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The Effect of Organizational Communication, Innovative Work Behavior, and Work Motivation on the Performance of Guidance and Counseling Teachers

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Abstract

The objective of this study is to examine the effect of communication, innovative behavior, and work motivation on teacher performance. This research focuses on investigating the performance of Guidance and Counseling teachers at public junior high schools in Magetan Regency. This study employs a quantitative research design using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) statistical analysis technique. The population of this study consists of 97 respondents, and a census method was applied. The respondents are Guidance and Counseling teachers with a teaching tenure ranging from 0 to 36 years. The findings of this study indicate that communication, innovative behavior, and work motivation have a significant effect, both partially and simultaneously, on the performance of Guidance and Counseling teachers at SMP Negeri in Magetan Regency, with work motivation emerging as the most dominant variable. These results confirm that the improvement of Guidance and Counseling teachers' performance is strongly determined by the quality of communication, innovative capacity, and strong work motivation in carrying out counseling service duties. The results of this study are expected to serve as consideration and input for the Education Office, school supervisors, and school principals in implementing continuous professional development for Guidance and Counseling teachers in order to enhance the quality of school services.

Keywords Communication; innovative behavior; work motivation; teacher performance

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1. INTRODUCTON

Guidance and counseling (GC) is an essential component of the education system that plays a significant role in supporting students' personal development and maximizing their potential. Through guidance and counseling services, students receive assistance in addressing various developmental needs, including personal, social, academic, and career-related aspects. Ramadani and Herdi (2021) stated that the effectiveness of guidance and counseling services is strongly influenced by the competence and experience of GC teachers in providing appropriate guidance and counseling interventions for students. Therefore, a well-structured guidance and counseling management system

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is required to ensure that services are implemented systematically and aligned with students' developmental needs (Zamroni & Rahardjo, 2015).

The performance of guidance and counseling teachers is a critical indicator in determining the effectiveness of human resource management within schools. GC teachers are not only responsible for addressing students' problems but also play a strategic role in designing preventive programs, supporting character development, and contributing to students' academic and social success. Taqiyyuddin and Arifin (2026) emphasized that organizational success is highly dependent on the performance of individuals who carry out organizational responsibilities. However, in practice, the role of GC teachers is still frequently perceived narrowly as personnel responsible for dealing with disciplinary issues or acting as "school police," rather than as professional educators who provide developmental services for students (Babtista et al., 2020). Such perceptions may hinder the optimization of GC functions within schools.

Effective implementation of guidance and counseling programs requires support from various stakeholders, particularly GC teachers, school principals, and educational supervisors. Saputri et al. (2018) explained that the success of GC services depends on teachers' readiness to implement professional competencies and the managerial support provided by school leaders. School principals have an important role as educational leaders who direct, supervise, and ensure that GC programs operate according to established objectives. In addition to professional competence, psychological factors and workplace conditions also influence individual performance. Robbins and Judge (2018) argued that individual success within organizations is determined by ability, work motivation, and supportive work environments, including effective communication and opportunities for innovation.

Issues related to GC teachers' performance have also been identified in public junior high schools in Magetan Regency. Based on field conditions, GC teachers have implemented counseling services according to formal regulations; however, several challenges remain, particularly the tendency of services to become administrative-oriented and reactive toward student problems. This situation indicates a gap between the ideal implementation of guidance and counseling services and actual practices in schools. The limited optimization of GC services highlights the need for further investigation into factors influencing teachers' professional performance.

One factor that is expected to influence GC teachers' performance is organizational communication. Organizational communication plays an important role in facilitating coordination between GC teachers and other educational stakeholders, including school principals, subject teachers, homeroom teachers, and parents. Pohan et al. (2021) explained that communication extends beyond verbal message exchange and includes various forms of interaction, such as body language, expressions, attitudes, and emotional involvement in workplace relationships. However, the implementation of GC

services in Magetan Regency still faces challenges related to communication and coordination among relevant stakeholders. Information regarding students' needs, service planning, and program evaluation has not been fully integrated, which may affect the effectiveness and quality of counseling services.

