

## **Improving Interpersonal Communication Through Strengthening Personality, Emotional Intelligence, Organizational Culture, And Trust (Using The Path Analysis And Sitorem Analysis Approach In Civil Servant Teachers)**

**Heppy Atmapratiwi<sup>1)</sup>, Sri Setyaningsih<sup>2)</sup>, Taufik<sup>3)</sup>**

<sup>1,2,3)</sup>Sekolah Pascasarjana Universitas Pakuan, Bogor, Indonesia

\*Corresponding Author

Email: [heppy.unindra@gmail.com](mailto:heppy.unindra@gmail.com) , [sri\\_setva@unpak.ac.id](mailto:sri_setva@unpak.ac.id) , [taufikunindra@gmail.com](mailto:taufikunindra@gmail.com)

### **Abstract**

*This study aims to improve Interpersonal Communication through strengthening Personality, Emotional Intelligence, Organizational Culture, and Trust. The research population involved civil servant teachers of Group III in public elementary schools in South Tangerang City, with a sample of 155 people selected proportionally using the Yamane formula. This research method used a quantitative approach through a survey, and the data were analyzed using Structural Equation Modeling (SEM). SITOREM analysis was also conducted to identify key variables in "Operation Research." The results showed that Personality, Emotional Intelligence, Organizational Culture, and Trust have a significant positive influence on Interpersonal Communication. Their respective path coefficients show that Personality ( $\beta_1 = 0.591$ ), Emotional Intelligence ( $\beta_2 = 0.352$ ), Organizational Culture ( $\beta_3 = 0.134$ ), and Trust ( $\beta_4 = 0.280$ ) significantly influence Interpersonal Communication. In addition, Personality also has a significant effect on Trust ( $\beta_{41} = 0.432$ ) and Emotional Intelligence has a significant effect on Trust ( $\beta_{42} = 0.492$ ). However, Emotional Intelligence has no significant effect on Organizational Culture ( $\beta_{43} = 0.125$ ), while Personality significantly affects Organizational Culture ( $\beta_2 = 0.689$ ).*

**Keywords:** *Interpersonal Communication, Personality Reinforcement, Emotional Intelligence.*

## **INTRODUCTION**

Education is an environment that serves to develop individuals to become independent and mature thinking, helping individuals in achieving a better life. In this educational process, the function of the educator's role is crucial, as they are responsible for educating, guiding, and directing students to be better. The caliber of educators directly influences student learning outcomes, while interpersonal communication between teachers and students is essential for fostering motivation and developing skills. Effective communication across the school helps create a common understanding and supports good cooperation. Teachers who communicate well are able to share information and experiences with parents, improving learning effectiveness. In addition, interpersonal communication provides benefits, such as shaping self-image, increasing openness, adaptability, influence over others, and conflict management. However, many teachers still face challenges in interpersonal communication.

This is reinforced by the results of a preliminary survey at the end of December 2020, which found that the interpersonal communication of public elementary school teachers in South Tangerang remains insufficient and requires enhancement. This research focuses on civil servant teachers because they have been deemed qualified, appointed by authorized officials, and paid according to regulations. Despite the government's provision of various incentives to enhance teacher quality, the performance of civil servant teachers has actually declined, and their pedagogical and professional competencies continue to be low, lacking a corresponding improvement in integrity (Sutomo, 2016). This problem is the basis of the researcher's interest in examining the factors that influence the interpersonal communication of civil servant teachers.

An initial survey of 30 respondents from three public elementary schools showed

indicators of low interpersonal communication, such as 53% of teachers have not met expectations in implementing honesty, as many do not express their opinions to colleagues or principals. In addition, 40% of teachers have not met expectations in implementing caring, which is reflected in a lack of concern for students' difficulties and a lack of understanding of colleagues' opinions. Similarly, 40% of teachers showed a lack of concern for students' difficulties and colleagues' opinions.

Furthermore, 47% of teachers have not met expectations in providing support to the group, which is caused by the lack of motivation given to students and support for colleagues and principal policies. There are also 43% of teachers who have not met expectations in applying constructive attitudes, indicated by a lack of leadership, a lack of enthusiasm when talking to colleagues, and a lack of respect for the principal. Finally, 45% of teachers have not met expectations in implementing a common perception, which may be due to a dismissive attitude towards students and a lack of good listening and responding skills.

The phenomenon of low interpersonal communication among public elementary school teachers in South Tangerang is characterized by several problems, such as teachers who are reluctant to express their opinions to colleagues or principals, lack of concern for students and colleagues, and low motivation given to students. Teachers are also less supportive of colleagues' achievements and principals' policies, and show less leadership in guiding students. In addition, they lack enthusiasm in communication and are unaware of the different interests among colleagues. Some factors that are thought to be related to improving interpersonal communication include personality, organizational culture, emotional intelligence, and trust.

Each teacher's personality is different, and their attitudes in interpersonal relationships at school are influenced by their personal characteristics. Teachers ideally have a steady personality, have noble character, are authoritative, and can be a role model for students and peers. G.W. Allport (1937) in (Robbins & Judge, 2019), defines personality as a set of characteristics, qualities, and traits that make up a unique individual. In line with "Government Regulation Number 19 of 2005 concerning National Education Standards," teacher personality competence includes the ability to be steady, stable, mature, wise, wise, authoritative, and able to evaluate and develop themselves continuously. With a good personality, teachers can conduct effective interpersonal communication, thus creating good relationships and mutual understanding in the school environment.

