

The Impact of Interpersonal Communication and Organizational Climate on Early Childhood Education Teacher Performance: A Path Analysis in Pandeglang Regency

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Abstract

This study aims to comprehensively analyze and describe the impact of interpersonal communication and organizational climate on the performance of Early Childhood Education (PAUD) teachers in the Pandeglang region. This study departs from the urgency of understanding how interactions between educators and perceptions of the work environment can influence professionalism and work effectiveness. By adopting a causal associative quantitative research design, this study uses path analysis techniques to examine the relationship between variables. The study population involved 102 PAUD teacher respondents selected through cluster random sampling techniques. All data collected using survey instruments were analyzed and analyzed in depth using the Analysis of Moment Structural (AMOS) program version 21. The results show that there is a direct and significant influence of interpersonal communication on organizational climate, as well as a positive influence of organizational climate on the performance of PAUD teachers in the Pandeglang region. Empirical findings confirm that organizational climate plays a major role in achieving performance, with a correlation coefficient of 0.612 and a path coefficient of 0.442. This indicates that the synergy between open interpersonal communication and a conducive organizational climate is a fundamental prerequisite for improving educator professionalism. Managerial transformation based on strengthening the work climate has been proven to create a more productive and competitive educational environment.

Keywords

Interpersonal Communication, Organizational Climate, Teacher Performance, Early Childhood Education, Path Analysis.



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INTRODUCTION

Within the framework of national development, education is a key pillar determining the direction of a nation's progress and dignity. Success in realizing the constitutional ideal of

educating the nation depends heavily on the effectiveness of the education system. Amidst this dynamic, teachers occupy a crucial position as the most fundamental component in efforts to transform the quality of education. Teachers are not merely intermediaries for the transfer of knowledge, but rather the primary architects directly involved in shaping the character of students as the nation's future generation. Without the dedication and professionalism of teachers, the entire vision of the school institution remains merely a discourse that is difficult to realize. Therefore, the urgency of having high-performing, qualified educators with a strong sense of moral responsibility is an absolute necessity for every educational institution (Wardani, 2019).

Excellent teacher performance is reflected in dedication to carrying out their core duties and professional functions. A high-performing teacher is not only oriented towards completing administrative tasks but also has the ambition to continuously improve the quality of instruction to produce outstanding educational outcomes. This performance begins with an educator's ability to develop comprehensive, structured learning plans aligned with established curriculum objectives (Nugraeni, 2016). Furthermore, professional teachers are those who are able to integrate specialized expertise across various domains, from classroom management and curriculum management to responsive student services, and the ability to build synergy with the surrounding community (Jakaria, 2014). The synergy between skills, strong commitment, discipline, creativity, and exemplary leadership are key indicators of a teacher's peak performance (Wahyudi, 2012).

However, a teacher's performance does not exist in a vacuum; it is strongly influenced by the surrounding work environment. One of the most significant determinants is a conducive organizational climate. The organizational climate, encompassing the physical, social, and academic dimensions of the school environment, acts as a catalyst, providing space for teachers to express themselves, innovate, and explore new approaches to solving learning challenges. The theories proposed by Snell and Bohlander (2019), Gareth and George (2017), and Keith and Newstrom (2019) emphasize that organizational climate is a systemic concept reflecting the "lifestyle" of the organization. This climate influences, both directly and indirectly, individual work effectiveness. If the quality of this school climate can be improved to be more positive and supportive, then significant measurable performance improvements are highly possible.

The urgency of educator performance is becoming increasingly vital in the context of Early Childhood Education (PAUD). As emphasized by Iriana Joko Widodo, the quality of PAUD teachers is a strategic instrument that must be seriously considered, especially in the regions, to ensure that early childhood children receive optimal educational services as the "main gateway" to a bright future (Oebaidillah, 2016). Unfortunately, the empirical reality on the ground often does not align with these expectations. Based on initial observations conducted by researchers in the Pandeglang region, a quality gap was identified. Many early childhood education institutions (PAUD) in the region operate in less than conducive organizational climates, for example, schools located close to major highways, creating noise pollution that disrupts the teaching and learning process. The impact of these unsupportive environmental conditions is

evident in the low performance of some teachers, characterized by high absenteeism rates, the use of monotonous teaching methods, and a neglect of systematic lesson plan development (RPP).

These conditions demonstrate the urgency of reexamining factors that can strengthen teacher performance, particularly through the creation of a more conducive organizational climate and effective interpersonal communication among educators. Given the limited literature and empirical studies examining the performance of early childhood education teachers in the Pandeglang region, this study aims to fill this gap. Based on the problem identification outlined above, this study focuses on analyzing the causal relationships between these variables by formulating the main question: "To what extent do interpersonal communication and organizational climate impact the performance of early childhood education teachers in the Pandeglang region using a path analysis approach?"

METHODS

This study uses a quantitative approach with a causal path analysis research method. Path analysis techniques are used to test the suitability of the model, the relationship between variables, and then continued with testing the direct influence of each exogenous variable, namely organizational climate, on the endogenous variable, namely performance. The population in this study were PAUD teachers in the Pandeglang area. While the research sample used a cluster sampling technique or taking representatives from each existing geographic region (Ridwan and Kuncoro, 2013). Measurement of organizational climate in this study was carried out using a questionnaire based on the operational definition of organizational climate. Therefore, a 27-item instrument grid can be created and a series of statements using a Likert scale, namely Very Appropriate (SS), Appropriate (S), Quite Appropriate (CS), Less Appropriate (KS), Not Appropriate (TS). The scores for positive responses to questions were as follows: Very Appropriate (SS) = 5, Appropriate (S) = 4, Fairly Appropriate (CS) = 3, Less Appropriate (KS) = 2, and Not Appropriate (TS) = 1. This score was intended to provide information regarding the items used for the item validity test.

