



THE IMPACT OF INTERPERSONAL COMMUNICATION, A CREATIVE MINDSET, WORK ETHICS, AND JOB SATISFACTION ON THE PERFORMANCE OF JUNIOR HIGH SCHOOL TEACHERS IN LHOKSEUMAWE

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Abstract: This study seeks to learn about: (1) Innovative work ethic attitudes, (2) Interpersonal interactions about work ethics, (3) A creative approach to job satisfaction (4) Personal interactions that contribute to job satisfaction, 5) The impact of a creative mindset, effective interpersonal communication, a strong work ethic, and job happiness on teachers' effectiveness. Using quantitative methods, a survey approach, a population of 584 teachers, a sample of 237 teachers, a proportional random sampling technique based on the provisions of the model by Slovin, a questionnaire data collection technique called the "Likert scale," and plans for path analysis data processing, this research was carried out at public junior high schools in Lhokseumawe. The direct effect of innovation on work ethic is 0.048; the direct influence of interpersonal communication on work ethic is 0.05; the immediate impact of innovation on job satisfaction is 0.019; the direct impact of interpersonal communication on job satisfaction is 0.04; the direct effect of innovation on teacher performance is 0.22; the direct influence of interpersonal communication on performance is 0.04; these are just a few of the research findings. Concurrent research findings A total of 0.53 of the characteristics that directly affect teacher performance are innovative attitude, interpersonal communication, work ethic, and job satisfaction; the remaining 0.47 is affected by other factors.

Keywords: Innovativeness, Interpersonal Communication, Work Ethic, Job Satisfaction, Performance, Junior High School Teacher

Abstrak: Penelitian ini bertujuan untuk mengetahui secara parsial: (1) Sikap keinovatifan terhadap etos kerja, (2) komunikasi interpersonal terhadap etos kerja, (3) Sikap keinovatifan terhadap kepuasan kerja, (4) Komunikasi interpersonal terhadap kepuasan kerja, 5) Sikap keinovatifan, komunikasi interpersonal, etos kerja dan kepuasan kerja secara bersama sama terhadap kinerja guru. Penelitian ini dilakukan pada SMP Negeri se Kota Lhokseumawe dengan menggunakan metode kuantitatif, pendekatan survey, populasi 584 guru, sampel 237 guru, teknik pengambilan sampel secara proportional random sampling, berdasarkan ketentuan sampel oleh Slovin, teknik pengumpulan data kuesioner "skala likert" dan teknik pengolahan data analisis jalur. Temuan penelitian secara parsial (1) pengaruh langsung sikap keinovatifan terhadap etos kerja sebesar 0,048, (2) pengaruh langsung komunikasi interpersonal terhadap etos kerja sebesar 0,05, (3) pengaruh langsung sikap keinovatifan terhadap kepuasan kerja sebesar 0,019, (4) pengaruh langsung komunikasi interpersonal terhadap kepuasan kerja sebesar 0,04, (5) pengaruh langsung sikap keinovatifan terhadap kinerja guru sebesar 0,22, (6) pengaruh langsung komunikasi interpersonal terhadap kinerja sebesar 0,016, (7) pengaruh langsung etos kerja terhadap kinerja sebesar 0,027, (8) pengaruh langsung kepuasan kerja terhadap kinerja sebesar 0,062. Temuan penelitian secara simultan Sikap keinovatifan, komunikasi interpersonal, etos kerja dan kepuasan kerja secara bersama sama mempengaruhi langsung terhadap kinerja guru sebesar 0,53 sedangkan sisanya 0,47 ditentukan oleh faktor lain.

Kata Kunci: Sikap Keinovatifan, Komunikasi Interpersonal, Etos Kerja, Kepuasan Kerja, Kinerja, Guru SMP

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INTRODUCTION

The teacher is the most important element of the educational system, which requires concentrated, top-of-the-line focus. Teachers, especially those employed formally in schools, have a significant role in education development. Teachers are professional educators with the primary responsibility of educating, teaching, guiding, directing, training, evaluating, and assessing students in early childhood education through formal education, primary education, and secondary education, according to Law No. 14 of 2005 concerning teachers and lecturers in article 1. In Article 10, paragraph 1, which specifies that, including pedagogic competence, personality competence, social competence, and professional competence earned via professional education, Article 8 discussed in more detail about teacher competency.