Good emotional management is very important for a teacher because it can affect personality, performance and communication skills. Emotional intelligence, which is the ability to control oneself, motivate oneself, and regulate emotions in dealing with certain situations, helps teachers build good relationships through interpersonal communication. Teachers who have emotional intelligence can establish harmonious relationships with all school members (Amrullah, 2017).

In addition, the culture of the school organization also significantly contributes to establishing a supportive learning environment. A healthy organizational culture supports the achievement of education quality through the values, attitudes, habits and behaviours demonstrated by all school members (Meryati et al., 2018). However, in South Tangerang Public Elementary School, the organizational culture has not been running well. This can be seen from the lack of openness and honesty among teachers, which has an impact on inhibiting interpersonal communication and decreasing harmony in the school environment. In fact, organizational culture should be able to provide comfort that can build and unite school members. If the organizational culture does not run well, then this can affect interpersonal communication that should run smoothly.

In communication, trust is absolutely necessary as a foundation for building good relationships with others. Trust is a basic element to create a good relationship between one party

and another party that contains an expectation and belief in the reliability of the individual (Shankar et al., 2002). Communicating with others who we know their abilities and we believe in their abilities, makes us have a sense of trust in others that they have the ability to communicate interpersonally and also we can expect that person to work together in meeting goals. Among civil servant teachers in South Tangerang Public Elementary Schools, the level of trust in coworkers and leaders is still low. This is reflected in the weak indicators of interpersonal communication such as honesty, caring, group support, constructive attitude, and common perception. Trust is formed through risk-taking and acceptance. If teachers take risks by conveying information and thoughts openly, and coworkers or leaders provide positive feedback, then trust can be established, which in turn strengthens interpersonal relationships.

Based on the background of the problems described above, the researcher feels the need to examine interpersonal communication between teachers and other teachers who are their coworkers related to the factors that influence it because this greatly affects teacher performance. Previous research by Amar (2024) showed that inspiring educators who have effective interpersonal communication can assist students in overcoming feelings of insecurity and boost their confidence in their abilities. In addition, research by Diana et al. (2020) at SMP Negeri 1 Prabumulih showed “that interpersonal communication has a significant effect on teacher performance,” meaning that the higher the level of interpersonal communication, the higher the teacher performance.

The novelty of this study lies in testing interpersonal communication factors that have not been studied before, such as personality, emotional intelligence, organizational culture, and trust, which are thought to strongly influence interpersonal communication among teachers. The findings of this study are anticipated to significantly contribute to the advancement of educational theory and practice, especially in improving teacher performance through strengthening interpersonal communication. Therefore, in this study, the researcher set the title “Improving Interpersonal Communication Through Strengthening Personality, Emotional Intelligence, Organizational Culture, and Trust (Path Analysis and SITOREM on Public Elementary School Teachers in South Tangerang City)”.

## RESEARCH METHODS

The approach utilized in this study is a survey method employing a quantitative framework, this type of research focuses on the disclosure of causal relationships between variables. Research directed to determine the causal relationship based on observation of the effect that occurs with the aim of separating the direct and indirect influence of a cause (free or exogenous variable) on the effect variable (bound or endogenous variable). This study employs a survey method with a quantitative approach, concentrating on uncovering the causal relationships among variables. The objective is to analyze the direct and indirect impacts of independent (exogenous) variables on dependent (endogenous) variables. The results of the study are analyzed by path analysis (path modeling), which allows the estimation of coefficients from linear structural equations that describe causal relationships. Data were collected through questionnaires for the variables of personality, emotional intelligence, organizational culture, trust, and interpersonal communication. Respondents were elementary school teachers in South Tangerang, with questionnaires distributed in person and through Google Form. Data analysis used “Structural Equation Modeling (SEM), which combines path analysis and confirmatory factor analysis (CFA).” The model fit test in SEM aims to confirm the model with empirical data. For the assumption test, a normality test was conducted using the Liliefors test with a significant level of 5% and a homogeneity test with the Barlett test to ensure homogeneous variations

## RESULT AND DISCUSSION

### **Personality Has a Positive Effect on Interpersonal Communication**

The calculation results show that personality has a significant positive influence on interpersonal communication, with a path coefficient  $\beta_{y1} = 0.591$ . The significance test was conducted using the t value, where  $t_{count} = 8.001$  and  $t_{table} = 1.96$ . Since  $t_{count} > t_{table}$  ( $8.001 > 1.96$ ), the null hypothesis ( $H_0$ ) is accepted, which means the path coefficient  $\beta_{y1}$  is significant. Thus, personality ( $X_1$ ) has a significant positive effect on interpersonal communication ( $Y$ ). Personality includes ways of thinking, feeling, and behaving that differ among individuals, and includes emotions, attitudes, opinions, and behavioral characteristics seen in social interactions.

Personality plays an important role in shaping one's social reputation, reflecting how individuals are perceived by others, such as friends, family, and coworkers (Colquitt et al., 2015). According to Schultz and Schultz (2017), personality consists of unique characteristics that can change according to the situation. These changes can include the way a person responds or acts in certain situations. In an educational environment, a teacher's personality that is steady, noble, and authoritative is very important, as this encourages teachers to communicate effectively with the school community. With a good personality, a teacher can automatically conduct interpersonal communication with the school community so that good relationships and mutual understanding are inevitable.