Besides organizational communication, work motivation represents another important factor affecting GC teachers' performance. GC teachers require strong internal motivation to continuously improve service quality and perform their professional responsibilities effectively. Kanto (2015) explained that achievement motivation includes the desire to achieve success, take responsibility, receive feedback, face challenges, and accomplish realistic goals. Nevertheless, high administrative workloads, limited supporting facilities, and insufficient recognition of the professional role of GC teachers may reduce their motivation. These conditions may be reflected in limited initiatives to develop counseling services, inadequate program evaluation, and insufficient efforts toward continuous quality improvement. Daeli et al. (2024) stated that work motivation enhances individual focus, persistence, and capability in achieving organizational goals. Individuals with strong motivation are more capable of directing their energy and competencies toward achieving better work outcomes (Susanto & Pelealu, 2026).

Another factor potentially influencing GC teachers' performance is innovative work behavior. The increasing complexity of student problems requires GC teachers to develop more creative, adaptive, and responsive approaches in delivering counseling services. Taqiyyuddin and Arifin (2026) stated that innovative work behavior enables individuals to generate new ideas that are relevant to organizational needs. Hardiyanto et al. (2021) defined innovative work behavior as an individual's ability to generate, develop, gain support for, and implement new ideas that provide benefits to organizations. However, GC services in Magetan Regency still demonstrate limitations in innovation implementation, particularly regarding technology utilization and the development of creative counseling approaches. These limitations may affect the effectiveness of professional tasks and overall teacher performance.

Based on the aforementioned discussion, the performance of guidance and counseling teachers is not solely determined by individual factors but is also influenced by organizational and psychological factors, including organizational communication, work motivation, and innovative work behavior. These three factors are interconnected in shaping teachers' ability to provide effective, responsive, and student-centered counseling services. Therefore, examining the influence of organizational communication, innovative work behavior, and work motivation on GC teachers' performance is essential to provide empirical evidence for improving the quality of guidance and counseling services in schools.

2. METHOD

This study employed a quantitative approach using an explanatory research design to examine the causal relationships between organizational communication, innovative work behavior, work motivation, and the performance of guidance and counseling (GC) teachers. Explanatory research is designed to investigate relationships among variables based on previously formulated hypotheses and to determine the effects between research constructs (Singarimbun & Effendi, 2011). In this study, GC teachers' performance was positioned as the dependent variable, while organizational communication, innovative work behavior, and work motivation were treated as independent variables. The research was conducted within the framework of human resource management, focusing on factors that influence professional performance in educational organizations.

The study was conducted in all public junior high schools under the authority of the Department of Education, Youth, and Sports of Magetan Regency, East Java, Indonesia. The research location was selected based on the need to examine factors influencing GC teachers' performance in implementing educational and counseling services. The study population consisted of all GC teachers working in public junior high schools in Magetan Regency. A total of 97 respondents participated in this study, determined through a census sampling technique in which the entire population was included as research participants. The data consisted of primary and secondary sources. Primary data were collected through questionnaires distributed to GC teachers, while secondary data were obtained from official documents, institutional reports, educational regulations, and relevant scientific literature.

The research instrument was developed using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Prior to structural model analysis, the research instrument was evaluated through validity and reliability testing to ensure that each indicator accurately measured the intended research constructs. Instrument validity was assessed using Pearson correlation analysis, while reliability was evaluated based on Cronbach's Alpha values following the approaches proposed by Ghozali (2016) and Arikunto (2018). These procedures were conducted to ensure the consistency and accuracy of the measurement instruments before hypothesis testing.

Data analysis was performed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS software. PLS-SEM was selected because this method enables simultaneous analysis of relationships among latent variables through the evaluation of both the measurement model (*outer model*) and the structural model (*inner model*) (Ghozali & Latan, 2015). The measurement model was assessed through convergent validity, discriminant validity, and construct reliability testing. Meanwhile, the structural model was evaluated using the coefficient of determination (R-square), predictive relevance (Q-square), and hypothesis testing based on t-statistic values and significance levels. This analytical approach is appropriate for examining predictive relationships

among organizational communication, innovative work behavior, work motivation, and GC teachers' performance.

3. FINDINGS AND DSICUSSIOUN

The study involved 97 guidance and counseling (GC) teachers working in public junior high schools in Magetan Regency, East Java, Indonesia. The demographic characteristics of respondents showed that the majority of GC teachers were female, consisting of 77 respondents (79.17%), while male respondents accounted for 20 respondents (20.83%). Regarding age distribution, the respondents were predominantly in the 25–30 years age group, comprising 23 teachers (23.96%), followed by the 36–40 years age group with 19 teachers (19.79%) and the 31–35 years age group with 17 teachers (17.71%). The distribution of respondents indicates that this study involved GC teachers with diverse age ranges and professional experiences, providing a comprehensive representation of GC teachers' performance conditions in public junior high schools in Magetan Regency.