According to information from the Director General of Teachers and Education 2019, there were 2,922,826 teachers appointed up until 2015. Of that number, 2,417,896 teachers, or 82.72 achievements. % had been evaluated and met the minimum standard of "good." The overall number of teachers who passed certification until 2019 was 1,594,722 people, or 54.5%, of the total 2,922,826 teachers (2015-2019 strategic plan). Furthermore, the Central Statistics Agency (BPS, 2019) predicts a rise in the proportion of instructors eligible to teach, from 89.33% in 2018 to 91.76% in 2019. The results above demonstrate that instructor proficiency improves yearly. The development of student competencies is anticipated to be significantly impacted by such circumstances.

However, the Program for International Study Assessment (PISA) report's findings show that over the past four years (2015, 2016, 2017, and 2018), Indonesia's performance in all three areas of the tests—reading, mathematics, and science—has declined (Kurnia, 2019). The OECD study (OECD, 2019) also highlights Indonesia's PISA mapping's poor performance in 2018. Indonesia is ranked 111th out of 189 nations according to the Human Development Program (HDI) evaluation released by the United Nations Development Program (UNDP) in 2019. (UNDP, 2019). As a result, it demonstrates that Indonesia's educational system is still considered to be of low quality. The dominating role of teachers in achieving academic progress is inextricably linked to the poor quality of education.

Based on the pre-survey of the initial data, information was acquired regarding the performance of the junior high school instructors in the city of Lhokseumawe from the supervisors of the public junior high schools there. Some of the data mentions the poor performance of teachers in classrooms, including: (1) Since many teachers are still unable to create conducive learning environments in the school, students appear to be less engaged in their studies. Solely five of the 20 teachers the supervisor watched could establish a conducive learning environment or encourage learning in the classroom; the other fifteen simply delivered the information; (2) Many teachers only employ the lecture style and take notes in front of the class. Only 8 of the 20 adults watched were seen utilizing various strategies to encourage students to participate actively in the learning process; (3) Almost none of the 20 teachers provided feedback on the outcomes of students' completed homework. The teacher does not inquire about the pupils' shortcomings in completing their assignments; she merely checks before awarding

grades. This situation suggests that the teacher is not effective in the classroom. It is consistent with Konadi's research findings, which indicate that the level of success of teacher performance based on competency is not excellent (2018). Additionally, according to Mustika and Syamsuddin's research findings (2022), the teacher performance level is still considered low.

According to Alwi and Machali's research findings (2021), performance is influenced by professional competence through work ethic. It contradicts the findings of Konadi (2018) and Wachidah (2019), who claim that innovation impacts teachers' performance. According to Erawati (2020), there is a correlation between teacher creativity and student achievement. Furthermore, Vinal and Oktarina's research shows that interpersonal communication directly impacts performance (2020). Additionally, Zakaria (2021) demonstrates how interpersonal communication and self-efficacy contribute to a librarian's professional effectiveness. According to Rodiah (2020: 23), the results indicate that interpersonal communication impacts performance.

Bakir's research findings (2020) show that work ethic significantly affects teacher performance. Work ethic needs to be supported by effective interpersonal communication and sufficient competence to stand alone. It is consistent with the findings of Barrung's research from 2021:2, which show that: (1) Work ethic affects teachers' performance. (2) Teacher performance is influenced by teacher satisfaction. (3) Work ethic and job happiness have an impact on performance. The findings of Widayati's study indicate that: (1) job satisfaction indicators significantly impact teacher performance variables; According to Franciscus's research (2021), employment contentment, work motivation, and principal academic supervision all substantially improve teacher effectiveness.

