

The Impact of Interpersonal Communication and Self-Esteem on Teacher Turnover

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Abstract: The Impact of Interpersonal Communication and Self-Esteem on Teacher Turnover.

Objectives: The purpose of this study is to see how interpersonal communication and self-esteem play a role in the turnover of civil servant teachers in Public Elementary School, Sub-District Setiabudi, Jakarta's Special Capital District. **Methods:** This study used a basic random selection technique to select 126 civil servant teachers as a sample. To investigate the contribution and influence of the independent factors on the dependent variable, this study used multiple linear regression models. **Findings:** After conducting the research, several findings were obtained, include: (1) Interpersonal communication has a negative and significant effect on teacher turnover with a significance value of 0.000; (2) Self-esteem has a negative and significant effect on teacher turnover with a significance value of 0.000; (3) Interpersonal communication and self-esteem have an effect on teacher turnover with a determination coefficient value of 0.944. **Conclusion:** Well-maintained communication between colleagues and build self-esteem in teachers will make a teacher more receptive to himself, improve his performance and reduce teacher's turnover.

Keywords: interpersonal communication, self-esteem, turnover.

Abstrak: Pengaruh Komunikasi Interpersonal dan Penghargaan Diri terhadap Pergantian Guru.

Tujuan: Penelitian ini bertujuan untuk mengetahui kontribusi komunikasi interpersonal dan penghargaan diri terhadap pergantian guru PNS di Sekolah Dasar Negeri, Kecamatan Setiabudi, DKI Jakarta. **Metode:** Sampel penelitian ini adalah 126 guru PNS yang diambil dengan teknik simple random sampling. Penelitian ini menggunakan model regresi linier berganda untuk mengetahui kontribusi dan pengaruh variabel independen terhadap variabel dependen. **Temuan:** Setelah dilakukan penelitian diperoleh beberapa temuan, antara lain: (1) Komunikasi interpersonal berpengaruh negatif dan signifikan terhadap pergantian guru dengan nilai signifikansi 0,000; (2) Penghargaan diri berpengaruh negatif dan signifikan terhadap pergantian guru dengan nilai signifikansi 0,000; (3) Komunikasi interpersonal dan penghargaan diri berpengaruh terhadap pergantian guru dengan nilai koefisien determinasi 0,944. **Kesimpulan:** Komunikasi yang terjaga dengan baik antar rekan kerja dan membangun penghargaan diri pada diri seorang guru akan membuat seorang guru lebih reseptif terhadap dirinya sendiri, meningkatkan kinerjanya dan menurunkan pergantian guru.

Kata kunci: komunikasi interpersonal, penghargaan diri, pergantian.

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■ INTRODUCTION

Teachers are human resources who play a very important role in educational institutions. As one of the main elements of the running of education in schools, each school must have a robust human resource management system in place. By paying attention to human resource management as one of the factors affecting the welfare of teachers, teachers who teach in schools will increasingly bring out their best at work. However, when there is a gap between teacher expectations and human resource management on the part of the school, it will certainly affect teacher performance at work. The ability of schools to manage human resources will be seen in the phenomenon of teacher turnover.

Schools need to make efforts to recruit, select, and retain their human resources, especially teachers who need to continuously improve their abilities. However, to maintain human resources in schools, the phenomenon of teachers' turnover occurs mostly among temporary teachers who are eyeing the most comfortable and secure positions in terms of finances and the future and career path" (Safitri, 2013). The teacher turnover phenomenon causes chaos in teaching hours at the abandoned school, and students are confused because of the change in teachers which makes students have to adapt again to the substitute teacher. Public and private school institutions are also busy looking for teachers who lack teaching hours or still have minimal teaching hours. The teacher turnover phenomenon that occurs in schools will certainly be detrimental to schools if the school is not ready to be abandoned by the teachers teaching there. The vacant position will certainly make other teachers have to cover it and make school management have to try harder to keep education running well in their schools.