In line with these results, research conducted by Siregar and Ningsih (2019) shows that personality contributes to interpersonal communication with a value of  $p=0.043$  ( $p<0.05$ ). Beatty and McCroskey cited by (Waldherr & Muck, 2011) also found that communication behavior is influenced by individual personality. Sunengsih's research (2014) showed a positive influence of personality on interpersonal communication with a path coefficient ( $P_{32}$ ) of 0.369 and  $t_{count} = 5.85$ . With  $t_{table} = 2.63$  at  $\alpha = 0.01$ , the  $t_{count}$  which is greater than  $t_{table}$  ( $5.85 > 2.63$ ) indicates that personality has a direct positive effect on interpersonal communication.

Based on this explanation, it can be concluded that Personality, with the indicator of Prudence in Acting; Emotional stability; Be Open to New Things; Adaptable; and Comfort in Social Interaction; have a direct and significant positive effect on the Interpersonal Communication of Civil Servant Teachers of SD Negeri Kota Selatan Tangerang, as well as supporting the findings of previous research results.

### **Emotional Intelligence Has a Positive Effect on Interpersonal Communication**

The calculation results show that emotional intelligence has a significant positive effect on interpersonal communication, with a path coefficient  $\beta_{y2} = 0.352$ . The significance test is done with the t value, where  $t_{count} = 4.872$  and  $t_{table} = 1.96$ . Since  $t_{count}$  is greater than  $t_{table}$  ( $4.872 > 1.96$ ),  $H_0$  is rejected and  $H_1$  is accepted, indicating that emotional intelligence ( $X_2$ ) has a significant positive effect on interpersonal communication ( $Y$ ).

Emotional intelligence is the ability to respond to actions by considering thoughts and conscience when facing situations and pressures, both from oneself and others. Teachers who have emotional intelligence can build good relationships with other school members through effective interpersonal communication. Generally, emotional intelligence is defined as the ability to understand, use, manage and handle emotions. This study uses a trait model of emotional intelligence, which includes traits of self-emotion and efficacy, and is related to self-perception measured through self-report. This research is reinforced by Baudry et al. (2018) stated that the trait model is a collection of emotions related to self-perception and dispositions assessed from self-reports. In addition, Szczygieł & Weber (2017) also emphasized that this model reflects individuals' perceptions of their emotional abilities and how well these abilities are applied in practice.

In shaping a teacher's personality, it is important to build positive emotions, because good emotional control affects how to communicate with others. In line with the findings of Cherry et al. (2013) showed that individuals with high emotional intelligence tend to show more appropriate emotional reactions, which contribute to interpersonal communication skills. Examples in the field, such as medical students, show that emotional intelligence is related to their communication skills, especially when interacting with patients. Petrovici & Dobrescu (2014) also emphasized that the ability to communicate in positive interactions is a manifestation of emotional intelligence.

Based on this explanation, this study supports previous findings on the effect of Emotional Intelligence on Interpersonal Communication. The direct influence of Emotional Intelligence through indicators such as Self-Control over Emotions and Stress, Self-Well-Being, Social Awareness of Other People's Emotions, and Recognizing the Emotions of Self and Others, is proven to have a positive and significant effect on Interpersonal Communication of Civil Servant Teachers in Public Elementary Schools in South Tangerang City.

### **Organizational Culture Has a Positive Effect on Interpersonal Communication**

The results showed that Organizational Culture has a significant positive effect on Interpersonal Communication, with a path coefficient of  $\beta_3 = 0.134$ . The significance test was conducted using the t-test, where the t-count value obtained was 2.140, while the t-table was 1.96. Because  $t_{count} > t_{table}$  ( $2.140 > 1.96$ ),  $H_0$  is rejected and  $H_1$  is accepted, which indicates that the path coefficient  $\beta$  is significant. Thus, it can be concluded that Organizational Culture (X3) has a significant positive effect on Interpersonal Communication (Y).

Organizational culture plays an important role in building a sense of belonging and emotional bonds between organizations and employees, and helps create stability as a social system. This culture consists of rules, norms, and values that shape individual attitudes and behavior (Colquitt et al., 2015). In a school setting, organizational culture includes the characteristics determined by the values, attitudes and habits of all school members. A comfortable culture can unite the school community and has a significant impact on teacher behavior, especially in communicating with students, parents, principals, and fellow teachers, which supports smooth teaching and learning activities and good social relationships in the school environment.

In (Mulyana & Rakhmat, 2014) it is stated that all our behaviors are highly dependent on the culture in which we grew up, consequently culture is the basis of communication. This is clarified by (Nurhidin, 2018) that communication and work practices in an organization also refer to the organizational culture adopted and developed. Interpersonal communication within the organization is the key to maintaining the quality and sustainability of the organization. Organizational leaders have an important role in providing examples, especially in resolving conflicts through communication. This approach allows dialogue between the parties involved in the conflict to understand each other and reach an agreement. Thus, leaders can model a culture of good communication to members of the organization.

From this explanation, it can be inferred that the findings of this study align with previous research regarding the direct impact of Organizational Culture on Interpersonal Communication. In this study, Organizational Culture, through the indicator of Dedication to the Organization; Dare to take risks; Aggressive and Competitive; and Norms at Work, have a positive and significant effect on the Interpersonal Communication of Civil Servant Teachers of SD Negeri Kota Tangerang Selatan.