Additionally, according to Sari and Ekawarna's research findings (2021), job happiness directly impacts teachers' ability to perform. It indicates that job happiness is a factor that will promote teacher performance; it can be observed that the more at ease and content the teacher is, the better the teacher's performance will be. The situation of teacher performance in Lhokseumawe Junior High Schools is comparable to the phenomena of low teacher performance in several locations of Indonesia, as detailed in the studies mentioned above.

According to the description given above, several factors, both theoretically and practically, influence teacher performance. They also help explain the discrepancy between current teacher performance at State Junior High Schools in Lhokseumawe and their anticipated expectations. Because teacher performance is one of the determining elements for the quality of education at the academic unit level, the problem will affect the quality of education if it is not given significant consideration and is not swiftly addressed.

The purpose of this study is to evaluate and interpret the instructors' performance at the State Junior High School in Lhokseumawe. The following behaviors are demonstrated in this performance: (1) Innovative attitude toward work ethic; (2) Interpersonal communication regarding work ethic; and (3) Innovative attitude toward job satisfaction. (4) Personal interactions that contribute to job satisfaction. (5) A creative mindset, effective communication with others, a strong work ethic, and job happiness.

LITERATURE REVIEW

The Nature of Teacher Performance

The term "performance" is derived from the words "job performance" or "real performance," according to Mangkunegara (2008). (work achievement or actual achievement achieved by a person). A worker's performance (work achievement) is the outcome of the quality and quantity of work he completes in carrying out his duties and obligations. Conceptually speaking, performance is the value of a range of employee behaviors that positively and negatively influence the accomplishment of organizational objectives. Furthermore, according to Rivai (2005), performance is defined as a person's or a group's willingness to finish an activity by their duties and with the desired results. Furthermore, Armstrong and Baron clarify in Fahmi (2012) that performance is the outcome of work that strongly connects to the organizational strategic goals, customer happiness, and economic contribution.

Teacher Performance Components

Based on the idea that investigates the elements that impact teachers' effectiveness in classrooms. According to Colquitt et al. (2009), various individual mechanisms influence performance (work motivation, stress, motivation, trust, fairness, ethics, learning, and decision-making). Personality traits, cultural values, and skills; group dynamics; team dynamics; leader power and influence; leadership style and behavior; and organizational dynamics (organizational structure, work environment). Poor individual performance results from several additional elements, including (1) private sources, such as intellectual, psychological, and demotivating weaknesses. (2) Organizational resources, such as organizational systems, group roles within organizations, supervisory behavior, and organizational culture (3) external environmental factors, such as the family, the political and legal climate, the labor market, and technological advancements (Mullin, 2005). According to this idea, motivation and job satisfaction might influence performance (job satisfaction).

Several individual differences variables are identified by Ivancevich et al. (2008) as impacting workplace behavior. These variables include (1) direct or indirect personality factors, such as the Big Five Percentage dimension, locus, and self-variables. Efficacy is the first factor, followed by the direct influence of ability and competence factors, such as mental ability, reflected in work ethos, emotional intelligence, and tacit knowledge, (3) cognitive factors related to objects like work or position, people like leaders or someone else, events like events or events at a certain time and in a certain place, and (4) attitude factors like job satisfaction and commitment.

In contrast to Matthews' theory, Blumberg and Pringle's ideas are adopted by et al. (2000), who identify several important performance-related factors, including ability, desire, and opportunity. The formula has these three elements: $\text{Efficiency} = f(O \times C \times W)$, In keeping with the hypothesis advanced by Kreitner and Kinicki (2007) that a person's work ethic, talents, and abilities might affect how well they perform. The factors that determine performance are desire, knowledge, skill, effort, and opportunity, as seen from the previous discussion between Matthews and Kreitner, which is complementary.

This hypothesis demonstrates that work aptitude and competence characteristics can influence performance (job satisfaction).