Islamy defines "turnover as an employee's intention to stay or want to leave a company" (Islamy, 2018). As for Robbins and Judge in

Asmara stated that "turnover is a permanent resignation of employees either voluntarily or not voluntarily" (Asmara, 2017). From this opinion, turnover is the desire of a member of the organization to leave the organization. Karomah explains that "the turnover begins with the desire to change jobs" (Karomah, 2020). Meanwhile, according to Cipta, "turnover is the context of an employee leaving the company where he is currently working on his own or outside of his own will with the following indicators: (1) opportunity to pay salary, (2) opportunity to promote, (3) dissatisfaction with coworkers, (4) dissatisfaction with work, (5) age, (6) tenure, (7) availability of other jobs" (Cipta, 2017). The conditions and behavior of teachers in schools greatly determine the success of the school in achieving its goals. Therefore, teacher turnover can certainly affect the quality of schools and on a massive scale, it will certainly affect education in a country, including one in Indonesia.

The judge explained that "many factors, including organizational commitment, employee performance, job stress, career growth, job happiness, and poor employee involvement, induce turnover, according to the judge" (Hakim, 2016). Some of these factors are factors that affect the turnover of organizational members. Zimmerman et al. stated that "employee turnover decisions are influenced not only by what happens at work, but also by what is going on in the community where the employees live" (Zimmerman, Swider, & Boswell, 2018). From this opinion, it is known that not only what happens in the work environment affects the employee's decision to move, but also what happens in the environment where the employee lives. This means that the environment outside the individual also influences the employee's desire to leave the organization where he works. In this case, the teaching environment is an important aspect that affects the teacher's desire to move. A work environment that is not supportive will

cause a teacher to have the desire to work in a new environment that is not similar. Alla and Rajaa stated that “Anticipating and controlling staff turnover can be a difficult and embarrassing task for decision-makers within their organization due to a variety of explanatory factors” (Alla & Rajaa, 2019). So turnover is not something that can be handled easily. Proper resource management is needed to prevent this turnover. From some of the previous statements, it can be concluded that turnover is the departure of a person from membership in an organization or job that results in vacant positions being left.

One of the reasons for this teacher turnover phenomenon is the interpersonal communication factor. “Communication is a transaction, a symbolic process that needs people to govern their environment by (1) forming human relationships; (2) exchanging information; (3) strengthening others’ attitudes and behaviors; and (4) attempting to modify others’ attitudes and behaviors.” (Cangara, 2011). One form of communication is interpersonal communication (interpersonal). The communication that exists between teachers can certainly affect the desire of teachers to leave their current jobs. As said earlier that communication is one way to change someone’s attitude towards something. Good communication between colleagues will certainly create a sense of comfort for teachers. Conversely, ineffective and unsupportive communication will certainly cause a person to feel uncomfortable. Interpersonal communication in this case is one of the important factors in influencing the turnover rate of teachers in schools. Interpersonal communication is communication with superiors, colleagues, and subordinates. “A comfortable work environment is built from harmonious communication which will generate passion and enthusiasm for work” (Febriani & Suharnomo, 2018). The truth is that both the school and the employee frequently underestimate the importance of communication. Ineffective

communication often occurs between employees due to competition between colleagues or internal problems at the school itself. Thus, if teachers have good interpersonal communication, this will affect to reduce turnover rates in schools.

“Interpersonal communication” is defined by Azis et al. as “the transmission or receiving of messages or the interchange of meaning between two or more individuals, and it necessitates feedback to establish a mutual comprehension of what is meant” (Azis, Sahra, & Budi S, 2018). This means that in every phase, interpersonal communication necessitates reciprocity. “Interpersonal communication” is defined by Pontoh as “conversation between persons face to face that allows each participant to immediately capture the reactions of others, both audibly and nonverbally” (Pontoh, 2013). Meanwhile, according to Saleh, “interpersonal communication is the process of transmitting information between a person and at least one other person, or more commonly between two people who can be recognized back instantaneously” (Saleh, 2018). As a result, interpersonal communication can be defined as a type of face-to-face contact between two or more individuals that is done vocally or nonverbally and results in direct feedback.

Apart from interpersonal communication, self-esteem is another factor that affects teacher turnover. A teacher with high self-esteem believes that they have more abilities to succeed. Teachers will tend to take risks in choosing and making decisions regarding their work. One of the risks they might take is to change jobs to get a better job because they believe they have the required quality and character. “The level of self-esteem is observed through several indicators which include: feeling accepted in the organization, feeling safe in the organization, feeling competent in the organization, feeling influential in the organization, feeling important to the organization, feeling valuable to the organization, feeling developed in the organization” (Sudirman, 2018).

