

# The Influence of Principals' Leadership on Interpersonal Skills and Teachers' Use of Canva Media at SDN 6 Talang Muandau

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## A B S T R A C T

This study aims to determine the effect of principal leadership on interpersonal skills and the use of Canva media by teachers at SDN 6 Talang Muandau. This study uses a quantitative approach with a survey method. The sample in this study were all teachers at SDN 6 Talang Muandau, totaling 16 people. Data collection techniques were carried out by distributing questionnaires to 16 teachers who were respondents in this study and observation sheets. The research instrument includes three variables, namely principal leadership (X), interpersonal skills (Y<sub>1</sub>), and use of Canva media (Y<sub>2</sub>). Data analysis was carried out using IBM SPSS Statistic 25 through simple linear regression tests and partial t-tests. The results of the study showed that there was a positive and significant influence between principal leadership and teacher interpersonal skills, with a regression coefficient value of 0.984 and a significance value of 0.000 (<0.05). In addition, principal leadership also had a positive and significant effect on the use of Canva media by teachers, with a regression coefficient value of 0.651 and a significance value of 0.030 (<0.05). From these results, it can be concluded that the quality of the principal's leadership contributes directly to improving teachers' interpersonal skills and encouraging the use of digital media such as Canva in the learning process. This study recommends the importance of increasing the leadership capacity of principals and ongoing training for teachers in utilizing learning technology.

**Keywords:** Influence, Leadership, Principal, Skills, Interpersonal, Utilization, Media, Canva

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## INTRODUCTION

Education is a long-term investment in human resource development and has a strategic position in advancing the nation's civilization. Therefore, almost all countries place education as a top priority in national development. Teachers are central actors in the educational process, because they are at the forefront of the implementation of learning in schools According to Oviyanti (2017) To realize educational goals, teachers are not only required to be capable in mastering the material, but also have good

interpersonal skills in building harmonious communication and working relationships in the school environment.

Cooperation between teachers can only be established if there is a positive and effective interpersonal relationship. A harmonious relationship will create comfort in communicating, discussing, and solving learning problems. This is in line with the opinion Pramanik et al. (2022) which confirms that pleasant communication in school is influenced by the interpersonal skills of the individual. Learn More Darmawan (2022) states that interpersonal competence is the ability to establish relationships with others in various social and organizational environments. Zulkifli (2019) added that teachers' interpersonal skills include the ability to socialize, cooperate, lead, negotiate, and influence others. Teachers with good interpersonal skills will be able to display a professional, open, empathetic, and responsible attitude in carrying out tasks. The interpersonal indicators include initiative, openness, supportive attitudes, empathy, and equality (Yogantara et al., 2020)

However, the facts on the ground show that conditions are not ideal. The results of the researcher's observation at SDN 6 Talang Muandau show that some teachers still show low interpersonal skills, such as one-way communication, lack of empathy for student needs, lack of collaboration with peers, lack of constructive feedback, and inability to manage conflicts positively. This condition hinders a productive school climate and can have an impact on the quality of learning.

In addition to interpersonal strengthening, teachers are also required to be adaptive to the development of educational technology, especially in the use of digital learning media. Firmansyah (2020) explained that technological developments provide easy access to learning resources so that teachers are required to be creative in utilizing digital media. One of the most relevant and widely used apps is Canva.

Canva is a web-based graphic design application that can help teachers create creative, engaging, and interactive learning media (Sari et al., 2024). Hastuti (2022) confirms that Canva allows teachers to quickly design media through a selection of varied templates that can be accessed across multiple devices. Utilization indicators include the frequency of use, the type of media produced, the ability to operate features, the suitability of the media with the material, and its impact on student engagement (Susilana & Riyana, 2020).

However, the researcher's observation shows that teachers at SDN 6 Talang Muandau have not optimally used Canva. Learning is still using a simple PowerPoint or whiteboard, teachers find Canva difficult to operate, and some have never been trained. The low utilization of this technology indicates problems with technological *self-efficacy* and lack of support for the professional environment.

In this context, the leadership of the principal is the determining factor. Effective leadership is able to influence work culture, encourage collaboration, and improve teacher competence. According to Muslimin & Rifayanti (2020) School principals play the role of role models, motivators, communicators, and decision makers in improving the quality of education. Collaborative and supportive school principals have been

proven to be able to create a conducive climate for teachers to develop interpersonal skills and technological competence. Research Sipahutar et al. (2024) shows that the principal's leadership approach has a significant effect on improving teacher performance in the use of Canva media. Relevant leadership indicators according to Zaki & Yusri (2020) includes example, communication, decision-making, motivation, and supervision.