Innovative behavior, in the words of Kleysen and Street (2001), is a collection of discrete behaviors that result in the creation, introduction, and adoption of something novel and beneficial for all levels of the organization. According to Jong and Hartog (2010), the initial step of the innovative behavior process exhibits employee creativity, which is frequently linked to creative behavior. To come up with fresh ideas, employees need to be creative. New concepts will naturally go through a more complicated application stage when they develop. Creating an innovative organization backed by the inventive behavior of its workforce is, of course, one of the organization's objectives.

The capacity of teachers to communicate interpersonally to receive and transmit information and foster positive relationships between individuals and groups within the organization has an impact on improving teacher effectiveness. According to (Robbin and Coulter, 2000), communication involves conveying meaning and its comprehension. Establishing relationships between people, both individually and in groups in organizations, depends heavily on interpersonal communication.

Work ethic is a key characteristic impacting performance in addition to the elements mentioned in the behavioral theory above. Poor work ethics, poor discipline, and teacher religiosity are the root causes of poor teacher performance. According to an early study, this may be seen from several frequent phenomena in the field of education, including 1) Teachers do not adhere to the allotted time frame during the learning process. 2). Some teachers merely insist on teaching without considering the interests of the students or the schools. (3) A lack of initiative on the part of the teacher to be creative in the learning activities. 4. Some educators are more focused on their interests than the institution.

Aside from that (Robbins, 2003). Another element that influences teacher performance is job happiness. In a workplace, one can get job happiness. In other words, the principal should be able to provide advice on how to love their work, which can boost teacher satisfaction because you can be proud, content, and successful in your task. Job satisfaction reveals a person's attitude about work in general. People who are happy with their jobs exhibit positive attitudes about them, whereas those who are unhappy do the opposite.

RESEARCH METHODOLOGY

According to the research objectives, this study was carried out in 2022 at the State Junior High School in Lhokseumawe. Data was gathered using a questionnaire and a quantitative technique employing a survey method and path analysis. Using the Slovin formula for analysis, stratified random sampling is used when sampling with cluster sampling. The number of samples determined is $n = \frac{N}{1+(N \cdot d^2)}$, based on Slovin's formula for the population $N = 584$, and the degree of error d is $0.05 = 237$.

A questionnaire created by the researcher was used as the instrument to gather information on performance, innovative attitudes, interpersonal communication, work ethic, and job satisfaction among teachers. By making use of variable indicators, the

questionnaire was prepared. Furthermore, instrument experiments were conducted to create a viable questionnaire. The Product Moment Correlation method was used to determine the questionnaire's items, and Cronbach's Alpha formula was used to establish the questionnaire's validity. According to the analysis's findings, 35 items from 40 performance questionnaires were deemed genuine after five items were considered invalid. In addition, the innovative attitude questionnaire revealed that of the 31 statement items, 26 were valid, leading to 4 false assertions. The study of the interpersonal communication questionnaire revealed that 30 of the questions had three invalid claims, leaving 27 questions deemed legitimate. Additionally, out of 35 statement questions in the work ethic questionnaire, 33 were considered valid, making the remaining two invalid. Based on the job satisfaction questionnaire study, it was discovered that 30 of the 35 items were approved for use in collecting research data, while five items were ruled invalid.

The two steps of the data analysis technique were descriptive and inferential. With descriptive statistics, the goal is to explain the data using mean, median, mode, and variance. The study objectives and hypotheses are tested using inferential analysis. Path analysis was performed to assess the analytical requirements, including the normalcy test, linearity test, and research hypothesis test, with a significance level of 0.05.

FINDINGS AND DISCUSSION

Requirements Test Results

Data Normality Test

It is done under the following circumstances to determine whether or not the estimation inaccuracy is normal:

If the calculated $L < L_{t(5\%)}$, then a normally distributed population is where the estimation error originates.

The estimation error is not from a normally distributed population if the obtained L is greater than $L > L_{t(5\%)}$.