Thus, schools must also provide opportunities for teacher competency, development and fulfill teacher rights properly so that teachers perceive themselves as an important part of accompanying organizational dynamics. Teachers who have too high or low levels of self-esteem have an effect on turnover that occurs in schools.

According to Refnadi, “self-esteem is a person’s general assessment of himself, either in the form of a negative assessment or a positive assessment which ultimately results in a feeling of self-worth or self-worth in living life” (Refnadi, 2018). Soelton et al. states that “self-esteem is an assessment made of oneself, either positive or negative, which can be reflected through attitudes, where self-esteem is the result of an assessment that shows the extent to which people have confidence and are capable, successful, valuable, and useful” (Soelton, Amalia, Noermijati, & Wahyudiono, 2020). As a result, it may be argued that self-esteem is a person’s ability to evaluate himself positively or negatively in order to live his life. Someone with strong self-esteem appreciates himself for who he is, whereas someone with low self-esteem has little respect for themselves or rejects and perceives oneself badly.

This study attempts to assess the impact of interpersonal communication and self-esteem on teacher turnover based on the issues that arise. This study aims to demonstrate how interpersonal communication affects teacher turnover and how self-esteem can be reduced. It is intended that the findings of this study will be valuable, given the importance of human resource management in the field of education, particularly in schools.

■ METHODS

Participants

Participants in this study were civil servant teachers of SD Negeri in Setiabudi District, Special Capital District of Jakarta. The study population consisted of 183 civil servant teachers at SD Negeri in Setiabudi District, Special Capital District of Jakarta. After using the Slovin formula

with an error rate of 5%, the research sample was 126 civil servant teachers at Public Elementary Schools in Setiabudi District, Special Capital District of Jakarta. Sampling was carried out using a simple random sampling technique so that all teachers had the opportunity to become research samples.

Research Design and Procedures

This research uses a quantitative approach and multiple linear regression models. “Analytical method for predicting the change in the value of a single variable when other factors change is multiple linear regression analysis” (Sugiyono, 2013). This research aims to determine the contribution that interpersonal communication and self-esteem give to the turnover of civil servant teachers at Public Elementary Schools in Setiabudi District, Special Capital District of Jakarta. The independent variables consist of interpersonal communication (X1) and self-esteem (X2). Meanwhile, the dependent variable is turnover (Y). This research procedure starts from determining the focus of research, preliminary studies, compiling a theoretical framework, choosing an approach and methods, determining variables, indicators, data sources, choosing instruments, collecting data, analyzing data, and drawing conclusions.

Instruments

A questionnaire was used to collect information for this investigation. The questionnaire utilized was a closed questionnaire with multiple options for answers. This questionnaire is applied via google form so that it is distributed online. The scale used by the instrument in the questionnaire is the Likert scale to measure interpersonal communication (X1), self-esteem (X2), and turnover (Y) variables. The validity and reliability of the research instrument that has been delivered to respondents has been validated previously. The SPSS version 25 application was used to do all statistical analyses

in this study.

Data Analysis Techniques

When using this multiple linear regression model, there are various analysis requirement checks. The normalcy test, linearity test, multicollinearity test, and heteroscedasticity test are some of them. Multiple linear regression models are used to figure out what effect variables X1 and X2 on variable Y. To determine the effect between variables partially and concurrently, hypotheses will be tested using the t-test and F-test. We'll acquire the coefficient of determination

afterwards, which is the size of the influence of X1 and X2 on Y at the same time.