### **Trust has a positive effect on interpersonal communication**

The results showed that trust has a positive and significant influence on interpersonal communication, with a path coefficient  $\beta_4$  of 0.280. The significance test using the t test shows the tcount value of 3.890, which is greater than the t table of 1.96. This indicates that  $H_0$  is

rejected and H1 is accepted, so it can be concluded that trust has a direct and significant positive effect on interpersonal communication.

Trust is an important basis for building good relationships with others. A crisis of trust can hinder effective communication. When we believe in the abilities of others, we tend to be more open to communicating and cooperating in achieving common goals. According to Judge and Robbins (2017), trust is a positive expectation that others will not take advantage of us. Utaminingsih (2014) added that trust encourages the effectiveness of cooperation and communication in organizations. A person tends to trust people who are honest and open, which supports good communication and effective cooperation.

Trust is the foundation of effective communication, as expressed by Kreitner et al. (2001), who state that trust is reciprocal in goals and behavior. When a teacher trusts students, coworkers, or leaders, the teacher tends to be more open in conveying information, thoughts, and feelings. Conversely, a lack of trust can inhibit communication and hinder the achievement of school goals. Research by Ezerman and Sintaasih (2018) shows that trust in leadership has a positive and significant influence on interpersonal communication. This outcome is consistent with the results of Orebiyi and Orebiyi (2011) and Ja'afaru Bambale (2014), which emphasize the importance of trust in supporting effective communication. Adams and Jones (1997) in (Batoebara, 2018) added that two-way communication, understanding, and empathy, accompanied by respect, mutual appreciation, and trust, are the keys to understanding and adjusting to each other.

Based on this explanation, it can be concluded that *Trust*, with the indicator of the principle of honesty; Accurate Policy Delivery; Proficiency Credits; and Steadiness in Action, have a direct and significant positive effect on the Interpersonal Communication of Civil Servant Teachers of SD Negeri Kota Tangerang Selatan, as well as supporting the findings of previous research results.

### **Personality Affects Organizational Culture**

The calculation results show that personality has a positive and significant influence on organizational culture, with a path coefficient  $\beta_{31}$  of 0.689. The significance test is carried out using the t test, where the tcount is obtained at 7.078, while the t table is 1.96. Because  $tcount > ttable$  ( $7.078 > 1.96$ ), H0 is rejected and H1 is accepted, which means the path coefficient  $\beta_{31}$  is significant. In conclusion, personality (X1) has a direct and significant positive effect on organizational culture (X3).

Success in education is greatly influenced by the teacher's ability to interact with students. Teachers' physical and mental readiness is important to create positive interactions. Teacher personality plays a role in influencing students' enthusiasm for learning, both academic and non-academic. Personality reflects the traits inherent in individuals and can influence their behavior in the workplace. Teachers with a good personality are able to understand and apply the values of the organizational culture at school, and have the ability to adjust in interacting with others in their work environment. A teacher who has a good personality has the capital to carry out his duties and obligations as an educator for his students (Sukawati et al., 2020). Teachers who have a good personality will realize that they are social beings who need the help of others but still respect others. If teachers can create harmonious relationships with each other, it will create a school environment with a harmonious culture.

Organizational culture according to (Lam et al., 2021) can be understood as the inherent traits of an organization that significantly influence its growth over the long term. Organizational culture also reflects the way members of the organization engage with one another. An individual's behavior within an organization is shaped by mutual agreements, the established working conditions, and the overall work environment. Consequently, it can be concluded that a positive organizational culture in schools directly influences the school's success and enhances

the performance of both individuals and groups within the organization (Hidayati & Suriansyah, 2022; Yusuf, 2021). In the results of his research, it can be explained that the regression coefficient is 0.643 with a t-value of 6.823 while the t-table at  $\alpha = 0.05$  is 1.98, indicating that there is a significant influence of “*the Big Five Personality* to the organizational culture.” The better “*the Big Five Personality*,” the better the organizational culture that describes the personality of employees in behaving in the organization. Likewise (Gardner et al., 2012) who in their findings stated that personality affects organizational culture profoundly. In the study, it is also stated that personalities who have a match with the organizational culture where they work, can achieve high levels of performance and welfare. Based on this explanation, it can be concluded that personality has a direct and significant positive effect on Organizational Culture in SD Negeri Kota Tangerang, as well as supporting the findings of previous research results.

### **Personality Has a Positive Effect on Trust**

Based on the results of the calculation, it shows that Personality has a significant positive effect on *Trust*, this can be seen from the path coefficient  $\beta_{41} = 0,432$ . To determine whether or not Personality has a direct effect on *Trust*, a significance test is carried out with a  $t_{hitung} > t_{tabel}$  or vice versa. The results of the t-test calculation were obtained  $t_{hitung} = 5,058$ , While  $t_{tabel} = 1,96$  so that  $t_{hitung} > t_{tabel}$  or  $5,058 > 1,96$ , so  $H_0$  rejected and  $H_1$  is accepted, so that the path coefficient  $\beta_{41}$  Significant. Thus, Personality (X1) has a significant positive effect on *Trust* (X4).

The psychological aspect in determining a person's behavior is personality. A person has different ways of integrating things, developing interests, ways of coping with feelings, and so on. A person's personality shapes different behaviors, thoughts, and feelings in each individual. This also affects a person's perception including his trust in others. A person's traits and behaviors are a characteristic of personality that is different from each other. Personality is an emotional, interpersonal, experiential and motivational form that explains behavior in different situations as conveyed by (Yildirim et al., 2016). This is the basis for a person to be able to give trust to others.