Table 1. Summary of normality test calculations

No	Variable	L_{hit}	L_{tab}	Result
1.	(X ₃) top (X ₁)	0,035	0,058	Normal distribution
2.	(X ₃) top (X ₂)	0,020	0,058	Normal distribution
3.	(X ₄) top (X ₁)	0,035	0,058	Normal distribution
4.	(X ₄) top (X ₂)	0,031	0,058	Normal distribution
5.	(X ₅) top (X ₁)	0,037	0,058	Normal distribution
6.	(X ₅) top (X ₂)	0,049	0,058	Normal distribution
7.	(X ₅) top (X ₃)	0,040	0,058	Normal distribution

8 (X₅) top (X₄) 0,034 0,058 Normal distribution

According to the above summary of the calculation results, L count Lt (5%) has a value of 0.058. Thus, the assumption of normality has been satisfied because the overall distribution of the estimated error does not differ from the normal distribution.

Linearity Test

Test conditions include rejecting Ho if the significance of the Fcount is greater than 0.05 and accepting Ho if it is less than 0.05. Table Summary of Linearity Test Results and Significance Test.

Table 2. Summary of linearity test calculations

No	Variable	Linearity Test			Significance Test		
		F _{count}	F _t (5%)	Status	F _{count}	F _t (5%) dk 236	Status
1	X ₁ with X ₃	0,733	1,56	Linear	25,657	3,89	Meaningful
2	X ₂ with X ₃	1,346	1,56	Linear	29,011	3,89	Meaningful
3	X ₁ with X ₄	0,834	1,62	Linear	6,180	3,89	Meaningful
4	X ₂ with X ₄	0,798	1,62	Linear	12,127	3,89	Meaningful
5	X ₁ with X ₅	1,352	1,56	Linear	8,325	3,89	Meaningful
6	X ₂ with X ₅	0,682	1,56	Linear	11,558	3,89	Meaningful
7	X ₃ with X ₅	0,588	1,56	Linear	13,027	3,89	Meaningful
8	X ₄ with X ₅	0,777	1,56	Linear	11,068	3,89	Meaningful

According to the preceding description of the calculation results, the value of the Fcount is more than Ft (5%). It means that the regression equation's significance and assumption of linearity for the variables of innovativeness attitude, interpersonal communication, work ethic, and performance have both been met. 3) Research Hypothesis Test.

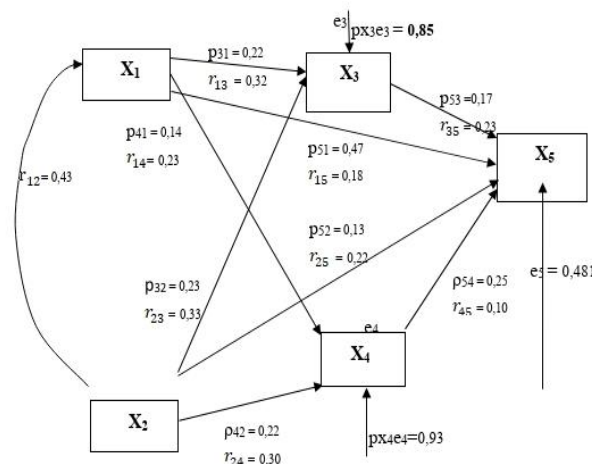


Figure 1. Empirical causal relationship X₁, X₂, X₃, dan X₄ to X₅

Des. : X1 = Innovativeness

X2 = Interpersonal communication

X3 = Work ethic

X4 = Job satisfaction

X5 = Performance and e_3, e_4, e_5 = residual variable (error)

Innovation Attitude's (X1) Effect on Work Ethic (X3)

According to the calculations' findings-the route coefficient is $q_{31} = 0.22$ and $f_{count} = 3.24 > sig\ 0.05$ ($3.24 > 0.05$), indicating that H_a is accepted-it can be inferred that teachers' work ethics are directly influenced favorably by their innovative attitudes. Intermediate I.