■ **RESULT AND DISCUSSION**

In this work, the prerequisite analysis tests were normality and linearity tests. The Kolmogorov-Smirnov formula is used in the normality test. If the value is Asymp, the normalcy test is passed. When the Sig. (2-tailed) is more than 0.05, the data can be assumed to be regularly distributed. After calculating the results obtained as follows:

It may be concluded that the data in this

Table 1. The Kolmogorov-Smirnov normality test

		Unstandardized Residual
N		126
Normal Parameters	Mean	0.000
	Std. Deviation	2.359
Most Extreme Differences	Absolute	0.049
	Positive	0.047
	Negative	-0.049
Statistical Test		0.049
Asymp. Sig. (2-tailed)		0.200

study were normally distributed based on the Asymp value. Sig. (2-tailed), namely $0.200 > 0.05$. The linearity test is used to determine whether the independent variable and the dependent variable have a linear relationship. A

decent regression model is one with a linear relationship between the independent and dependent variables. The linearity test in this study was performed with the use of a scatter plot chart and SPSS version 25, yielding the following:

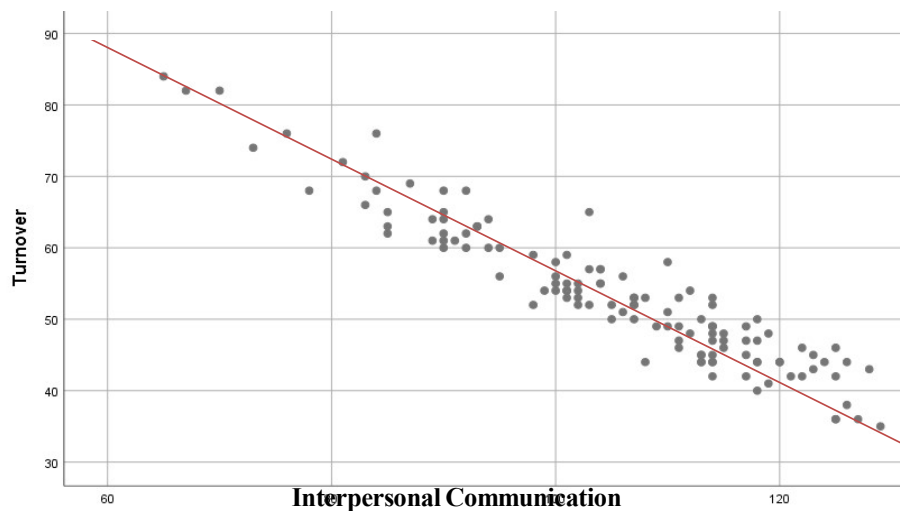


Figure 1. Scatter plot graph of interpersonal communication linearity test on turnover

From the graph above, it can be seen that there is a regular pattern formed by plot points from top left to bottom right. This shows that there is a linear and negative relationship between interpersonal communication (X1) and turnover (Y).

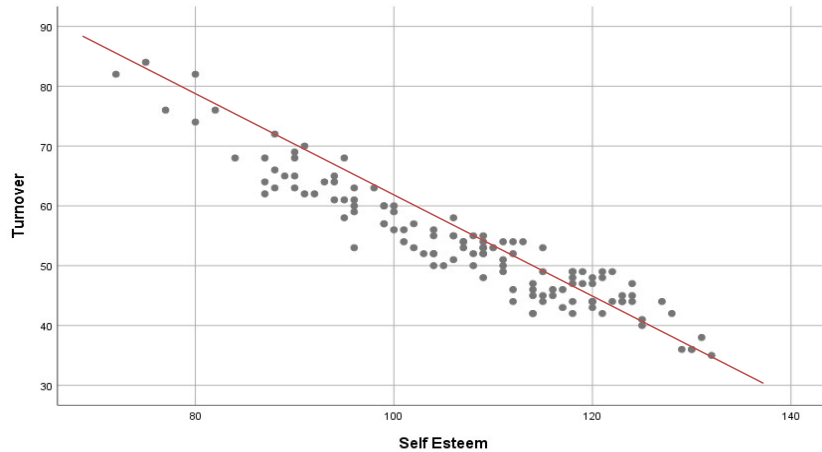


Figure 2. Scatter plot graph of self-esteem linearity test on turnover

From the graph above, it can be seen that there is a regular pattern formed by plot points from top left to bottom right. It also shows that there is a linear and negative relationship between self-esteem (X2) and turnover (Y).