In a study titled “*Personality traits and the propensity to trust friends and strangers*” (Freitag & Bauer, 2016) showed the results that in general based on a wide range of personality types, empirical analysis shows that trust is related to personality. It can be seen from 2 personality types, namely *conscientiousness* (cautious nature) and *openness* (openness) that affect trust in friends and strangers. The results of the analysis in general, from all personality types, show that trust in strangers is greater than trust in friends. That is, it is evident that trust is rooted in personality. In addition, research related to the influence of personality on trust conducted by (Gumelar & Pandina, 2014) obtained the result that there is a significant influence between the *personality traits* of *the big five* on consumer trust to shop at *online stores*. The contribution of the *big five* personality traits to consumer confidence in shopping at online stores is 13.2% and the remaining 86.8% is influenced by other factors.

Based on the explanation that has been described, it can be concluded that the results of this study provide strong support for previous findings. The findings show that the personality of civil servant teachers in public primary schools in South Tangerang City has a significant and positive influence on the level of trust they build.

### **Emotional Intelligence to Organizational Culture**

Based on the results of the calculation, it shows that emotional intelligence has a non-significant effect on Organizational Culture. This can be seen from the path coefficient  $\beta_{32} = 0.125$ . To determine whether or not Emotional Intelligence has a direct effect on Organizational Culture, a significance test is carried out with a  $t_{hitung} > t_{tabel}$ . The results of the t-test calculation were obtained  $t_{hitung} = 1,226$  While  $t_{tabel} = 1,96$  so that  $t_{hitung} < t_{tabel}$ , or  $1,226 < 1,96$ , so  $H_0$  accepted and  $H_1$  rejected, path coefficient  $\beta_{32}$  insignificant. Thus, Emotional

Intelligence (X2) has no effect on Organizational Culture (X3). Emotional intelligence is a set of abilities that can lead a person's life to be better in various aspects of life. Both the individual, family, education, career, and even his social life. A person who has good emotional intelligence is usually able to communicate better. In addition, a person's emotional intelligence can affect the ability to accept values in the organization's culture, such as being able to adapt to changes, harmony at work, and equalizing goals for the goals expected of the organization (Rasooli et al., 2019).

However, in the reality in the field, according to the results of research conducted by (Haghighy, M., Shahrakimojahe, L., & Vahed, 2016) show the findings that there is a positive but not significant relationship between emotional intelligence and organizational culture. The research conducted (Rasooli et al., 2019) also showed the results that of the four hypotheses in the study, one hypothesis was accepted and three hypotheses were rejected. Therefore, there is no meaningful connection between emotional intelligence and the other scales of organizational culture, which include “individualism-collectivism culture, trust-risk culture, and equitable versus non-equitable power culture.”

Based on this explanation, it can be concluded that the results of this study support previous findings, with the results obtained in the field showing that the level of emotional intelligence of teachers or staff has no direct impact on the organizational culture in the school.

#### **Emotional Intelligence Has a Positive Effect on Trust**

Based on the results of the calculation, it shows that Emotional Intelligence has a positive and significant effect on *Trust*. This can be seen from the path coefficient  $\beta_{42} = 0,492$ . To determine whether Emotional Intelligence has a direct effect on *Trust*, a significance test is carried out with a  $t_{hitung} > t_{tabel}$ . The results of the t-test calculation were obtained  $t_{hitung} = 5,982$ , While  $t_{tabel} = 1,96$  so that  $t_{hitung} > t_{tabel}$ , or  $5,982 > 1,96$ , so  $H_0$  rejected and  $H_1$  accepted, the pathway coefficient  $\beta_{42}$  is very significant. Thus, Emotional Intelligence (X1) has a direct and significant positive effect on *Trust* (X4). Emotional intelligence refers to the capacity to recognize and utilize emotions to enhance cognitive abilities. It encompasses the ability to accurately perceive emotions, access and manage those emotions to aid cognitive processes, comprehend emotions along with their underlying knowledge, and reflect on emotions to regulate both emotions and intellectual development.

A teacher's self-control in managing emotions and optimistic attitude in motivating themselves is able to realize the trust that occurs between teachers and the school organization itself, students, fellow teachers, and leaders. By recognizing your own emotions, namely by being aware and believing in yourself, it can be used as a guide in making decisions. That is the decision to give trust to others. A teacher who is able to manage emotions well, will usually be more careful in giving trust. He will observe and be more patient before making a decision, so that he knows better which students can be asked for help and are trusted to carry out the task. Likewise with the experience experienced by a teacher. It can also be used as a reference to put more careful trust in others. Based on hypothesis testing in research (Faaizin & Kistyanto, 2013), the results were obtained that emotional intelligence has a significant and positive effect on belief. Which means that the higher the emotional intelligence, the higher the trust. Based on the explanation that has been conveyed, the results of this study provide strong support for previous findings, where in South Tangerang City Public Elementary Schools, it is proven that teacher emotional intelligence has a significant positive impact on the level of trust built between teachers and students.

#### **Personality has a Positive Effect on Interpersonal Communication Through Organizational Culture**

Personality has a positive and significant influence on Interpersonal Communication

through Organizational Culture. The calculation results show the path coefficient  $\beta_{31} = 0.092$ . The significance test with the t test results in  $t_{count} = 2.009$  and  $t_{table} = 1.96$ . Because  $t_{count} > t_{table}$  ( $2.009 > 1.96$ ), then  $H_0$  is rejected. Thus, it can be concluded that Personality has a significant positive effect on Interpersonal Communication through Organizational Culture.