Interpersonal Communication's (X2) Effect on Work Ethic (X3)

According to the calculations' outcomes-the route coefficient is $q_{32} = 0.232$, and the $f_{count} > sig\ 0.05$ ($3.466 > 0.05$), indicating that H_a is accepted-interpersonal communication directly influences junior high school teachers' commitment to their jobs.

Innovation Attitude's (X1) Effect on Job Satisfaction (X4)

It is clear from the calculation findings that the Innovative Attitude directly improves junior high school teachers' job happiness because the path coefficient is $q_{41} = 0.38$ and the $f_{count} > sig\ 0.05$ ($2007 > 0.05$), which indicates that H_a is accepted.

Interpersonal Communication's (X2) Effect on Job Satisfaction (X4)

According to the calculations' outcomes-the route coefficient is $q_{42} = 0.219$, and the $f_{count} > sig\ 0.05$ ($3.171 > 0.05$), indicating that H_a is accepted-interpersonal communication directly improves junior high school teachers' feelings of job satisfaction.

Innovation Attitude's (X1) Effect on Performance (X5)

The calculation's findings-the route coefficient is $q_{51} = 0.470$, and the value of $f_{count} > sig\ 0.05$ ($0.936 > 0.05$), indicating that H_a is accepted-lead to the conclusion that Innovative Attitudes have a direct impact on junior high school teachers' performance.

Interpersonal Communication's (X2) Effect on Performance (X5)

Since the computation yielded the path coefficient $q_{52} = 0.130$ and the value of $t_{count} > sig\ 0.05$ ($1.782 > 0.05$), which indicates that H_a is accepted, it is clear that interpersonal communication directly improves junior high school teachers' performance.

Work Ethics' (X3) Effect on Performance (X5)

It is clear from the calculation findings that work ethic directly affects junior high school teachers' performance because the path coefficient is $q_{53} = 0.166$ and the $f_{count} > sig\ 0.05$ ($2.444 > 0.05$), which indicates that H_a is accepted.

Work Ethics' (X3) Effect on Performance (X5)

According to the calculations' findings, H_a is acceptable because the path coefficient is $q_{54} = 0.250$ and the $f_{count} > sig\ 0.05$ ($0.378 > 0.05$). Thus, it can be said that junior high school teachers' performance is directly impacted by their level of job satisfaction.

DISCUSSION

The findings of this study supported the theory of individual behavior by Gibson, Ivancevich, and Donnely (2000), which served as the foundation for submitting a theoretical model of research variables, namely the Integration Model of Individual Behavior, which explains that innovative behavior directly affects job satisfaction. The results of the study demonstrated that there was a significant positive effect of innovativeness on work ethic. The results of this study are consistent with those of Nur Wachidah's (2019) research, which discovered a very strong correlation between innovative attitudes, discipline, and teacher job motivation and their effects on teacher performance. According to Anoraga (2002), a person's work ethic is determined by his religious beliefs, culture, and the quality of the human resources available to him. More creative and innovative human resources will encourage someone to put in more effort. Work ethic is directly and significantly positively impacted by leadership.

According to an additional study, interpersonal communication enhances job satisfaction. The results of this study are consistent with Newsroom's idea, according to which communication influences motivation. Faules (2000) discovered that improving interpersonal communication impacts the basis for accomplishment, affecting work ethic. This finding confirms the claim made by Murni and Masluyah (2015), who claim that interpersonal communication and teachers' work ethics are significantly and favorably related. The lack of a good feeling of self to be accountable for completing duties on time is one of the markers of interpersonal communication that affects the improvement in work ethic.

The following research results suggest that interpersonal communication and the attitude of innovation work together to improve job satisfaction directly. The results of this study lend support to the theory of individual behavior put forward by Gibson, Ivancevich, and Donnely (2000), which serves as the foundation for the Integration Model, a theoretical model of research variables. Individual actions demonstrate how inventive conduct increases job happiness directly. According to the research findings and the theory cited in this study, the conclusions of this study are consistent with those of Situmorang's (2014) study, which found that creative attitudes significantly positively impact junior high school administrators' job satisfaction.