Multicollinearity Test

The purpose of the multicollinearity test is to see if there is a relationship between independent variables. When the Tolerance value is > 0.10 and the VIF value is 10.00, a good

Table 2. Multicollinearity test

	Unstand ardized B	Coeffici ents Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Tolerance	Statisti VIF
(Constant)	130.354	1.708		76.299	0.000		
Interpersonal Communication	-0.358	0.035	-0.503	-10.278	0.000	0.189	5.287
Self-Esteem	-0.367	0.036	-0.494	-10.107	0.000	0.189	5.287

regression model does not exhibit multicollinearity symptoms. The following results were obtained:

Based on the results obtained, it is known that the tolerance value is 0.189 > 0.10. This means that there are no symptoms of multicollinearity in this study. The VIF value can also be used to demonstrate this. Because the VIF value in this regression model is 5.287 < 10.00, it can be stated that there is no multicollinearity symptom.

Heteroscedasticity Test

The heteroscedasticity test is used to see if a regression model has a constant residual value variance from one observation to the next. In this work, the heteroscedasticity test was performed using the Glejser test, with the assumption that if the significance value is more than 0.05, there is no heteroscedasticity problem in the regression model. The following results were obtained after using SPSS version 25 to calculate:

Table 3. Heteroscedasticity test

Variable	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	3.816	1.050		3.634	0.000
Interpersonal Communication (X1)	- 0.027	0.021	- 0.261	- 1.284	0.202
Self-Esteem (X2)	0.008	0.022	0.076	0.375	0.708

The significance value (Sig.) for the interpersonal communication variable (X1) is 0.202, and the significance value (Sig.) for the self-esteem variable (X2) is 0.708. These values can be found in the results above. Because the significance values of the two variables are bigger (>) than 0.05, this regression model does not have

a heteroscedasticity problem.

Multiple Linear Regression Analysis

The next test will be carried out to find a regression model for this study. After testing using SPSS version 25, the following results were obtained:

Table 4. Multiple linear regression analysis

Variable	Regression Coefficient
Constant	130.354
Interpersonal Communication (X1)	- 0.358
Self-Esteem (X2)	- 0.367

From the results obtained, it can be found that the regression equation model in this study is $Y = 130.354 - 0.358X1 - 0.367X2$.

Then also obtained the coefficient of determination from this equation as presented in Table 5.

Table 5. The value of the coefficient of determination

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.972	0.944	0.943	2.378

Based on the above results, the coefficient of determination can be seen in this regression equation. The coefficient value is a number that indicates how much the independent variable (X) has on the dependent variable at the same time (Y). The coefficient of determination is 0.944, or

94.4%, based on the results collected. This suggests that 94.4% of turnover is influenced by interpersonal communication and self-esteem. Meanwhile, the remaining 5.6% is influenced by elements that have not been investigated.

Based on the results obtained, it can be seen

Table 6. T-test result

Variable	t-value	Sig.
Interpersonal Communication (X1)	- 10.278	0.000
Self-Esteem (X2)	- 10.107	0.000

that both interpersonal communication (X1) and self-esteem (X2) contribute to or influence teacher turnover (Y) partially (independently). This is evidenced by the significance value obtained through the t-test. The significance of the interpersonal communication variable is 0.000 which is smaller (<) than 0.05. Also, the t value for the interpersonal communication variable is - 10.278 which is greater (>) than the t (123) table which is 1.979. A negative sign indicates that the influence exerted is negative. As a result, personal

communication appears to have a negative and considerable impact on teacher turnover. Similarly, the self-esteem variable (X2) has a significance value of 0.000, which is less than 0.05. The self-esteem variable has a t-value of - 10.107, which is bigger (>) than the t (123) table, which has a value of 1.979. The presence of a negative sign suggests that the influence is negative. As a result, it is possible to conclude that low self-esteem has a negative and considerable impact on teacher turnover.