As social beings, humans need communication with others. The communication process carried out can be in the form of an exchange of ideas, beliefs, and feelings. A factor that can affect a person's communication pattern is their personality. According to (Agha Mohammad Hasani et al., 2018) personality is the most significant, influential, and effective factor of stability that shapes human attitudes, emotions, beliefs, and behaviors. A teacher who has good personality competence will realize to understand the value of organizational culture in school and apply it in his daily activities at school. The organizational culture must be able to provide comfort that can build and unite the school community. Therefore, organizational culture has a great influence on teacher behavior, especially in shaping teachers' habits in communicating with students and parents for the sake of smooth teaching and learning activities and good social relations with school principals, fellow teachers, and other school residents. Values in Organizational Culture can be realized based on the good personality of teachers who are able to carry out harmonious relationships and interpersonal communication with other school residents.

From this explanation, it can be inferred that Personality affects Interpersonal Communication through Organizational Culture. Including in the conditions in the field, it is proven that Personality has an effect on Interpersonal Communication through Organizational Culture in SD Negeri Kota Selatan.

### **Personality Has a Positive Effect on Interpersonal Communication Through Trust.**

Personality has an indirect positive effect on interpersonal communication through *Trust*. Based on the results of the calculation, it shows that Personality has a significant positive effect on interpersonal communication through *Trust*. This can be seen from the path coefficient  $\beta_{41} = 0.121$ . To determine the significance of Personality to Interpersonal Communication through *Trust*, a significance test is carried out with the  $t_{hitung} > t_{tabel}$ . The results of the t-test calculation were obtained  $t_{hitung} = 3,131$ , While  $t_{tabel} = 1,96$  so that  $t_{hitung} > t_{tabel}$ , or  $3,131 > 1,96$ , so  $H_0$  rejected, thus concluding that Personality has a significant positive effect on Interpersonal Communication through *Trust*. A person's personality can shape different behaviors, thoughts, and feelings in each individual. This also affects a person's perception including his trust in others. Personality can be shown through the teacher's attitude when performing actions and reactions in interpersonal relationships at school. A teacher must have a steady personality, noble character, authority, and can be used as a role model for students. With a good personality and a high sense of trust, a teacher can naturally conduct interpersonal communication with school residents so that good relationships and mutual understanding can be realized. Based on this explanation, it can be concluded that Personality affects Interpersonal Communication through *Trust*. Including in the conditions in the field, that it is proven that Personality has an effect on Interpersonal Communication through *Trust* in Civil Servant Teachers of SD Negeri Kota Selatan Tangerang.

### **Emotional Intelligence for Interpersonal Communication Through Organizational Culture**

Emotional Intelligence has a positive but insignificant effect on Interpersonal Communication through Organizational Culture. From the calculation results, the path coefficient shows a value of  $\beta_{32} = 0.017$ . The significance test with t shows the value of  $t_{count} = 0.971$ , while  $t_{table} = 1.96$ . Because  $t_{count} < t_{table}$  ( $0.971 < 1.96$ ), then  $H_0$  is accepted. Thus, it can be concluded that Emotional Intelligence has no significant effect on Interpersonal Communication through Organizational Culture.

According to (Tyng et al., 2017) emotional intelligence as intelligence about self-awareness and managing feelings and emotions; sensitive and able to influence others; motivating and also balancing the motivation itself and monitoring oneself in achieving instincts; have awareness and behave ethically. Teachers' emotional intelligence is needed to build positive emotions in them. If a teacher cannot control his emotions well, it can affect the way he communicates with others. In addition, a person's emotional intelligence can affect the ability to accept values in the organization's culture, such as being able to adapt to change, harmony in work, and equalizing goals for the goals expected of the organization.

However, in this study, based on calculations, it shows that Emotional Intelligence has no effect on Interpersonal Communication through Organizational Culture. This means that emotional intelligence is not strong enough to be a factor that can affect teachers' interpersonal communication through organizational cultural values applied in schools. From this explanation, it can be inferred that Emotional Intelligence has no effect on Interpersonal Communication through Organizational Culture. Including in the conditions in the field, it is proven that Emotional Intelligence has no effect on Interpersonal Communication through Organizational Culture at SD Negeri Kota Selatan.

### **Emotional Intelligence Has a Positive Effect on Interpersonal Communication Through Trust**

Emotional Intelligence has a significant positive effect on Interpersonal Communication through *Trust*. Based on the results of the calculation, it shows that Emotional Intelligence has a significant positive effect on Interpersonal Communication through *Trust*. This can be seen from the path coefficient  $\beta_{42} = 0,138$ . To determine the significance of Emotional Intelligence to Interpersonal Communication through *Trust*, a significance test is carried out with a  $t_{hitung} > t_{tabel}$ . The results of the t-test calculation were obtained  $t_{hitung} = 3,106$  While  $t_{tabel} = 1,96$  so that  $t_{hitung} > t_{tabel}$ , or  $3,106 > 1,96$ , so  $H_0$  rejected, thus it can be concluded that Emotional Intelligence has a significant positive effect on Interpersonal Communication through *Trust*. An ability to respond to an action based on the mind and conscience in the face of certain situations and pressures is the essence of emotional intelligence, whether it comes from oneself or others. A teacher who has emotional intelligence in respecting himself and others, will always strive for good relationships with other school audiences through intense, conscious interpersonal communication. A teacher's self-control in managing emotions and optimistic attitude in motivating themselves is able to realize the trust that occurs between teachers and the school organization itself, students, fellow teachers, and leaders. By recognizing your own emotions, namely by being aware and believing in yourself, it can be used as a guide in making decisions. That is the decision to give trust to others. A teacher who is able to manage emotions well, will usually be more careful in giving trust. He will observe and be more patient before making a decision, so that he knows better which students can be asked for help and are trusted to carry out the task. Likewise with the experience experienced by a teacher. It can also be used as a reference to put more careful trust in others.

