contribution of work motivation and communication climate to teacher performance at public elementary schools in Ampek Angkek District, Agam Regency. The problems examined in this study were whether work motivation contributes to the performance of elementary school teachers in Ampek Angkek District, Agam Regency, whether the communication climate contributes to the performance of elementary school teachers in Ampek Angkek District, Agam Regency, whether work motivation and communication climate contribute to performance of elementary school teachers in Ampek Angkek District, Agam Regency.

This study aimed to determine the contribution of work motivation to the performance of elementary school teachers in Ampek Angkek District, Agam Regency, to determine the contribution of the communication climate to the performance of elementary school teachers in Ampek Angkek District, Agam Regency, and to determine the contribution of work motivation and communication climate to performance of Elementary school teacher in Ampek Angkek District, Agam Regency.

## **2. Methodology**

### ***Research Design***

This study employed a quantitative method using a correlational research which aimed to reveal the contribution of the working motivation and communication condition towards the performance of elementary school teachers in Ampek Angkek District. The correlation research chosen to reveal the strength of the relationship between two or more variables and to find out how much the contribution between these variables.

### ***Population and Sample***

The population of this research was the elementary school teachers in Ampek Angkek District, Agam, who served as civil servant teachers and had active teaching status in 2019/2020 years. The population were 231 teachers which spreaded in twenty nine elementary schools in five clusters. The sample was chosen through stratified proportional random sampling which chosen 67 teachers.

### ***Research Instrument***

The instrument of this research was questionnaire using Likert Scale model. There were several steps in preparing the questionnaires, such as: 1) making the sub-indicators based on the indicators of each variable, 2) arranging the items according to the variable indicators, 3) conducting rational analysis to obtain conformity with the indicators and accuracy in compiling the questionnaire items from the aspects concerned. measured and conducting discussions and consulting the item to the experts to obtain content validity. The preparation of the questionnaire items statement still considered several things, including: 1) avoiding dubious statements, 2) avoiding abstract words, 3) avoiding suspicion

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and antipathy words. The instruments based on variables and indicators were presented in Table 1.

Table 1. Instrument Indicators

NO	Variable	Indicators
1	Teachers' work motivation	1. Sincerity and Seriousness 2. Doing and Completing the task well 3. Loves Challenging work 4. Having self-development 5. Responsible
2	Communication condition	1. Hospitality 2. Trust 3. Appreciation 4. Availability of Information 5. Satisfaction of Communication
3	Teachers' Performance	1. Preparing Lesson Plan 2. Presenting the Lesson 3. Evaluating and Implementing Remedies and Enrichment

Having trial test aimed to determine the validity and reliability level of the test by using SPSS. The instrument of validity used was correlation analysis. If the analysis summary indicated by the number in the corrected item correlation column  $< r$  table at 0.05, it meant the item was invalid. The results of the instrument validity analysis can be seen in Table 2.

Table 2. Conclusion of Validity Instruments

Variable	Indicators	Item Number	Invalid	Valid
Performance (Y)	1. Preparing Lesson Plan	11	0	11
	2. Presenting the Lesson	10	1	9
	3. Evaluating and Implementing Remedies and Enrichment	13	0	13
Work Motivation (X1)	1. Sincerity and Seriousness	8	1	7
	2. Doing and Completing the task well	8	0	8
	3. Loves Challenging work	8	0	8
	4. Having self-development	8	1	7
	5. Responsible	8	0	8
Communication Condition (X2)	1. Hospitality	9	0	9
	2. Trust	7	0	7
	3. Appreciation	9	2	7
	4. Availability of Information	8	0	8
	5. Satisfaction of Communication	8	0	8
	Total	115	5	110

Table 3. Conclusion of Reliability Test

No	Variable	Rtt	r tabel	Description
1	Performance (Y)	0,925	0,361	Handal
2	Work Motivation (X1)	0,944	0,361	Handal
3	Communication Condition (X2)	0,958	0,361	Handal

### **Data Analysis**

The techniques used in analyzing the data were regression and correlation technique. The analysis was done by using SPSS program. The data analysis in this research were used statistic as a tool to;

- a. Normality test using Kolmogorv-Smirnov (K-S) technique.  
This test was needed to determine if the data were distributed normally.
- b. Homogeneity test for population using Levene Statistic technique.  
This test aimed to determined if the data gathered from homogen varians group.
- c. Linearity regression line test using simple regression technique.  
This test was done to examine if the data formed a linier line.
- d. Independent variables test.  
It was used to examine if the variables (X1 and X2) were independent or uncolony.

Answering the research problems, three hypotheses were suggested;

- Hypothesis 1 : Work motivation contributes to teachers' performance.  
 Hypothesis 2 : Communication condition contributes to teachers' performance.  
 Hypothesis 3 : Work motivation and communication condition contribute to teachers' performance.