Table 7. F-test result

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	11808.242	2	5904.121	1043.847	0.000
Residual	695.703	123	5.656		
Total	12503.944	125			

From the table above, it can be seen that interpersonal communication and self-esteem affect turnover simultaneously. This can be seen by looking at the significance value (Sig.) Which is equal to 0.000 which is smaller (<) than 0.05. Also, conclusions can be drawn by looking at the calculated F value. The calculated F value is 1043.847 which is greater (>) than the F (2, 124) table, which is 3.07. From these results, it can be concluded that interpersonal communication and self-esteem simultaneously affect teacher turnover in SD Negeri in Setiabudi District. This can be seen from the significance value of the F test of 0.000. This value is smaller (<) than 0.05, which means that there is an effect that interpersonal communication and self-esteem simultaneously

give to teacher turnover. F count which is 1043,847 is also bigger (>) than the F table which is worth 3.07. The magnitude of the influence given by interpersonal communication and self-esteem is 94.4% on teacher turnover. This is indicated by the value of R2 = 0.944. It can be concluded that interpersonal communication and self-esteem simultaneously affect the turnover of civil servant teachers in Public Elementary Schools in Setiabudi District. Which means that the third hypothesis of this study is accepted. The value of 94.4% indicates that these two independent variables have a very large influence on teacher turnover.

These results indicate that interpersonal communication and self-esteem are indeed one of the important factors affecting teacher turnover.

This means that interpersonal communication and self-esteem must be of particular concern to the principal or leader so that turnover symptoms can be overcome. Because of course, it will be very detrimental for schools if a lot of turnovers occur. This means the teachers don't feel comfortable in school. Students who are left behind by teachers will feel the immediate influence as well.

According to Safitri "chaotic teaching hours at abandoned schools will cause students to be confused because of the change in teachers which makes students have to adapt again" (Safitri, 2013). This impact certainly affects the learning outcomes of students which also automatically affects the quality of education in schools where the turnover occurs. Poeh and Soehari state that "a high turnover rate indicates a situation is not okay where there is job dissatisfaction with its members which causes many of them to try to leave the organization" (Poeh & Soehari, 2017). Of course, this also affects teachers who are still in the same school, because there will be an assumption that something is happening in the school where he teaches at this time. This will create a negative stigma so that the performance of existing teachers will also decline

From the research results, it was also found that interpersonal communication affects teacher turnover. This is indicated by a significance value of 0.000 which is smaller ($<$) than 0.05. Also, the t value for the interpersonal communication variable is -10.278 which is greater ($>$) than the t (123) table which is 1.979. A negative sign indicates that the influence exerted is negative. These results indicate that interpersonal communication has a negative and significant effect on civil servant teacher turnover in SD Negeri in Setiabudi District. This means that when interpersonal communication increases, teacher turnover will decrease.

These findings are consistent with the findings of Kim et al's: "In China, however, each

supervisor-coworker connection has a negative and linear link with turnover intentions" (Kim, Lee, & Lee, 2013). These results indicate that the relationship between members of an organization greatly affects the turnover rate of its members. Interpersonal relationships in which there is interpersonal communication have indeed become a concern of several companies. But of course, it is different from schools where schools are formal organizations engaged in non-profit education. This means that the principal must organize all things based on the original goal of improving the quality of education. Principals who cannot build good interpersonal communication certainly will increase the desire of teachers to leave school. The communication that is built both between superiors and subordinates and between colleagues will make teachers feel more comfortable in the school where they teach. Dalimunthe et al. found that "interpersonal ties have a negative and considerable impact on event organizer employees' intentions to leave" (Dalimunthe, Absah, & Salim, 2018). These results indicate that interpersonal relationships are one of the factors that can reduce employees' desire to move or turnover. Then, in 2020, Wiwit conducted research that revealed that there is a positive direct effect of interpersonal communication on turnover intention. This study states that the employees of branch have poor interpersonal communication, the turnover intention will increase (Wiwit, 2020). The results of this study are also in line with the results of research conducted by Hidayati (2020) which states that interpersonal communication has a significant effect on turnover intention.

Siburian (2013) in his research about interpersonal communication states that interpersonal communication performs four main functions in regulating member relations in a company or organization, what we need to do is providing individual control, individual motivation,

regulate emotions, and add information. Interpersonal communication requires the act of giving and receiving verbally in the form of advice or information. Siburian in his studies too shows a teacher who is satisfied with his work will have commitment in teaching (Diasmoro, 2017).

There are some of the positive impacts obtained by individuals and company who carry out interpersonal communication, including: 1) Get feedback in the form of information, thoughts and ideas. 2) A harmonious relationship is created and you can find out what you want and what other people don't want. 3) Get verbal and non-verbal social support from others. 4) Take anticipatory actions to avoid certain actions that are not desired by others. 5) Control the social environment, which can modify behavior of others with persuasive communication (Maulana and Gumelar, 2013).

