



Achievement Motivation and Communication Intelligence as Predictors of School Management Effectiveness

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ABSTRACT

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This study aims to examine the effects of achievement motivation and communication intelligence on school management effectiveness, both partially and simultaneously. A quantitative approach with a causal survey design was employed. The population consisted of all public senior high school teachers in Jambi City, Indonesia, with a sample of 55 teachers selected using probability sampling techniques. Data were collected through structured questionnaires and analyzed using descriptive and inferential statistics, including multiple regression analysis and F-tests, with SPSS version 25. The findings indicate that achievement motivation has a positive and significant effect on school management effectiveness. Similarly, communication intelligence also shows a positive and significant effect on school management effectiveness. Furthermore, achievement motivation and communication intelligence simultaneously exert a highly significant influence on school management effectiveness. These results suggest that enhancing school management effectiveness requires strengthening teachers' achievement motivation alongside the systematic development of communication intelligence. Such efforts are essential to support more effective, transparent, and accountable school management practices.

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INTRODUCTION

Effectiveness is a fundamental concept in organizational management, including educational institutions. Etymologically, the term "effective" refers to achieving a set goal successfully (Khotimah et al., 2024; Sanjani, 2024). Effectiveness emphasizes the degree to which activities accomplish desired outcomes, whereas efficiency focuses on optimizing the use of resources to achieve those outcomes (Hartono, 2020). Both concepts are closely related and cannot be separated in managing educational organizations. Schools must balance effectiveness and efficiency to ensure high-quality education and optimal

resource utilization. In the context of school management, effectiveness encompasses strategic planning, implementation, evaluation, and continuous improvement to achieve institutional goals (Ilmani et al., 2024; Sa'i et al., 2025). Efficient processes complement effectiveness by ensuring that resources, such as time, funding, and human capital, are used optimally (Kusumawati et al., 2025). Therefore, understanding these interrelated concepts is critical to designing policies, developing competencies, and implementing practices that strengthen school performance and support the achievement of educational objectives (Hartono, 2020).

An effective school is defined as an institution capable of empowering all components, internal and external, through transparent, accountable, and well-structured management systems aimed at realizing its vision, mission, and educational objectives (Iskandar et al., 2025). Effective schools also demonstrate relevant curricula, appropriate learning strategies, high-quality teaching and learning processes, and harmonious interactions among stakeholders, including students, teachers, parents, community members, and other parties, producing graduates who are competent and reliable (Sari & Tarihoran, 2024). Such schools create a positive educational environment that fosters student achievement, professional development of teachers, and effective coordination of administrative and academic functions. By linking school management effectiveness with educational outcomes, administrators can design programs and policies that promote sustainable development, accountability, and continuous improvement in institutional performance.

Teachers play a strategic role in school management, as they are at the forefront of educational implementation (Manshur et al., 2025; Shofuro, 2025). Teachers act not only as instructors but also as educators responsible for guiding students toward achieving national educational goals (Alfi & Mizan, 2025). Therefore, teachers are required to possess various competencies that support professionalism, both academic and non-academic, to fulfill their duties effectively (Prilianto et al., 2024). Teachers' performance directly affects classroom learning quality, school climate, and student development, making their competencies critical to the overall effectiveness of school management. Competent teachers contribute to achieving institutional goals through effective instructional delivery, classroom management, mentoring, and collaboration with colleagues and stakeholders.

One of the internal factors influencing teacher performance and school management effectiveness is achievement motivation (Nuriyah et al., 2024; Rusdiah, 2024). Achievement motivation is an internal drive to succeed, excel in competition, and achieve the best outcomes by comparing oneself with others (Sunan & Jabung, 2025). Individuals with high achievement motivation value

feedback as a basis for evaluating and improving performance. Achievement motivation can also be understood as the combination of internal and external forces that drive individuals to exert maximum effort, overcome obstacles, find solutions, and persist in achieving organizational and personal goals (Sunan & Jabung, 2025). Generally, motivation is a process that produces intensity, direction, and persistence of individual behavior toward achieving specific goals (Sinambela et al., 2023).

Besides achievement motivation, communication intelligence is another key factor supporting school management effectiveness. Although less studied than intellectual, emotional, or spiritual intelligence, communication intelligence plays a fundamental role in human interaction. Communication skills distinguish humans from other species and are essential for forming social relationships since early civilization (Sukma et al., 2025). Conceptually, communication involves conveying meaningful messages to create understanding, and in academic contexts, it includes both the content of human statements and their study in social interactions (Ni'matussa'adah, 2021). Effective communication is critical for transferring knowledge, coordinating actions, preventing misunderstandings, and optimizing individuals' cognitive and emotional potential. Therefore, the development of verbal and nonverbal communication skills is necessary for enhancing overall organizational effectiveness (Mansyur, 2021).