Testing hypothesis using correlation techniques, simple regression and multiple regressions were assisted by the SPSS program.

## **3. Results and Discussion**

### **Results**

#### **Checking Analysis Requirements**

#### **Sources of Data were Randomly Selected Samples**

The procedure of data were done randomly using stratified proportional random sampling technique. Thus, the first condition had been fulfilled.

#### **Normality Testing**

The analysis of the normality testing aimed to examine the assumption that the sample were distributed normally in the population. The normality testing distribution scores was carried out by using the Kolmograv-Smirnov test or the K-S test, with a significance level of 5% or 0.05.

In table 4, it can be seen that Asymp significant score for variable Y was 0,475, variable X1 was 0,480 and variable X2 was 0,873, meanwhile the Alpha significant level was 0,05. Based on the score, it can be stated that H0 was accepted and H1 was rejected. It meant the three variables of this research were distributed normally.

Table 4. Normality Testing of Variables(Y, X1,and X2)

Variable	Kolmogrov-Smirnov		Description
	K – S	Asymp.sig (2-tailed)	
Y	0,855	0,457	Normal
X1	0,840	0,480	Normal
X2	0,593	0,873	Normal

### Homogeneity Testing

Homogeneity test is a test aimed to determine the data came from a homogeneous sample which carried out by using the Levene Statistic (L-S) test. Table 5 showed that the score of sig X1 was 0.578, the score of sig X2 was 0.593 and the score of sig Y was 0.893 which was greater than  $= 0.05$ . Based on this score, Ho was accepted and H1 was rejected. Thus, it can be concluded that the data were homogeneous.

Table 5. Homogeneity Test of Variables X1, X2, dan Y

Variable	Levene Statistik	df1	df2	Sig	Description
Y	0,018	1	65	0,893	Homogen
X1	0,312	1	65	0,578	Homogen
X2	0,476	1	65	0,493	Homogen

### Regression Linierity Line Testing

This test was aimed to find out linearitu of the data by using one way technique ANOVA (Sudjana, 1882) through SPSS Program. The results showed the regression linierity line of work motivation ( $X_1$ ) towards performance (Y).It can be seen in Table 6 that F was 0,714 and sig was 0,823, in which sig was  $0,823 > \alpha 0,05$ . It meant the regression line of variable  $X_1$  towards Y was linear.

Table 6. The linierity of Work motivation ( $X_1$ ) to Performance (Y)

Sources	JK	df	RJK	F	Sig
Suitable Data	1846,014	29	63,656	0,714	0,823
Error	3210,533	36	89,181		
Total	7774,478	65			

Then, the linierity of communication condition variable (X2) toperformance variable (Y). In Table 7 showed that F was 1,191 and Sig was 0319, which Sig was  $0,319 > \alpha 0,05$ . It meant that the regression line of X2to Y was linear. It can

be concluded that work motivation (X1) variable and communication condition (X2) variable had linearity relation towards performance (Y).

Table 7. The linearity of communication condition (X2) to performance (Y)

Sources	JK	dk	RJK	F	Sig
Suitable Data	3810,829	37	102,995	1,191	0,319
Error	2421,833	28	86,494		
Total	7774,478	65			

The table 8 showed the correlation coefficient ( $r_{x1, x2}$ ) was 0,222 and p was 0,072. The result showed that the  $Sig > \alpha 0,05$ , which meant both variables did not have significant correlation. It meant both variables were independent. Thus, the independent requirement testing between variables were fulfilled.

Table 8. The Results of Variables Independencies

Correlation	Coefficient Correlation	Sig
$r_{x1, x2}$	0,222	0,072

### Hypothesis Testing

#### First Hypothesis

The analysis using the SPSS statistical program and the calculation of the correlation coefficient showed that the  $Sig 0.000 < 0.05$  which meant there was a significant correlation between work motivation and teacher performance. In determining the contribution of the work motivation to teacher performance and whether the relationship is predictive or not, a simple regression analysis formula was carried out using the equation such as  $\hat{y} = a + bX$ .

Table 9 showed that the value of a was 50.040 and b was 0.528 which formed the regression equation line was  $50.040 + 0.528X$ . This equation suggests that there was a positive functional relationship between work motivation and teacher performance. Each improvement of the teacher's work motivation score by one point, the teacher's performance score will increase by  $50.040 + 0.528 (1)$ .

Table 9. The results of the regression analysis of work motivation (X1) to performance (Y).