From this explanation, it can be inferred that Emotional Intelligence affects Interpersonal Communication through *Trust*. Including in the conditions in the field, it is proven that Emotional Intelligence has an effect on Interpersonal Communication through *Trust* in Civil Servant Teachers of SD Negeri Kota Selatan.

## CONCLUSION

Based on the results of analytical tests, interpretation of research results, and research hypotheses that have been tested, to improve Interpersonal Communication through strengthening Personality, Emotional Intelligence, Organizational Culture, and Trust of civil servant teachers in public elementary schools in South Tangerang, the following conclusions can be drawn. Personality, Emotional Intelligence, Organizational Culture, and Trust have a positive and significant effect on Interpersonal Communication of civil servant teachers in public elementary schools in South Tangerang. So that strengthening these four factors can improve the quality of interpersonal communication. In addition, there is a significant positive effect of Personality on organizational culture and trust. While Emotional Intelligence has a significant influence on Organizational Culture, which in turn can increase Trust. Emotional Intelligence also directly has a significant effect on Trust, so strengthening Emotional Intelligence can increase Trust.

However, when viewed indirectly, the effect of Personality on Interpersonal Communication through Organizational Culture is lower than the direct effect of Personality on Interpersonal Communication. This shows that Organizational Culture does not function effectively as an intervening variable between Personality and Interpersonal Communication. Similarly, the effect of Personality on Interpersonal Communication through Trust is lower than its direct effect, so Trust is also ineffective as an intervening variable. Furthermore, there is no effect of Emotional Intelligence on Interpersonal Communication through Organizational Culture, which means that Organizational Culture does not function as an intervening variable between Emotional Intelligence and Interpersonal Communication. On the other hand, Trust acts as a mediating variable between Emotional Intelligence and Interpersonal Communication, although the strength of its influence is lower than the direct effect of Emotional Intelligence on Interpersonal Communication.

## REFERENCES

- Agha Mohammad Hasani, P., Mokhtaree, M., Sheikh Fathollahi, M., & Farrokjzadian, J. (2018). Interpersonal communication skills and its association with personality dimensions of nurses in Rafsanjan University of Medical Sciences, Iran, in 2015. *Journal of Occupational Health and Epidemiology*, 7(2), 112–118.
- Amar, M. F. (2024). Peran Kemampuan Komunikasi Interpersonal Pendidik Dalam Menumbuhkan Self-Efficacy. *Aafiyah: Jurnal Multidisiplin Ilmu*, 2(01), 1-13.
- Amrullah, A. (2017). Pengaruh Religius Dan Kecerdasan Emosional Terhadap Kinerja Guru Di Sma Negeri Bangun Jaya Kabupaten Musi Rawas. *Al-Bahtsu*, 2(1).
- Batoebara, M. U. (2018). Membangun Trust (Kepercayaan) Pasangan dengan melalui Komunikasi Interpersonal. *Warta Dharmawangsa*, 57.
- Baudry, A., Grynberg, D., Dassonneville, C., Lelorain, S., & Christophe, V. (2018). Sub-dimensions of trait emotional intelligence and health: A critical and systematic review of the literature. *Scandinavian Journal of Psychology*, 59(2), 206–222.
- Cherry, M. G., Fletcher, I., & O’Sullivan, H. (2013). Exploring the relationships among attachment, emotional intelligence and communication. *Medical Education*, 47(3), 317–325.
- Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2015). *Organizational behavior: Improving*