Meanwhile, performance measurement in this study was conducted using a questionnaire based on the operational definition of performance. Therefore, a 22-item instrument grid was created, and the series of statements used a Likert scale: Always (S), Often (SR), Rarely (JR), Ever (P), and Never (TP). The scores for answers in the form of positive questions are the choices Always (S) = 5, Often (SR) = 4, Rarely (JR) = 3, Ever (P) = 2, Never (TP) = 1. Meanwhile, the scores for answers in the form of negative questions are the choices Always (S) = 1, Often (SR) = 2, Rarely (JR) = 3, Ever (P) = 4, Never (TP) = 5. This score is intended to provide information regarding the items used for the item validity test.

FINDINGS AND DISCUSSION

Data collection for this study was conducted over four months, from February 2026 to May 2026, at the Early Childhood Education (PAUD) in Menes Village, Menes District,

Pandeglang Regency. The researcher first submitted a research permit to the school principal to collect data. Several days later, the researcher was permitted to collect data by distributing questionnaires to 102 teachers at 14 different schools within the PAUD in Menes Village. The collected data were then statistically processed using the Analysis of Moment Structural 21 (AMOS 21) program.

Based on the path analysis results, the direct effect of organizational climate on performance was demonstrated with a path coefficient of 0.442 and a calculated t-value of 5.467. The t-table value for $\alpha = 0.05$ was 1.98. Therefore, the calculated t-value was greater than the t-table value, so H_0 was rejected and H_1 was accepted. Therefore, it can be concluded that performance is directly positively influenced by organizational climate. Improved organizational climate results in improved performance.

Here is the English version without reducing any content:

$Q_{21} : 0.442$

Figure 1. Path Diagram

Table 1

Path Coefficient of the Effect of X_1 on X_2

Direct Effect	Path Coefficient	t-value	t-table ($\alpha = 0.05$)	t-table ($\alpha = 0.01$)
$X_1 \rightarrow X_2$	0.442	5.467**	1.98	2.63

Note:

The path coefficient is significant ($5.467 \geq 1.98$ at $\alpha = 0.05$).

identified that the influence of organizational climate on performance is that "organizational climate will influence the attitudes that members of the organization bring to bear on their work performance." Therefore, organizational climate, or in the context of this research, school climate, will influence the performance of individuals, namely early childhood education teachers within an organization.

With an organizational climate that is pleasant, peaceful, free of conflict, and with good interpersonal relationships, individuals will feel positive support from the organization in carrying out their work, which can influence their performance. In other words, organizational climate will encourage improved performance (Wirawan, 2019).

Jones et al. (2021) explain that organizational climate is a force that directly and indirectly influences individual performance. Therefore, organizational climate must be considered as an indicator for improving teacher quality. Furthermore, there is research demonstrating a direct influence between organizational climate and performance, such as the study by Asi (2018) entitled "The Effect of Organizational Climate and Burnout on the Performance of Nurses at Dr. Soetomo General Hospital." Doris Sylvanus Palangka Raya argues that organizational climate has a direct influence on performance, with a path coefficient of 0.127. This research aligns with Mullins' (2018) explanation that organizational climate directly influences work attitudes and determines employee performance. Furthermore, according to Idrus (2016), one factor in organizational climate is providing rewards to employees based on their performance.

According to Triatna (2015), performance can be defined as the accomplishments, results, or abilities achieved or demonstrated through the implementation of work, obligations, or tasks. Employee performance essentially involves carrying out assigned tasks and functions using their abilities and potential to achieve established organizational goals. Therefore, organizational climate significantly impacts each individual in an organization, ultimately impacting the quality of employee work.

Therefore, based on the above analysis, it is concluded that there is a direct, positive influence between organizational climate variables and the performance of early childhood education (PAUD) teachers in Pandeglang Regency.

CONCLUSION

Based on the data analysis and discussion presented in this study, several fundamental conclusions can be drawn regarding the dynamics of educator performance in Early Childhood Education (PAUD) units in Pandeglang Regency, specifically in Menes Village, Menes District. This research empirically demonstrates a direct, positive and significant influence between organizational climate and teacher performance. These findings confirm that the quality of the work environment, encompassing physical, social, and academic aspects, is a crucial determinant in shaping an educator's professional performance. A conducive organizational climate in PAUD institutions has been shown to be a catalyst that facilitates teachers' optimal performance, increases instructional effectiveness, and fosters creativity in the learning process.

Theoretically, this research confirms that individual performance is not formed in isolation but is influenced by the organizational climate within which they work. When schools provide a supportive, distraction-free, and harmonious environment, teachers will have greater psychological and professional capacity to meet the demands of their jobs. Conversely, a less conducive organizational climate, such as exposure to noise in the school environment or a lack of supporting facilities, negatively correlates with the achievement of teacher performance standards. Thus, it can be concluded that organizational climate is a strategic indicator that must be considered by educational institution managers in an effort to achieve sustainable educational quality standards.

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