Model	Koefisien tidak standar	Koefisien standar		Sig
	Beta	Kekeliruan	Beta	
$X$	50,040	14,719		0,001
	0,528	0,089	0,592	0,000

The next analysis tested the regression equation to test the level of significance by performing the F test. Table 10 showed the number F was 34.938 and Sig was  $0.00 < 0.05$ . It showed that the regression equation model formed was  $50.040 +$

0.528X<sup>2</sup> linear. Based on the results of the tests that have been carried out, the first hypothesis that work motivation contributes to teacher performance can be accepted. The amount of contribution was 35% with a confidence level of 99%.

Table 10. The Result of Anova Testing

Sumber variansi	JK	dk	RJK	F	Sig	Keterangan
Regresi	2717,931	1	2713,931	34,938	0,00	Signifikan
Residu	5056,547	65	77,793			
Total	7774,478	66				

### Second Hypothesis

The calculation of the correlation coefficient using the SPSS statistical program was done to find out the result. It showed a significant correlation between the communication climate and teacher performance. To determine the contribution of the communication climate to teacher performance and whether the relationship was predictive or not, a simple regression analysis was performed using the equation  $Y = a + bX^2$ . Table 11 showed that the value of  $a = 87.394$  and  $b = 0.310$  so that the regression equation line formed was  $87.394 + 0.310X^2$ . There was a positive functional relationship between the communication condition and teacher performance. For each improvement in the communication climate score, the teacher's performance score increased by  $87.394 + 0.310(1)$ .

Table 11: The regression result of communication condition variable (X<sup>2</sup>) towards teachers' performance (Y).

Model	Koefisien Tidak Standar		Koefisien Standar	Sig
	Beta	Kekeliruan	Beta	
X <sup>2</sup>	87,394	12,380		0,000
	0,310	0,077	0,445	0,000

The regression equation was employed to test the level of significance by performing the F test. Table 12 showed the numbers F was 16.079 and Sig 0.000 where  $\text{Sig} = 0.000 < 0.05$ . This showed that the regression equation model formed  $= 87.394 + 0.310X^2$  was linear. Based on the results of the tests, it can be concluded that the second hypothesis, the communication climate contributes to teacher performance, was accepted. The amount of this contribution was 19.8% with a confidence level of 99%.

Table 12. The Result of Anova Testing

Sumber Variansi	JK	dk	RJK	F	Sig	Ket
Regresi	1541,815	1	1541,815	16,079	0,000	Sig
Residu	6232,662	65	95,887			
Total	7774,478	66				



### Third Hypothesis

In testing the hypothesis, a multiple correlation analysis was performed and then multiple regression analysis was performed. The results of the analysis and calculation of the correlation coefficient employed the SPSS statistical program. The calculation results showed a regression with the equation was  $24.109+0.462X_1+0.230X_2$ . This equation indicated that there was a positive relationship between the work motivation variable ( $X_1$ ) and the communication climate variable ( $X_2$ ) on the teacher performance variable ( $Y$ ). The next analysis was to test the regression equation that is formed to test the level of significance. Testing this analysis was done with the F test.

The Table 13 showed that the value of F was 26.555 and Sig was 0.000 where Sig < 0.05, then the regression equation was linear. The increase in the work motivation variable ( $X_1$ ) and the communication climate ( $X_2$ ) simultaneously affected the increase in the teacher performance variable ( $Y$ ). Based on the test results, it can be concluded that the third hypothesis, "work motivation and communication climate together contribute to teacher performance", was accepted, and had been tested empirically with a 99% confidence level. The magnitude of the contribution of the two variables was 45.4%. Meanwhile the remaining 54.6% had influenced by other factors not examined in this study.

Table 13. The results of ANOVA Testing

Model	JK	dk	RJK	F	Sig	Keterangan
Regresi	3525,756	2	1762,878	26,555	0.000	Signifikan
Residu	4248,722	64	66,386			
Total	7774,478	66				

The table 14 explained that the work motivation variable ( $X_1$ ) provided an effective contribution of 28.99% to teacher performance ( $Y$ ), while the communication climate variable ( $X_2$ ) provided an effective contribution of 16.40% to teacher performance ( $Y$ ). ).

Table 14: Kontribusi relatif dan kontribusi efektif motivasi kerja ( $X_1$ ) dan iklim komunikasi ( $X_2$ ) terhadap unjuk kerja guru ( $Y$ )

Independent Variables	Coefficient Correlation (r)	KR	KE
Motivasi kerja	0,591	63,87	28,99
Iklim komunikasi	0,445	36,13	16,40
Total		100	45,39

To find out the contribution of each independent variable if one of these variables was controlled, a partial correlation analysis technique can be used, the results of the calculations can be seen in Table 15. In Table 15 showed that there was a relationship between the  $X_1$  variable and the  $Y$  variable when the  $X_2$  variable was control, with a correlation coefficient of 0.536 and a coefficient of determination of 0.299. It meant that work motivation contributed 28.99% to performance if the

communication climate was constant. While the correlation coefficient between the communication climate variable (X2) and the performance variable (Y) when the variable X1 was 0.403 and the coefficient of determination was 16.40%. It meant that the communication climate variable (X2) contributed 16.40% when the variable was work motivation in constant condition.