Communication intelligence significantly contributes to achieving educational goals by facilitating collaboration, idea dissemination, and the creation of a conducive school climate. Feldman defines intelligence as the ability to understand the world, think rationally, and use resources effectively in facing challenges. Effective communication serves as the main medium to realize the school's objective of educating the nation through students guided by teachers as agents of change (Jaya, 2021). Communication intelligence manifests through indicators such as demonstrating wisdom and politeness, performing tasks correctly, sharing information, asserting oneself appropriately, and respecting others' work (Ruliana, 2014). These competencies ensure smooth interactions among teachers, students, and school leaders, supporting coordinated efforts toward achieving school objectives.

School management effectiveness is a multidimensional phenomenon often interpreted differently depending on the conceptual framework used. Effectiveness reflects the extent to which organizational goals are optimally achieved, whereas efficiency concerns the precision of resource utilization during this process. From a values perspective, work can be considered a form of worship, self-actualization, and realization of one's beliefs, generating high-quality performance to achieve both organizational and individual goals. Based

on this background, several research problems are identified: (1) achievement motivation is suspected to influence school management effectiveness; (2) communication intelligence is suspected to influence school management effectiveness; (3) there is a relationship between achievement motivation and communication intelligence; and (4) school management effectiveness has not yet reached its optimal level.

Therefore, this study aims to examine whether achievement motivation and communication intelligence have a significant effect on school management effectiveness. By using a quantitative approach with a causal survey method, the study seeks to analyze both partial and simultaneous effects of these variables. The findings are expected to provide empirical evidence for developing strategies to enhance teacher motivation, strengthen communication competencies, and improve school management practices. This research also contributes to understanding the interplay between internal teacher factors and organizational outcomes, offering guidance for policymakers, administrators, and educators to achieve sustainable improvements in educational quality and effectiveness.

RESEARCH METHOD

This study employed a quantitative approach using a causal survey method, which aims to analyze cause-and-effect relationships between independent and dependent variables. The causal survey design was selected because the research focused on examining the effects of achievement motivation and communication intelligence as independent variables on school management effectiveness as the dependent variable. This study was non-experimental in nature, as no treatment or manipulation was applied to the research variables. Instead, the study observed and analyzed existing conditions in the field to identify statistically significant relationships. The research was conducted in public senior high schools in Jambi City, Indonesia, with teachers serving as the primary unit of analysis.

The population of this study comprised all teachers employed in public senior high schools in Jambi City. A probability sampling technique was used to ensure that each member of the population had an equal opportunity to be selected as a research participant. Through this sampling procedure, a total of 55 teachers were selected as the study sample, which was considered adequate to represent the characteristics of the population and support statistical generalization.

Data were collected using structured questionnaires developed based on the indicators of each research variable, namely achievement motivation, communication intelligence, and school management effectiveness. The questionnaires consisted of closed-ended statements measured using a rating scale to facilitate respondent understanding and ensure consistency in responses. The collected data were analyzed using both descriptive and inferential statistical techniques. Inferential analysis, including multiple regression analysis and simultaneous hypothesis testing, was conducted using SPSS version 25 to examine the partial and joint effects of the independent variables on school management effectiveness.

RESULT AND DISCUSSION

Result

This section presents the results of the data analysis aimed at examining the effects of achievement motivation and communication intelligence on school management effectiveness. The analysis was conducted using descriptive and inferential statistical tests to test the research hypotheses, both partially and simultaneously.

Respondent Description

The respondents in this study were public senior high school teachers in Jambi City, totaling 55 individuals. All respondents actively participated in completing the research questionnaires, ensuring that the data collected could be analyzed comprehensively.

Table 1. Research Respondent Characteristics

Characteristic	Category	Number	Percentage (%)
Respondents	Public Senior High School Teachers in Jambi City	55	100

The table above shows that all respondents were public senior high school teachers in Jambi City, indicating that the data reflect the real conditions of the research subjects.

Partial Influence Analysis

a. Effect of Achievement Motivation on School Management Effectiveness

The first hypothesis test aimed to examine the effect of achievement motivation (X_1) on school management effectiveness (Y). The analysis was performed using simple regression analysis.