The findings of this study support Burt's (Panji, 2009) and Siburian's (2012) explanation that job satisfaction is influenced by personal factors such as attitudes, relationships with superiors and peers, and interpersonal communication. Research has shown that these factors have a positive impact on interpersonal communication. Interpersonal communication is characterized by openness, empathy, a positive outlook, and equity and equality. The results of the study are consistent with the findings of this investigation. The results of this study lend support to the idea put forward by Colquitt, Lepine, and Weason (2009), which serves as the foundation for the Organizational Behavior Integration Model, which explains how interpersonal communication directly influences motivation and job satisfaction.

The findings also demonstrate how performance is influenced by a combination of innovative attitudes, interpersonal communication, work ethic, and job happiness. The

results of this study are consistent with those of Erawati (2020), Konadi (2018, 2018), and Vinal (2018, 2018), which revealed that innovative attitudes have a large beneficial direct effect on the performance of middle school teachers. It is consistent with Tjandralia's (2014) assertion that motivation at work and interpersonal interactions impact teachers' performance. The results of this study lend support to the individual behavior theory of Kreitner and Knicki (2007), which serves as the foundation for the Integration Model of Individual Behavior, a theoretical model of research variables that explains how interpersonal communication has a direct impact on performance.

The study's conclusions demonstrate that performance is positively impacted by work ethic. The results of this study concur with those of studies by Batubara (2021), Bakir (2020), and Adsan (2022), which indicated a strong positive direct relationship between work ethic and teacher performance. The research's findings are consistent with the notion of individual behavior. According to Gibson, Ivancevich, and Donnely (2000), inventive conduct directly impacts job satisfaction.

The study's findings demonstrate that job happiness improves performance. The results of this study are in agreement with Franciscus (2021), Widayati (2020), and Mariani's (2018) findings, which showed that job satisfaction had a strong positive direct effect on Teacher Performance in Sekayu District. This research supports the idea of individual behavior put forward by Gibson, Ivancevich, and Donnely (2000) as the foundation for the Integration Model of Individual Activity, which explains how inventive behavior directly impacts job satisfaction.

CONCLUSION

It may be deduced from the research presented above's findings and analysis that exogenous and endogenous factors have an associative causal relationship. It suggests that exogenous and endogenous variables interact positively in a direct manner. The following can be drawn from the analysis of the data and discussion of the findings of the study:

1. Their inventive attitude directly influences the work ethic of teachers at Lhokseumawe State Junior High School; therefore, the more innovative the teacher, the better the work ethic of Lhokseumawe State Junior High School instructors.
2. Interpersonal communication directly influences the work ethic of Lhokseumawe State Junior High School teachers in a good way; therefore, the better the teacher's interpersonal communication, the better the students' work ethic.
3. Attitudes of Innovativeness have a direct positive effect on the Job Satisfaction of State Junior High School Teachers in Lhokseumawe, meaning that the better the attitude of innovativeness, it will impact the increasing job satisfaction of State Junior High School teachers in Lhokseumawe.
4. Better interpersonal communication will raise teacher satisfaction in Lhokseumawe State Junior High Schools. Interpersonal communication has a direct positive effect on the job satisfaction of junior high school teachers in Lhokseumawe.

5. The attitude of innovativeness directly influences the performance of State Junior High School Teachers in Lhokseumawe; therefore, the more creative the attitude, the better the teachers' performance in Lhokseumawe.
6. There is a direct correlation between interpersonal communication and teachers' performance at Lhokseumawe Junior High School; therefore, the stronger the interpersonal communication, the better the instructors' performance.
7. Work ethic directly influences how well Lhokseumawe Junior Secondary Teachers perform; therefore, the stronger the work ethic, the better the teachers' performance at Lhokseumawe State Junior High School.
8. Job satisfaction directly impacts teachers' performance at Lhokseumawe Junior High School; therefore, the more satisfied instructors are with their jobs, the better their performance will be.

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