- performance and commitment. *Organizational Behaviour*. McGraw-Hill Education. [Www. Mhhe. Con.](http://www.mhhe.com)
- Diana, R., Ahmad, S., & Wahidy, A. (2020). Pengaruh Motivasi Kerja dan Komunikasi Interpersonal Terhadap Kinerja Guru. *Jurnal Pendidikan Tambusai*, 4(3), 1828-1835.
- Ezerman, M. M., & Sintaasih, D. K. (2018). Effect of servant leadership, trust in leadership on organizational citizenship behavior with interpersonal communications as mediation variables. *IOSR Journal of Business and Management*, 20(4), 503–510.
- Faaizin, I., & Kistyanto, A. (2013). Pengaruh Kecerdasan Emosional Terhadap Kerja Tim Melalui Kepercayaan. *Jurnal Ilmu Manajemen*, 1(1), 260–271.
- Freitag, M., & Bauer, P. C. (2016). Personality traits and the propensity to trust friends and strangers. *The Social Science Journal*, 53(4), 467–476.
- Gardner, W. L., Reithel, B. J., Coglisier, C. C., Walumbwa, F. O., & Foley, R. T. (2012). Matching personality and organizational culture: Effects of recruitment strategy and the Five-Factor Model on subjective person–organization fit. *Management Communication Quarterly*, 26(4), 585–622.
- Gumelar, G., & Pandina, I. (2014). Trait kepribadian dan kepercayaan konsumen untuk berbelanja pada Toko Online. *Perspektif Ilmu Pendidikan*, 28(1), 75–81.
- Haghighy, M., Shahrakimojahe, L., & Vahed, A. S. (2016). Relationship between emotional intelligence and organizational culture with organizational commitment of fars province red crescent managers and employees. *International Journal of Humanities and Cultural Studies (IJHCS)*. <https://doi.org/https://doi.org/ISSN 2356-5926>
- Hidayati, R., & Suriansyah, A. (2022). *Correlation among School Principal Leadership, Work Culture and Work Motivation toward Job Satisfaction of Junior High School Teachers in Balangan Regency*.
- Ja'afaru Bambale, A. (2014). Relationship between servant leadership and organizational citizenship behaviors: Review of literature and future research directions. *Journal of Marketing & Management*, 5(1).
- Judge, T. A., & Robbins, S. P. (2017). *Essentials of organizational behavior*. Pearson Education (us).
- Kreitner, R., Kinicki, A., & Buelens, M. (2001). *Organizational behavior*. Irwin/McGraw-Hill.
- Lam, L., Nguyen, P., Le, N., & Tran, K. (2021). The relation among organizational culture, knowledge management, and innovation capability: Its implication for open innovation. *Journal of Open Innovation: Technology, Market, and Complexity*, 7(1), 66.
- Meryati, M., Meidarti, T., & Asti, E. G. (2018). Analisis Pengaruh Budaya Organisasi Sekolah Dan Motivasi Kerja Guru Terhadap Mutu Pendidikan Di Bekasi. *Jurnal Manajemen Kewirausahaan*, 15(1), 83-98.
- Mulyana, D., & Rakhmat, J. (2014). Komunikasi antar Budaya; Panduan Berkomunikasi dengan Orang Berbeda Budaya. *Bandung: PT Remaja Rosdakarya*.
- Nurhidin, E. (2018). Konstruksi Budaya Organisasi Komunikatif Berbasis Komunikasi Interpersonal. *Tribakti: Jurnal Pemikiran Keislaman*, 29(1), 145–176.
- Orebiyi, A. O., & Orebiyi, T. P. (2011). The influence of interpersonal communication on secondary school teachers' job satisfaction and commitment in Kogi State, Nigeria. *Journal of Communication and Culture: International Perspective*, 2(1), 109–117.
- Petrovici, A., & Dobrescu, T. (2014). The role of emotional intelligence in building interpersonal communication skills. *Procedia-Social and Behavioral Sciences*, 116, 1405–1410.
- Rasooli, T., Moradi-Joo, E., Hamedpour, H., Davarpanah, M., Jafarinahlashkanani, F., Hamedpour, R., & Mohammadi-Khah, J. (2019). The Relationship between Emotional Intelligence and Attitudes of Organizational Culture among Managers of Hospitals of Ahvaz Jundishapur University of Medical Sciences: 2019. *Entomology and Applied*

*Science Letters*, 6(3–2019), 62–67.

- Robbins, S. P., & Judge, A. T. A. (2019). *Organizational Behavior. 18th Editi. New York City, NY. USA: Pearson.*
- Schultz, D. P., & Schultz, S. E. (2017). *Thoeries of Personality. Cengage Learning.*
- Shankar, V., Urban, G. L., & Sultan, F. (2002). Online trust: a stakeholder perspective, concepts, implications, and future directions. *The Journal of Strategic Information Systems*, 11(3–4), 325–344.
- Siregar, R. R., & Ningsih, Y. T. (2019). Kontribusi Kepribadian Big Five terhadap Komunikasi Interpersonal pada Mahasiswa Rantau Tahun Pertama. *Jurnal Riset Psikologi*, 2019(1).
- Sukawati, N. N., Gunawan, I., Prayoga, A. G., & Wardani, A. D. (2020). Teacher personality, interpersonal relationships, performance, and professionalism in the learning process: A qualitative study. *6th International Conference on Education and Technology (ICET 2020)*, 250–254.
- Sutomo, Y. (2016). *Kepemimpinan Kepala Sekolah Memoderasi Pengaruh Kompetensi Profesional dan Motivasi Kerja terhadap Kinerja Guru (Studi Kasus pada Guru Pns SMA Negeri Se-kota Tegal).* Stikubank University.
- Szczygieł, D., & Weber, J. (2017). Emotional intelligence predicts peer-rated social competence above and beyond personality traits. *Current Issues in Personality Psychology*, 5(2), 91–101.
- Tyng, C. M., Amin, H. U., Saad, M. N. M., & Malik, A. S. (2017). The influences of emotion on learning and memory. *Frontiers in Psychology*, 8, 235933.
- Utaminingsih, A. (2014). *Perilaku organisasi: Kajian teoritik & empirik terhadap budaya organisasi, gaya kepemimpinan, kepercayaan dan komitmen.* Universitas Brawijaya Press.
- Waldherr, A., & Muck, P. M. (2011). *Towards an integrative approach to communication styles: The Interpersonal Circumplex and the Five-Factor Theory of personality as frames of reference.*
- Yildirim, B. I., Gulmez, M., & Yildirim, F. (2016). The relationship between the five-factor personality traits of workers and their job satisfaction: S study on five star hotels in Alanya. *Procedia Economics and Finance*, 39, 284–291.
- Yusuf, S. D. A. (2021). Pengaruh Big Five Personality terhadap Kinerja Pegawai melalui Budaya Organisasi. *Jurnal Khazanah Intelektual*, 5(1).