Prior to conducting structural model analysis, the research instruments were evaluated through validity and reliability testing. The validity test results showed that all measurement items for each research variable had significance values below 0.05 and correlation coefficients exceeding the r-table value of 0.249. Therefore, all indicators were considered valid and appropriate for measuring the research constructs. Furthermore, the reliability test results demonstrated that all constructs obtained Cronbach's Alpha and Composite Reliability values above the recommended threshold of 0.70. The teacher performance construct achieved a Cronbach's Alpha value of 0.956 and Composite Reliability value of 0.961, organizational communication obtained values of 0.959 and 0.962, work motivation obtained values of 0.944 and 0.951, while innovative work behavior obtained values of 0.937 and 0.945. These results confirm that all research constructs demonstrated excellent internal consistency and reliability.

Discriminant validity was assessed to evaluate the extent to which each construct was empirically distinct from other constructs within the research model. This study employed the Fornell–Larcker criterion and cross-loading analysis to examine discriminant validity. Cross-loading evaluates the correlation between indicators and their corresponding constructs compared with other constructs, while the Fornell–Larcker criterion assesses the relationship between each construct and the square root of its Average Variance Extracted (AVE). A construct is considered to have adequate discriminant validity when the square root of the AVE value is higher than the correlations with other constructs. Additionally, indicator loading values and cross-loading values above 0.70 indicate that the indicators adequately represent their respective constructs. These criteria confirm that each construct in the model has sufficient discriminant validity and measures distinct theoretical concepts.

Table 3.1. Fornell-Larcker Criterion Results

Variable	Teacher Permorfance	Communication	Work Motivation	Innovative Work Behavior
Teacher Permorfance	0,789			
Communication	0,689	0,763		
Work Motivation	0,761	0,562	0,786	
Innovative Work Behavior	0,738	0,567	0,605	0,769

The results presented in Table 3.1 indicate that the Fornell–Larcker criterion values exceeded the recommended threshold of 0.70. Each construct demonstrated a higher square root of AVE value compared with its correlations with other latent variables. This indicates that each measurement item has a stronger relationship with its respective latent construct than with other constructs in the model. Therefore, all constructs in this study demonstrate adequate discriminant validity and are able to represent their respective latent variables appropriately.

Furthermore, collinearity assessment was conducted using the Variance Inflation Factor (VIF) value. A low level of collinearity is indicated when the VIF value is below the threshold of 5, suggesting that the constructs do not suffer from critical multicollinearity issues and remain appropriate for inclusion in the structural model (Setiaman, 2023). The following table presents the VIF values obtained for each construct indicator

Table 3.2 VIF Results

Indicator	VIF	Indicator	VIF	Indicator	VIF	Indicator	VIF
X1.1	4,233	X2.1	3,566	X3. 1	2,454	Y1	4,865
X1.2	4,325	X2.2	4,765	X3.2	3,674	Y2	4,673
X1.3	4, 114	X2.3	3,823	X3.3	2,455	Y3	4,513
X1.4	4,167	X2.4	3,675	X3.4	2,445	Y4	4,443
X1.5	4,675					Y5	4,365
X1.6	4,224						

The results presented in the table indicate that all Variance Inflation Factor (VIF) values were below the recommended threshold of 5. This finding confirms that the research model does not suffer from significant collinearity issues among the constructs. Therefore, the estimated path coefficients, significance levels, and indicator weights can be interpreted reliably because the predictor constructs do not demonstrate critical multicollinearity problems. These results confirm that all variables included in the model meet the requirements for further structural model evaluation.

The final assessment of discriminant validity was conducted using the Heterotrait–Monotrait Ratio (HTMT) criterion. HTMT is considered a more sensitive approach for evaluating discriminant validity compared with traditional methods because it examines the ratio between correlations across constructs and correlations within the same construct. According to Henseler et al. (2015), discriminant validity is established when the HTMT value is below the recommended threshold of 0.90. Therefore, HTMT values below 0.90 indicate that each construct represents a distinct concept and does not overlap excessively with other constructs in the research model.