Table 15. The partial correlation result

Korelasi parsial	Koefisien korelasi	Koefisien determinasi	Sig
$r_{y \cdot 2}$	0,534	0,285	0,000
$r_{y \cdot 2}$	0,4997	0,159	0,010

The effective contribution of teacher work motivation (X1) to teacher performance (Y) when the communication climate (X2) was not constant which was 28.99%, while the contribution of work motivation (X1) to performance when the communication climate (X2) constant was as equal as 28.5%. It meant that there was a 0.4% contamination of the communication climate when work motivation contributed to performance. The effective contribution of communication climate to performance when work motivation was not constant 16.4%, while the contribution of communication climate to performance when work motivation was constant 15.9%. It meant that there was a contamination of work motivation to the communication climate by 0.5% when the communication climate contributed to performance.

### **Discussion**

The results of this study indicated that work motivation contributed 35%. Teacher work motivation was a very important factor in influencing teacher teaching performance to achieve educational goals. According to Hamza. B. Uno (in Dewi, 2018) motivation was the emergence of an urge to achieve the goals to be achieved. Thus, the higher a person's motivation, the higher his performance and vice versa, the lower a person's motivation, the lower his performance. If teachers have high work motivation, they were encouraged and tried to improve their abilities in planning, implementing, and evaluating the applicable curriculum at school so as to obtain maximum work results.

The results were in line with the results conducted by Fauzyah (2020) which stated that there was a correlation between work motivation and the teacher performance for Madrasah Adabiyah Islamiyah teachers at Madrasah Tsanawiyah Level, Purwakarta Regency. If the teacher had high work motivation, the higher the performance shown by the teachers in carrying out their duties. It is also supported by Rida et al.,(2013)that in creating professional teachers, the teachers should hold high work motivation. Teachers' work motivation is a process done to create the teachers' behaviors which directed to achieve the learning purposes. If teachers had high work motivation, they will be encouraged and tried to improve their abilities in planning, implementing, and evaluating the applicable curriculum at school so as to obtain maximum work results. Good performance can be shown by teachers, if these teachers had high work motivation, were serious in carrying

out tasks, could complete work well, were responsible for their work, were happy to be given challenging jobs and wanted to develop themselves. Providing continuous motivation by the principal was expected that teachers can always show high performance at work.

The communication condition contributed significantly to the performance of SDN teachers in Ampek Angkek sub-district, Agam Regency. The contribution of the communication condition to the performance of public elementary school teachers in the Ampek Angkek sub-district was 19.8%. Although the amount of the contribution was smaller than the contribution of work motivation, the communication condition cannot be ignored to create high performance. Better performance can be shown by the teacher if the communication climate that was formed in a conducive communication climate, full of hospitality in socializing, there is trust in all members, respect for each other, and the availability of various information needed, especially by teachers to support the learning process as well as the satisfaction felt by teachers in communicating. It was in line with the research conducted by Chotimah (2012). The result showed that the communication condition contributed to the teacher's performance at the Public Junior High School Teras District, Boyolali Regency. Empirically, communication is used for interaction between teachers in the school environment. If the communication climate is bad, it is less likely that interactions will occur in the school environment which in the end the teacher's performance does not go well. If the communication climate that is created is conducive, the teacher's performance at work is also getting better.

The results of this study also revealed that the contribution of work motivation and communication climate was 45.4%. It means that work motivation and communication climate are two factors that play an important role in influencing teachers to show good performance at work. The principal as a motivator should always understand how to provide good motivation to teachers. In addition, the principal also plays an important role in creating a conducive communication climate in the school environment. Therefore, it is hoped that the relevant parties will be able to give serious attention to increasing teacher work motivation and creating a good communication climate so that teacher performance at work will increase.

#### **4. Conclusion**

Based on the results of the research, it can be concluded that work motivation and communication condition had a significant effect on elementary school teachers' performance in Ampek Angkek district. However, the contribution of work motivation was higher than communication condition contribution. The principal's concern was needed especially to personal relation of teachers and colleagues as well as teachers and the principal. The principal had to be able to create and maintain a teacher's trustworthiness to her/his leadership. The conducive situation should be created properly in strengthening the teachers and the principal's communication at school. A good communication condition should

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be accompanied by motivation in order to gain the teachers' enthusiastic, responsible, and self-development in working. It is necessary for the principal as well as the supervisor to support and encourage the teachers in achieving higher performance at work. The policy taken by the principal must be communicated properly and the principal should be able to overcome the conflicts between teachers. Thus, the communication condition among the teachers and the principal can be accepted by all parties.

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