Table 2. Hypothesis Test Results for the Effect of Achievement Motivation (X_1) on School Management Effectiveness (Y)

Parameter	Value
Regression Equation	$Y = 75.64 + 0.12X_1$
Regression Coefficient (b)	0.12
Constant (a)	75.64
t-value	> t-table
Significance	< 0.05
Decision	H_0 rejected, H_1 accepted

The results indicate that the calculated t-value is greater than the t-table value at a significance level below 0.05. Thus, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This means that achievement motivation has a positive and significant effect on school management effectiveness. The regression equation $Y = 75.64 + 0.12X_1$ indicates that each one-unit increase in achievement motivation increases school management effectiveness by 0.12 units on a constant of 75.64.

b. Effect of Communication Intelligence on School Management Effectiveness

The second hypothesis test examined the effect of communication intelligence (X_2) on school management effectiveness (Y).

Table 3. Hypothesis Test Results for the Effect of Communication Intelligence (X_2) on School Management Effectiveness (Y)

Parameter	Value
t-value	5.472
t-table ($\alpha = 0.025$)	< 5.472
Correlation Coefficient (r)	0.470
Significance	< 0.05
Decision	H_0 rejected, H_1 accepted

The analysis shows that the calculated t-value of 5.472 is greater than the t-table value at a 0.05 significance level. Additionally, the correlation coefficient of 0.470 indicates a positive relationship with a moderate strength. Therefore, it can be concluded that communication intelligence has a positive and significant effect on school management effectiveness.

Simultaneous Influence Analysis

The third hypothesis test was conducted to examine the simultaneous effect of achievement motivation (X_1) and communication intelligence (X_2) on school management effectiveness (Y). Multiple regression analysis and the F-test were used.

Table 4. Simultaneous Effect of Achievement Motivation and Communication Intelligence on School Management Effectiveness

Parameter	Value
Regression Equation	$Y = 0.701X_1 + 0.558X_2$
Regression Coefficient X_1	0.701
Regression Coefficient X_2	0.558
Constant	0.70
F-value	609.955
F-table ($\alpha = 5\%$)	2.74
Significance	< 0.05
Decision	H_0 rejected, H_1 accepted

The F-test results show that the calculated F-value of 609.955 is much greater than the F-table value of 2.74 at a 5% significance level. This indicates that achievement motivation and communication intelligence simultaneously have a positive and significant effect on school management effectiveness. The regression equation shows that both independent variables contribute strongly to improving school management effectiveness.

Summary of Hypothesis Testing Results

Table 5. Summary of Research Hypothesis Test Results

No	Hypothesis	Test Result	Decision	Conclusion
1	Achievement motivation affects school management effectiveness	t-value $>$ t-table	H_1 accepted	Significant
2	Communication intelligence affects school management effectiveness	t-value = 5.472; r = 0.470	H_1 accepted	Significant
3	Achievement motivation and communication intelligence simultaneously affect school management effectiveness	F-value = 609.955 $>$ F-table = 2.74	H_1 accepted	Significant

Based on the hypothesis testing results, all hypotheses were accepted, indicating significant relationships between the independent and dependent variables.

The first hypothesis, stating that achievement motivation affects school management effectiveness, is statistically supported. The t-test shows that the calculated t-value is greater than the t-table value, leading to the rejection of H_0 and acceptance of H_1 . This finding indicates that higher teacher achievement motivation increases school management effectiveness. Achievement motivation encourages individuals to work optimally, take responsibility, and focus on achieving school organizational goals.

The second hypothesis, stating that communication intelligence affects school management effectiveness, is also statistically significant. The calculated t-value of 5.472 exceeds the t-table value, and the correlation coefficient of 0.470 indicates a moderately strong positive relationship. These results suggest that teachers' and school staff's effective communication skills, both verbal and nonverbal, contribute to good coordination, shared understanding, and a conducive working climate within school management.

The third hypothesis, stating that achievement motivation and communication intelligence simultaneously affect school management effectiveness, is accepted. The F-test result of 609.955 far exceeds the F-table value of 2.74 at a 5% significance level. This indicates that the combination of achievement motivation and communication intelligence has a very significant influence on school management effectiveness. In other words, school management effectiveness is influenced not only by one factor individually but also by the synergy between internal achievement motivation and effective communication skills within the school environment. Overall, these findings confirm that enhancing achievement motivation and communication intelligence is essential and strategic for improving school management effectiveness.