Table 3.3 HTMT Results

Variable	Teacher Permorfance	Communication	Work Motivation	Innovative Work Behavior
Teacher Permorfance				
Communication	0,680			
Work Motivation	0,790	0,549		
Innovative Work Behavior	0,765	0,557	0,611	

The research model consisting of five constructs was confirmed to have adequate validity, as indicated by the Heterotrait–Monotrait Ratio (HTMT) values below the recommended threshold of 0.90. These findings demonstrate that each construct in the model possesses sufficient discriminant validity and represents a distinct theoretical concept. Therefore, the measurement model satisfies the criteria for further structural model analysis.

The results of the descriptive analysis indicate that respondents perceived organizational communication as being at a good level. The organizational communication variable obtained a mean score of 3.88, which falls within the "agree" category based on the five-point Likert scale. The distribution of responses showed that most respondents provided positive assessments, with 42.27% selecting strongly agree and 28.01% selecting agree. The highest-rated indicator was related to the provision of constructive feedback from school principals, with a mean score of 4.05. This finding indicates that leadership support through feedback and evaluation plays an important role in strengthening communication processes within the school organization. Meanwhile, the indicator with the lowest mean score was related to teachers' understanding of work objectives and the relevance of information to their professional tasks, with a mean score of 3.73. Although this indicator remained within the positive category, it suggests that improving information clarity and alignment between organizational goals and teachers' responsibilities remains necessary.

Regarding innovative work behavior, the findings reveal that GC teachers demonstrate a tendency to develop and implement new ideas in carrying out their professional duties. Innovative work behavior was assessed through four dimensions: idea exploration, idea generation, idea promotion, and idea

implementation. The results indicate that GC teachers possess the ability to identify work-related challenges, explore alternative solutions, and apply creative approaches in delivering counseling services. This finding suggests that teachers are not only performing routine administrative tasks but also actively seeking improvements in service delivery through innovative practices.

The presence of innovative work behavior among GC teachers reflects their capacity to adapt to changing educational demands and increasingly complex student needs. Through the development and implementation of new ideas, teachers can improve the effectiveness of guidance and counseling programs and provide services that are more responsive to students' developmental challenges. Therefore, innovative behavior represents an important dimension in strengthening professional performance among GC teachers.

3.1. Research Findings Analysis

Following the evaluation of the measurement model (outer model), the next step involved assessing the structural model (inner model). The evaluation of the inner model was conducted to examine the significance of relationships among latent constructs, assess the explanatory power of the model, and determine the extent to which the proposed constructs are interconnected within the research framework. In the PLS-SEM approach, structural model assessment provides important information regarding the predictive capability and explanatory strength of the research model. In this study, the R^2 value was examined to determine the extent to which organizational communication, innovative work behavior, and work motivation explain variations in guidance and counseling teachers' performance. The estimated R^2 value generated through the PLS algorithm is presented in Table 3.4

Tabel 3.4 R Square Results

Variable	R-square	R-square adjusted
Teacher Permorfance	0,745	0,736

The Teacher's performance had an R-Square score of 0.745 in Table 4.17, which shows that independent variables explained 74.5% of the variation and that other factors not included in this study explained 25.5%.

The value of F-square can be used in PLS to assess the influence of model variables. F-square values of 0.02, 0.12, and 0.35 indicate weak, medium, and strong models, respectively. The table below shows the results of the F-square test.

Table 3.5 F Square Results

Variabel	Teacher Permorfance	Communication	Work Motivation	Innovative Work Behavior
Teacher Permorfance				
Communication	0,171			
Work Motivation	0,359			
Innovative Work Behavior	0,255			

The results of the effect size analysis indicate that organizational communication has a moderate effect on guidance and counseling teachers' performance, with an f^2 value of 0.171. This finding demonstrates that communication within the school organization provides a meaningful contribution to improving teacher performance. Furthermore, work motivation demonstrated the strongest effect on teacher performance, with an f^2 value of 0.359. This value indicates that work motivation has a large effect size, suggesting that motivation is a key determinant in explaining variations in GC teachers' performance. Meanwhile, innovative work behavior showed a moderate effect on guidance and counseling teachers' performance, with an f^2 value of 0.255. This result indicates that innovative behavior contributes substantially to improving teacher performance.