Based on these conditions, there appears to be a *gap* between the demands of teacher professionalism and the conditions that occur in the field, both in the interpersonal aspect and the use of digital learning media. Therefore, research is needed to examine the extent to which principal's leadership influences teachers' interpersonal skills and use of Canva's media. The results of this research are expected to contribute to strengthening school managerial policies, improving the quality of learning, and developing teacher competencies in the digital era. Thus, the researcher assigned the title: "**The Influence of Principal's Leadership on Interpersonal Skills and Teachers' Utilization of Canva Media at SDN 6 Talang Muandau.**"

## METHODS

The type of research used is quantitative research. According to Sugiyono (2019) Quantitative descriptive research is a scientific approach that views a reality that can be classified concretely, observed, and the relationship of variables is causal where the research data is in the form of numbers and the analysis uses statistics. The method used in this study is the regression method. The population in this study is all teachers at SDN 6 Talang Muandau which totals 16 people. Technique *sampling total* It is often used when the population is relatively small. So the sample of this research is 16 teachers. The research instruments are in the form of questionnaire sheets and observation sheets that have been tested for validity. This study uses simple regression analysis using the help of SPSS.

## RESULTS AND DISCUSSION

### Results

In the results of the study on the influence of the principal's leadership on interpersonal skills and the use of Canva media at SDN 6 Talang Muandau, the results of the descriptive statistical calculation can be seen in the following table:

**Table 1. Descriptive Statistics of Interpersonal Skill Variables**

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Hours of deviation
INTERPERSONAL SKILLS	16	25	75	100	92.25	8.591
Valid N (listwise)	16					

The results of the measurement of interpersonal skills obtained the result of an average value (*mean*) of 92.25 with a standard deviation of 8,591 with a minimum value

of 75 and a maximum value of 100. For more details, the above data can be presented in the form of a diagram as follows:

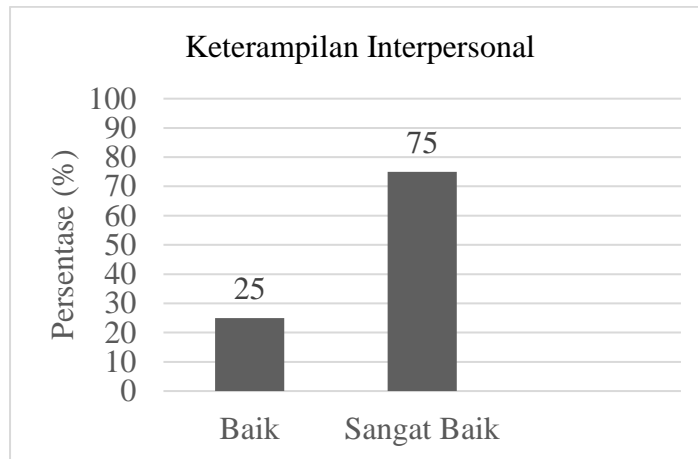


Figure 1. Interpersonal Skills Frequency Chart

Based on the frequency chart above, it can be seen that interpersonal skills are in the average category of very good, where it is found that most of 12 out of 16 teachers (75%) are in the very good category, as many as 4 teachers (25%) are categorized as good. So it can be concluded that interpersonal skills at SDN 6 Talang Muandau are on average in the very good category. The results of the calculation of Canva's descriptive media utilization statistics can be seen in the following table:

Table 2. Descriptive Statistics of Canva Media Utilization Variables

	Descriptive Statistics					Hours of deviation
	N	Range	Minimum	Maximum	Mean	
CANVA UTILIZATION	16	36	60	96	80.50	10.159
Valid N (listwise)	16					

The results of the measurement of Canva's media utilization obtained a mean value of 80.50 with a standard deviation of 10,159 and a minimum value of 60 and a maximum value of 96. For more details, the above data can be presented in the form of a diagram as follows:

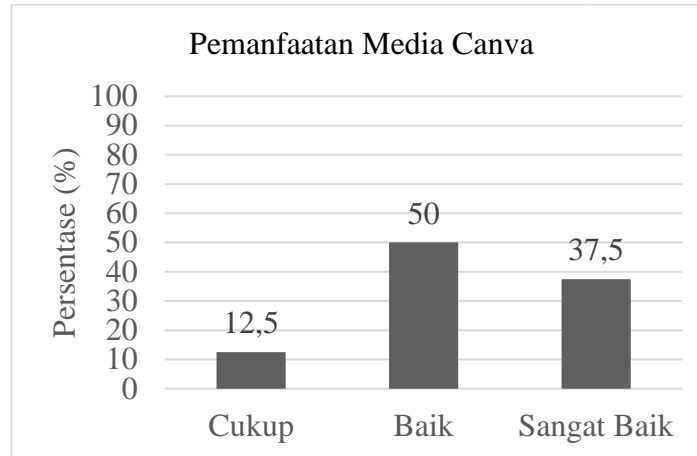


Figure 2. Canva Utilization Frequency Chart

Based on the frequency chart above, it can be seen that the use of Canva is dominant in the good category, where it is found that most 8 out of 16 teachers (50%) are in the good category, as many as 6 (37.5%) are in the very good category and as many as 2 (12.5%) teachers are in the good category. So it can be concluded that the use of Canva media at SDN 6 Talang Muandau is predominantly in the good category.

Furthermore, the analysis prerequisite test is a test used with the aim of finding out that the data that has been obtained from respondents meets the requirements to be tested at a later stage.

### Normality Test

The normality test was carried out with the help of IBM SPSS Statistic 25 using the *Shapiro-Wilk method*. The results of the normality test tested from the interpersonal skills data, and the use of Canva media at SDN 6 Talang Muandau are as follows:

Table 3. Normality Test

		Tests of Normality					
		Kolmogorov-Smirnova			Shapiro-Wilk		
	data	Statistic	df	Say.	Statistic	df	Say.
Value	INTERPERSONAL SKILLS	.248	16	.009	.800	16	.073
	CANVA MEDIA UTILIZATION	.168	16	.200*	.913	16	.132

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 3 above, it is explained that the results of the calculation of the test of normality on the interpersonal skills research variable show the significance of *Asymp. Sig. (2-tailed)* is 0.73 where the value is  $> 0.05$ . The results of the calculation of the test of normality on the research variable on the use of Canva media showed that the value of *Asymp. Sig. (2-tailed)* was significant of 0.132 where the value  $> 0.05$ . Therefore, it can be concluded that the data is normally distributed and can then be used as a regression test requirement to see the influence between the variables.

## Homogeneity Test

The Homogeneity Test is a test to see whether the data is distributed homogeneously or not. The homogeneity test in this study can be seen in the following table:

Table 4. Homogeneity Test of Variables X, Y1 and Y2

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
INTERPERSONAL SKILLS	Based on Mean	35.308	3	9	.313
	Based on Median	12.824	3	9	.001
CANVA UTILIZATION	Based on Median and with adjusted df	12.824	3	4.308	.313
	Based on trimmed mean	33.430	3	9	.425
	Based on Mean	1.479	3	9	.285
	Based on Median	1.425	3	9	.299
	Based on Median and with adjusted df	1.425	3	7.000	.314
	Based on trimmed mean	1.478	3	9	.285

From the table above, it can be seen that the significance value of the Based of Means interpersonal skills is 0.313 which means greater than 0.05. Canva's media utilization has a significance value of 0.285. This value is greater than the sig value of 0.05 that has been set. So it can be stated that the data is distributed homogeneously.

## Regression Test

The following are the results of a simple linear regression test using SPSS version 25, namely:

Table 5. Simple Linear Regression Analysis of Variable X with Y1

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.416	11.179		-.037	.971
	PRINCIPAL'S LEADERSHIP	.984	.196	.801	5.009	.000

a. Dependent Variable: KETERAMPILAN INTERPERSONAL

Based on the table of simple regression coefficient calculations, it shows that the value of the constant coefficient is 0.416 so that the regression equation  $Y = 0.416 + 0.984X$  is obtained. The regression coefficient of Variable X of 0.984 states that every 1% addition of Variable X (principal's leadership) increases or increases Variable Y1 (interpersonal skills) by 0.984 and has a positive value. So it can be said that the direction of influence of variable X on variable Y1 is positive. The results of the principal's leadership variable regression test with the use of Canva media at SDN 6 Talang Muandau can be seen in the following table:

Table 6. Simple Linear Regression Analysis of Variables X with Y2

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		

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1	(Constant)	3.331	15.324		.217	.831
	PRINCIPAL'S LEADERSHIP	.651	.269	.542	2.416	.030

a. Dependent Variable: CANVA UTILIZATION

Based on the table of simple regression coefficient calculation results, it shows that the value of the constant coefficient is 3.331 so that the regression equation  $Y = 3.331 + 0.651X$  is obtained. The regression coefficient of Variable X of 0.651 states that every 1% addition of Variable X (principal's leadership) increases or increases Variable Y2 (canva media utilization) by 0.651 and has a positive value. So it can be said that the direction of influence of variable X on variable Y2 is positive.

## Discussion

Based on the results of data processing carried out using IBM SPSS Statistics 25, the results of a simple linear regression analysis between the principal's leadership variable (X) and interpersonal skills (Y1) obtained a regression equation a constant value of 0.416 indicates that if there is no principal's leadership ( $X = 0$ ), then the basic value of interpersonal skills (Y1) is at 0.416. The regression coefficient for the principal's leadership variable was 0.984. This indicates that every time there is an increase of 1% in the leadership of the principal, interpersonal skills will increase by 0.984. The regression coefficient has a positive value, so it can be concluded that there is a positive relationship between the principal's leadership and interpersonal skills. The results of this analysis show that the leadership of the principal is an important factor that contributes greatly to the improvement of teachers' interpersonal skills. Principals who are able to lead democratically, communicatively, and empower teachers optimally will create a supportive work environment and improve teachers' interpersonal skills in communicating, collaborating, and establishing healthy working relationships. These results are in line with the opinion of several previous researchers. According to Lubis (2022) The leadership of the principal has an indirect but strong impact on teacher performance through strengthening professionalism and a conducive school climate, including in terms of interpersonal skills.

Based on the results of a simple regression analysis between the principal's leadership (X) and the use of Canva media (Y2), a constant value regression equation of 3.331 was obtained, showing that if there was no principal leadership ( $X = 0$ ), then the level of Canva media utilization was 3.331. A regression coefficient of 0.651 indicates that every 1% increase in principal leadership will increase Canva's media utilization by 0.651.

A positive regression coefficient indicates a positive influence between the principal's leadership and Canva's media utilization. That is, the higher the the leadership of the principal, so the use of Canva media is also increasing. These results show that the leadership of school principals plays a significant role in encouraging the use of digital learning media such as Canva. Principals who support innovation, provide facilities, and motivate teachers to take advantage of technology will greatly contribute to the use of Canva in designing learning media that is engaging, interactive, and up-to-date. In addition, Mulyono (2018) states that educational leaders who are oriented

towards change and collaboration have the ability to facilitate the optimal use of ICT (Information and Communication Technology) by teachers. This means that the role of the principal is not only administrative, but also as an agent of change that inspires the use of learning technology.

According to Darmawan (2020) Good principal leadership, such as setting an example, building healthy communication, and creating a collaborative and supportive work environment, can encourage teachers to be more open, adaptive, and have empathy and good communication skills in social interactions. Strong interpersonal skills are needed by teachers in carrying out their duties, both in interacting with fellow teachers, students, and students' parents. Thus, the more effective the principal's leadership, the higher the interpersonal skills possessed by teachers. These findings show the importance of the role of the principal as a leader who not only regulates the course of the school organization, but also as a driving force and motivator in improving the quality of human resources, especially teachers.

Research by Rainbow (2020) also revealed that the transformative leadership shown by the principal is able to create an environment learning that encourages digital exploration and creativity of teachers in the use of learning technology. Thus, the success of teachers in adopting Canva as a teaching medium is inseparable from the extent to which the principal provides examples, motivation, and clear direction in the use of ICT. It can be concluded that the leadership of the principal has a significant influence on the use of Canva media by teachers.

## CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the leadership of the principal has a significant effect on the interpersonal skills of teachers at SDN 6 Talang Muandau. with a significance value of  $0.000 < 0.05$  and the principal's leadership has a positive and significant effect on the use of Canva media by teachers with a significance value of  $0.030 < 0.05$ . The leadership of the principal has proven to have an important role in encouraging both aspects. Principals who implement collaborative, communicative, and supportive leadership will be able to build a conducive work climate, strengthen a culture of collaboration, and motivate teachers to continue to develop their professionalism.

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