Contribution of Variables to School Management Effectiveness

Table 6. Contribution of Each Variable

Variable	Regression Coefficient	Description
Achievement Motivation (X_1)	0.701	Most dominant contribution
Communication Intelligence (X_2)	0.558	Strong contribution
Simultaneous Effect	F = 609.955	Highly significant

Based on the results, achievement motivation has a more dominant contribution than communication intelligence; however, both variables together have a very strong effect on school management effectiveness.

DISCUSSION

The research findings indicate that achievement motivation has a positive and significant effect on school management effectiveness. This suggests that teachers with a strong drive to achieve tend to demonstrate more optimal performance in carrying out their professional duties, which directly impacts the quality of school management. Theoretically, Lutfiyah and Khamidi (2022) view motivation as a change in energy within an individual, marked by the emergence of feelings and reactions aimed at achieving specific goals. In the school context, achievement motivation encourages teachers to work responsibly, set realistic

targets, utilize feedback, and take calculated risks to enhance the quality of teaching and school management. Therefore, the higher the teachers' achievement motivation, the greater their contribution to achieving school objectives effectively.

These findings align with the perspective of Sari and Tarihoran (2024), who emphasize that motivating individuals involves creating conditions in which they are willing and able to perform their responsibilities. Teachers with high achievement motivation are not only focused on routine tasks but also strive to achieve the best outcomes for the school organization. This supports the argument that achievement motivation is an important internal factor in improving school management effectiveness, as it drives the intensity, direction, and persistence of teachers' work behaviors toward achieving established educational goals.

In addition to achievement motivation, the study also confirms that communication intelligence has a positive and significant effect on school management effectiveness. The relatively strong correlation coefficient indicates that the better the communication skills of teachers and school staff, the more effective the school management processes. Conceptually, Syam (2015) explains that communication is a process of conveying messages intended to build understanding and influence the behavior of others. In the school environment, effective communication is key to achieving coordination, clarity of information, and harmonious interpersonal relationships among school members.

Communication intelligence is also inseparable from the broader concept of intelligence. Ni'matussaadah (2021) defines intelligence as the ability to understand the world, think rationally, and use resources effectively when facing challenges. In school management, communication intelligence enables teachers and school leaders to convey ideas, policies, and directives wisely and persuasively so that they are understood and accepted by all school members. This reinforces the study's findings that communication intelligence contributes significantly to creating a conducive school climate and supporting effective school management.

Furthermore, the findings indicate that achievement motivation and communication intelligence simultaneously exert a highly significant influence on school management effectiveness. This suggests that school management effectiveness is not determined by a single factor independently but by the synergy between internal drive to achieve and effective communication skills. Achievement motivation provides energy and goal orientation for teachers, while communication intelligence serves as a medium to actualize this motivation through productive interactions, collaboration, and coordination within the school environment.

Theoretically, an effective school is understood as an institution capable of empowering all internal and external components through a transparent, accountable management system oriented toward achieving educational vision and mission. The present study reinforces this view by showing that teachers, as the main actors in the school system, require a combination of achievement motivation and communication intelligence to perform their roles optimally. Without strong motivation, communication potential cannot be fully utilized, and conversely, without effective communication, achievement motivation cannot be properly channeled in school management practices.

Thus, this discussion highlights that improving school management effectiveness should focus on strengthening internal teacher factors, particularly achievement motivation, and developing communication intelligence as a key competency in educational management. These findings are consistent with previous studies emphasizing psychological and communicative aspects as fundamental in realizing effective, competitive schools capable of achieving sustainable educational goals.

CONCLUSION

Based on the data obtained from the analysis, the findings of this study can be concluded as follows. First, achievement motivation has a positive and significant effect on school management effectiveness. Teachers with high achievement motivation tend to demonstrate greater commitment, responsibility, and goal-oriented behavior in carrying out their professional duties. This condition positively impacts the overall quality of school management, including planning, implementation, and evaluation processes.

Second, communication intelligence also has a positive and significant effect on school management effectiveness. The ability of teachers and school staff to communicate effectively, both verbally and nonverbally, plays a crucial role in fostering work coordination, information clarity, and harmonious interpersonal relationships. Furthermore, achievement motivation and communication intelligence simultaneously exert a highly significant influence on school management effectiveness. The synergy between internal drive to achieve and effective communication skills forms the foundation for optimal, transparent, and accountable school management. These findings highlight that enhancing school management effectiveness requires the integrated and sustainable development of both factors.

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