The predictive relevance of the structural model was evaluated using the Q-square (Q^2) value obtained through the blindfolding procedure in the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach. The Q^2 value is used to assess the predictive accuracy and relevance of the model by determining how well the observed values can be reconstructed by the model and its parameter estimates.

Table 3.6 Predictive Relevance

Variable	**Q^2 (=1-SSE/SSO)**	**Description**
Teacher Permorfance	0,715	Has predictive relevance

The predictive relevance of the structural model was evaluated using the Q-square (Q^2) value. The results presented in the table indicate that the endogenous construct obtained a Q^2 value greater than zero. This finding demonstrates that the research model has predictive relevance and is capable of explaining the observed data. According to the PLS-SEM approach, a Q^2 value above zero indicates that the model possesses predictive capability, meaning that the exogenous constructs provide meaningful predictive information for the endogenous variable.

The significance of the relationships between exogenous and endogenous constructs was determined based on the t-statistic and p-value criteria. A hypothesized relationship was considered

statistically significant when the p-value was below 0.05 at a 5% significance level. These criteria indicate that the estimated path coefficients have sufficient statistical evidence to support the proposed hypotheses. The detailed results of hypothesis testing are presented in the following section.

Table 3.7 Hypothesis Results

Variable	Original sample (O)	T statistics (|O/STDEV|)	P values
Communication -> Teacher Permorfance	0,269	3,657	0,000
Innovative Work Behavior -> Teacher Permorfance	0,341	3,825	0,000
Work Motivation -> Teacher Permorfance	0,403	5,115	0,000

To statistically examine the hypothesized relationships among constructs, this study employed the bootstrapping procedure in Partial Least Squares Structural Equation Modeling (PLS-SEM). The bootstrapping approach was applied to assess the significance of path coefficients by evaluating the t-statistic values and p-values obtained from the structural model estimation. A hypothesis was considered supported when the t-statistic value exceeded the critical value of 1.960 and the p-value was below 0.05.

The first hypothesis examined the effect of organizational communication on guidance and counseling teachers' performance. The bootstrapping results indicated a positive and significant relationship between organizational communication and teacher performance, with a path coefficient value of 0.269, a t-statistic value of 3.657 (>1.960), and a p-value of 0.000 (<0.05). These results indicate that improvements in organizational communication contribute significantly to enhancing GC teachers' performance. Therefore, the hypothesis stating that organizational communication has a positive and significant effect on guidance and counseling teachers' performance was accepted.

The second hypothesis analyzed the effect of innovative work behavior on guidance and counseling teachers' performance. The results showed a positive and significant effect, with a path coefficient of 0.341, a t-statistic value of 3.825 (>1.960), and a p-value of 0.000 (<0.05). These findings demonstrate that teachers who exhibit stronger innovative work behavior tend to achieve better performance outcomes. The ability of GC teachers to generate new ideas, develop creative approaches, and implement improvements in counseling services contributes to increased professional effectiveness. Thus, the hypothesis stating that innovative work behavior has a positive and significant effect on guidance and counseling teachers' performance was supported.

The third hypothesis examined the influence of work motivation on guidance and counseling teachers' performance. The analysis revealed that work motivation had the strongest positive effect

among the three predictors, with a path coefficient value of 0.403, a t-statistic value of 5.115 (>1.960), and a p-value of 0.000 (<0.05). These results provide strong empirical evidence that higher levels of work motivation lead to improved teacher performance. The findings indicate that teachers with stronger internal motivation demonstrate greater commitment, responsibility, and persistence in carrying out guidance and counseling responsibilities. Therefore, the hypothesis stating that work motivation has a positive and significant effect on guidance and counseling teachers' performance was accepted.

Overall, the hypothesis testing results confirm that organizational communication, innovative work behavior, and work motivation significantly contribute to improving the performance of guidance and counseling teachers. Among the three variables, work motivation demonstrated the strongest influence, indicating that internal drive and professional commitment represent key factors in enhancing teacher performance within the school environment.