The next result shows that self-esteem also affects teacher turnover. A significance value of 0.000, which is also smaller ($<$) than 0.05, indicates this. The self-esteem variable has a t -value of -10.107, which is bigger ($>$) than the t (123) table, which has a value of 1.979. The presence of a negative sign suggests that the influence is negative. As a result, it's clear that self-esteem has a negative and considerable impact on turnover. That is, the lesser the turnover, the higher the self-esteem.

The findings of this study are similarly consistent with those of Chamariyah's research, which found that "partially, self-esteem has a major effect on the desire to alter employees' work at Bank Jatim Pamekasan Branch" (Chamariyah, 2015). These results indicate that self-esteem is one of the factors that affect the turnover of an individual. In education, this also happens to teachers, where teachers who have high self-esteem will reduce the desire to leave their current jobs. The similar conclusion was drawn from a Jackson study, which found that

"greater intentions to quit appear to be raised among employees with low self-esteem" (Jackson & Jackson, 2019). The desire to leave or turnover will increase in employees with low self-esteem.

Based on the results of research conducted by Sebayang, self-esteem affect the performance of employees. The indicators studied, namely feelings of security, feelings of self-respect, feelings of acceptance, feelings of ability, and feelings of worth. Based on several statements submitted in the questionnaire in this study, to create influential self-esteem, then in the employees who work must understand itself as a person of value, capable of planning goals, dare to take risks to challenges, open up to differences, and able to make wise decision (Sebayang and Sembiring, 2017). Then from the results of research, the positive impact that can be obtained from self-esteem, on candidates flight attendants before traveling so that they have (1) high self-confidence, (2) calm in dealing with emergency situations, (3) and can handle rude passengers, and so on (Fitriyani and Luzvinda, 2019).

Seeing from these results means that a teacher must have high self-esteem to avoid the desire to leave the school where he works at this time. Self-esteem can be increased by trying to appreciate every achievement that has been obtained. When an educator appreciates each of his achievements in work, he will automatically continue to try to improve his performance to make it better. This is because an educator will feel satisfied with what he is doing and will always be confident in doing something. Nuraini states that "in the perspective of educators, self-esteem development is an important aspect of education since it is intended to boost accomplishment and process the discovery of positive self-concepts" (Nuraini, 2018). This means that educators who have high self-esteem do not only benefit themselves.

■ CONCLUSIONS

The purpose of this study is to see how interpersonal communication and self-esteem affect civil servant teacher turnover on Public Elementary Schools, Setiabudi District's. The following results were reached after going through numerous levels of research: (1) Interpersonal communication has a negative and significant impact on the turnover of civil servant teachers on Public Elementary Schools, Setiabudi District, (2) Self-esteem has a negative and significant impact on the turnover of civil servant teachers on Public Elementary Schools, Setiabudi District, and (3) Interpersonal communication and self-esteem have a significant impact on the turnover of civil servant teachers on Public Elementary School, Setiabudi District with a coefficient of determination of 0.944 (or 94.4%), turnover is influenced by interpersonal communication and self-esteem simultaneously at 94.4%, while other variables not explored influence 55.6%.

From these conclusions, it can be seen that all the research hypotheses presented at the beginning can all be accepted. And from some of these conclusions, several implications can be obtained that can be applied in the educational environment, especially in the current research area, namely Public Elementary School in Setiabudi District, including: (1) To reduce teacher turnover rates in schools, preventive steps can be taken where one of them is to build a comfortable working atmosphere for teachers, especially by building good interpersonal communication. Well-maintained communication between colleagues will maximize teachers' ability to bring out their best performance. Of course, here, both the teacher and the principal have an equally important role in creating a work atmosphere with good communication. (2) Build self-esteem in teachers. Reflecting on the results where turnover will occur more often when someone has low self-esteem, one way to reduce the turnover rate is to increase the self-esteem of

the teachers. This can be done by the teacher by keeping away negative thoughts, appreciating achievements in working proudly of oneself. These things will make a teacher more receptive to himself as an individual or an educator who can also improve his performance. It is hoped that this research can bring many good benefits to the world of education.

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