3.2 . Discussion

The findings of this study demonstrate that organizational communication, innovative work behavior, and work motivation are significant factors contributing to the performance of guidance and counseling (GC) teachers in public junior high schools in Magetan Regency. The descriptive analysis revealed that all research variables, including communication, innovative work behavior, work motivation, and teacher performance, were categorized at a good level. This finding indicates that GC teachers have developed adequate interpersonal communication skills, demonstrate the ability to generate and apply innovative approaches in counseling services, and possess strong motivation to perform their professional responsibilities. Therefore, teacher performance in guidance and counseling services is not solely determined by technical competence but is also shaped by organizational and psychological factors that encourage effective professional practice.

The findings provide empirical support for the argument that effective communication represents a fundamental element in improving organizational performance. Robbins and Judge (2018) explained that communication serves several essential functions within organizations, including information transmission, behavioral regulation, motivation enhancement, and relationship development. In educational organizations, communication allows teachers to understand institutional objectives, coordinate tasks, and establish collaborative relationships with other stakeholders. For GC teachers, communication competence becomes particularly important because counseling services require continuous interaction with school principals, subject teachers, homeroom teachers, parents, and students. Effective communication enables GC teachers to identify student problems accurately, design appropriate interventions, and ensure that counseling programs are implemented effectively.

The role of communication in improving GC teachers' performance can also be understood through the nature of counseling services itself. Unlike other educational activities that focus primarily on knowledge transfer, guidance and counseling require emotional interaction, trust-building, and mutual understanding between teachers and students. Therefore, communication quality determines how effectively teachers can provide individual counseling, group counseling, consultation, and mediation services. When communication within the school environment is open, clear, and supportive, teachers are more capable of coordinating services and responding to student needs comprehensively. This finding confirms that organizational communication is not merely an administrative process but also a strategic resource that supports professional effectiveness.

In addition to communication, this study confirms that innovative work behavior has an important contribution to improving GC teachers' performance. The development of student problems requires teachers to continuously adapt their counseling approaches. Traditional counseling methods may no longer be sufficient to address increasingly complex issues related to student behavior, digital technology, academic pressure, social relationships, and psychological development. Therefore, GC teachers need to demonstrate innovative behavior through the creation of new service models, the development of counseling media, the utilization of technology, and the implementation of creative problem-solving strategies.

The significant influence of innovative work behavior on GC teachers' performance is supported by De Jong and Den Hartog (2010), who defined innovative work behavior as the process of generating, promoting, and implementing new ideas that provide benefits to organizations. The present study strengthens this perspective by demonstrating that innovation at the individual level contributes to better professional outcomes among teachers. In the context of guidance and counseling, innovative behavior allows teachers to develop services that are more responsive to students' characteristics and learning environments. Teachers who are willing to explore new ideas are more likely to improve counseling effectiveness and create meaningful support systems for students.

Furthermore, this finding is consistent with Janssen's (2000) framework, which conceptualizes innovative work behavior through three stages: idea generation, idea promotion, and idea implementation. These three dimensions are highly relevant to the professional responsibilities of GC teachers. Teachers must first identify student needs and generate appropriate service ideas, communicate these ideas with school stakeholders, and finally implement them through counseling programs. The ability to complete these stages reflects a teacher's capacity to improve service quality and adapt to organizational changes.

The study also highlights the importance of work motivation as a major determinant of GC teachers' performance. The results indicate that teachers with higher motivation tend to demonstrate

stronger commitment, responsibility, and persistence in carrying out their professional duties. Work motivation encourages teachers to actively participate in service planning, student assessment, counseling implementation, and program evaluation. This finding supports Hasibuan's (2018) perspective that work motivation functions as an internal force that directs and encourages individuals to achieve organizational goals effectively and efficiently.

The influence of work motivation can be explained by the unique characteristics of counseling work. GC teachers frequently deal with complex student problems that require emotional commitment, patience, and continuous professional involvement. Teachers with high motivation are more likely to demonstrate responsibility, independence, and willingness to improve their competencies. This finding is also consistent with Uno (2013), who stated that work motivation directs individual behavior toward achieving specific goals through responsibility, achievement orientation, self-development, and independence. In the context of GC teachers, motivation encourages continuous improvement in delivering educational and counseling services.

The structural model analysis further indicates that communication, innovative work behavior, and work motivation simultaneously influence GC teachers' performance. This finding supports Mangkunegara's (2005) concept of performance, which describes performance as the quality and quantity of work achieved by individuals in carrying out their responsibilities. For GC teachers, performance involves not only completing administrative tasks but also providing effective counseling services, managing student problems, supporting student development, and contributing to the improvement of the school environment.

The simultaneous effect of these three variables indicates that improving teacher performance requires an integrated management approach. Communication provides the foundation for coordination and collaboration, innovative behavior encourages continuous improvement, and motivation strengthens commitment and persistence. These three aspects interact with each other in shaping professional effectiveness. A teacher who possesses motivation without communication skills may experience difficulties in collaboration, while innovation without organizational support may not be successfully implemented. Therefore, schools need to develop strategies that address both individual and organizational factors simultaneously.

The hypothesis testing results show that communication has a positive and significant effect on GC teachers' performance. The positive relationship indicates that improvements in communication quality are followed by improvements in teacher performance. Effective communication helps teachers exchange information, understand student conditions, coordinate with school stakeholders, and develop appropriate counseling interventions. In the school environment, communication becomes an

essential mechanism for ensuring that counseling services are aligned with institutional objectives and student needs.

The effect of innovative work behavior was also statistically significant, with a t-statistic value of 3.825, a coefficient value of 0.341, and a p-value of 0.000. These results confirm that innovative behavior provides a meaningful contribution to improving GC teachers' performance. Teachers who demonstrate innovative characteristics are more capable of creating alternative solutions, improving counseling methods, and developing services that are more relevant to students.

Among the three independent variables, work motivation was identified as the dominant factor influencing GC teachers' performance. This finding suggests that internal motivation plays a central role in determining how teachers perform their professional responsibilities. Motivated teachers tend to demonstrate greater dedication, stronger commitment, and higher willingness to improve service quality. Although communication and innovative behavior remain important predictors, their effectiveness depends on the presence of strong internal motivation among teachers.

Overall, this study confirms that GC teachers' performance is shaped by a combination of organizational communication, innovative work behavior, and work motivation. Communication strengthens cooperation and information exchange, innovative behavior enables teachers to respond effectively to changing student needs, and motivation encourages continuous professional commitment. These findings provide important implications for school management, particularly in developing strategies that enhance communication systems, support innovation opportunities, and strengthen teacher motivation. Through these efforts, schools can improve the quality and effectiveness of guidance and counseling services for students

4. CONCLUSION

This study concludes that guidance and counseling (GC) teachers in public junior high schools in Magetan Regency demonstrate strong professional characteristics, including high work motivation, creativity, effective communication skills, and adequate professional competence. These characteristics represent essential factors that enable GC teachers to perform their responsibilities effectively, particularly in assisting students' personal, social, academic, and career development. The ability to communicate effectively, generate creative solutions, and maintain strong motivation allows GC teachers to provide counseling services that are more responsive to students' needs.

The findings confirm that organizational communication, innovative work behavior, and work motivation simultaneously influence the performance of GC teachers. These three factors collectively contribute to improving the effectiveness of guidance and counseling programs in schools. Effective communication facilitates coordination among GC teachers, students, parents, homeroom teachers,

school administrators, and other educational stakeholders. Meanwhile, innovative work behavior enables teachers to develop new approaches, improve service strategies, and adapt counseling programs according to changing student needs.

Furthermore, organizational communication was found to have a significant influence on GC teachers' performance. Clear, open, and focused communication enables teachers to build effective relationships with various stakeholders and ensures that counseling services are implemented optimally. The ability of GC teachers to exchange information, understand student conditions, and collaborate with other educational personnel becomes an important foundation for improving service quality.

Innovative work behavior also contributes significantly to improving GC teachers' performance. Teachers who are capable of generating ideas, implementing new approaches, and adapting counseling services to students' developmental needs demonstrate greater capacity to improve their professional performance. Innovation allows GC teachers to move beyond conventional service practices and develop more effective counseling strategies that are aligned with current educational challenges.

In addition, work motivation has a significant effect on GC teachers' performance. Strong motivation encourages teachers to carry out their responsibilities with commitment, discipline, and persistence. Motivated GC teachers are more likely to improve service quality, develop professional competencies, and consistently support student development. Among the variables examined, work motivation was identified as the most dominant factor influencing GC teachers' performance. Therefore, improving GC teachers' performance requires school management to strengthen motivational support, increase professional appreciation, promote responsibility, and create a supportive working environment that encourages dedication and continuous improvement.

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