The Effect of Lecturer Interpersonal Communication in Economic Statistics II Course on Learning Motivation Students at STIMI Meulaboh

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I. Introduction

Humans are social creatures thus humans cannot live alone. Social beings must be able to communicate so that relationships can be established with other people. Communication is a human activity to relate to one another automatically. The desire to relate to each other because essentially the human instinct is always to live in friends or group and socialize. Communication can happen to anyone, both between lecturers and students, parents with their children, leaders with their subordinates and others. Communication is the basis for interaction between two or more people to exchange information. In addition, communication is a contact relationship between humans, both individuals (interpersonal) and groups (mass).

Most human interactions take place in interpersonal communication situations (interpersonal communication). Interpersonal communication is the most effective communication because it has a bond or relationship. Through interpersonal communication, an individual can get to know himself and others, establish more meaningful relationships, help solve problems experienced by other individuals, and can change one's values, opinions, attitudes, and behavior. The importance of interpersonal communication in the school environment, especially for teachers and students, can form and maintain meaningful relationships, through interpersonal communication a relationship will be formed based on the feeling of connection between the parties communicating.

Interpersonal communication can also change student attitudes and behavior. This affects the student’s learning motivation. In addition, lecturers as facilitators must use good and effective communication. So that interpersonal communication is good for lecturers to use in inviting their students to study. In order for communication between the two to be balanced, there must be an attitude of openness to each other, empathy, positive thinking, support, and equality between the two. So that communication can minimize the gap between lecturers and students, minimize mutual distrust and increase student curiosity, and be motivated in learning.

Based on observations made at STIMI Meulaboh, in reality, the condition of the lecturers and the quality of their learning are quite good. However, the communication between lecturers and students is still relatively low. Some lecturers still lack interaction with students when students

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ABSTRACT

This study aims to determine the effect of lecturer interpersonal communication on student learning motivation at STIMI Meulaboh. The dependent variable in this study is the student's learning motivation while the independent variable is the lecturer's interpersonal communication. The research method used in this study is to use multiple linear regression. Based on the results of the study, the value of $\text{sig} < 0.05$ in other words $H_0$ accepted, meaning that interpersonal communication between lecturers (openness, empathy, and support) had an effect on student learning motivation in the economic statistics course II at STIMI Meulaboh.

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have problems. Lack of attention from lecturers to their students resulted in decreased learning motivation and passive in learns.

Therefore, based on the problems that occur, the researcher is interested in conducting a study entitled The Effect of Interpersonal Communication of Lecturers in the Economic Statistics II Course on Students' Learning Motivation at STIMI Meulaboh.

I.1 Interpersonal Communication

Etymologically, communication comes from Latin, namely cum, a preposition which means with or together with, and the word units, a number word which means one. The two words form the noun communication, which means togetherness, union, fellowship, union, association, or relationship. Because to do communication, the verb communicate is made which means to share something with someone, exchange, talk about something with someone, tell someone something, converse, exchange ideas, relate, make friends. So that communication means notification, talk or conversation, exchange of thoughts or relationships. [1]

Another definition said by Carl I. Hovland that is Communication is a process through which a person (the communicator) conveys a stimulus (usually in the form of words) to change or shape the behavior of other people (the audience).[2]

According to Suranto AW that "Interpersonal communication is essentially a process, a transaction, and an interaction Transactions about ideas, messages, symbols, information, and messages. Meanwhile, in terms of interaction, it implies that there is a reciprocal action. [3]

The quality of interpersonal communication has been described by [4] as follows:

a. Openness, the quality of openness refers to three aspects of interpersonal communication. First, effective interpersonal communicators must be open to the people they interact with. Second, openness refers to the willingness of communicators to react honestly to incoming stimuli. Third, it concerns the "ownership" of feelings and thoughts.

b. Empathy, Henry Backcrak, as quoted by Joseph E. Devito defines empathy as a person's ability to know what other people are experiencing at a certain moment, from the point of view of others through the eyes of others.

c. Supportive attitude can also be shown by being (1) descriptive not evaluative, (2) spontaneous not strategic, and (3) provisional not very sure.

d. A positive attitude can also be communicated in two ways; (1) express a positive attitude and (2) positively encourage people with whom we interact.

e. Equality means that there must be a tacit acknowledgment that both parties are equally valuable, and each party has something important to contribute.

One aspect that is affected by communication is the relationship between human beings. Interpersonal communication is communication that is closely related to human life [5]. According to Malcolm R, Park’s interpersonal communication is a form of communication that is primarily governed by relational norms. Interpersonal communication usually occurs in very small groups.

Interpersonal communication indicators

1. Openness: the attitude of accepting input from others, and being willing to convey important information to others.
2. Empathy: meant to feel as felt by others i.e. trying to feel in the same way as the feelings of others.
3. Support: with this support, effective interpersonal communication is achieved.
4. Positivity: having positive feelings and thoughts, not prejudice and suspicion
5. Similarity: a recognition that both parties have interests.[7]
I.2 Learning Motivation

Motivation is the process of actualizing the source of movement and driving behavior individuals fulfill needs to achieve certain goals.[8]

In the need arise the driving force/motivation, according to Abraham Maslow quoted by Setyobroto who states a theory of hierarchical human basic needs, namely:

1. Physiological needs; this is the primary need of the other needs (hunger, thirst, sex, etc.).
2. The need for security; stability, dependence, protection, freedom from fear, anxiety, and so on.
3. The need for belonging and love; overcome loneliness, isolation, loneliness, love.
4. Self-esteem needs; needs or encouragement based on trust, evaluates his self-esteem is quite high, and also the self-esteem of others.
5. Self-actualization needs; a desire for self-fulfillment, the tendency to be able to actualize one's potential.[9]

Motivation is a drive (idea, emotion, or physical need) that causes a person to take action. Associated with learning motivation at school, it is divided into two forms, namely:

1. Extrinsic
   Learning activities are started and continued, based on needs and encouragement that are not related to the learning activities themselves.[10]
2. Intrinsic
   Learning activities are started and continued, based on the appreciation of a need and encouragement that is related to the learning activity.[10]

In the Indonesian dictionary, learning means trying to acquire knowledge or master a skill. [11] learning is a process of effort made by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with the environment.[12]

The function of motivation in learning activities is as follows [13]
1. Motivation for booster action
2. Motivation for mover action
3. Motivation as an action director

Indicators of learning motivation can be classified as follows [13]
1. There is a desire and desire to succeed
2. There is encouragement and need in learning
3. There is an appreciation in learning
4. here are hopes and aspirations for the future
5. There is a conducive learning environment

II. Method
1. Research Location

This research was conducted at STIMI Meulaboh. The choice of place for this research is based on observations made at STIMI Meulaboh, in reality, the condition of the lecturers and the quality of their learning are quite good. However, the communication between lecturers and students is still relatively low.

Nur Fajri et.al (The Effect of Lecturer Interpersonal Communication on Courses Economic Statistics II on Learning Motivation Students at STIMI Meulaboh)
2. Population and Research Sample
The Population is a whole object to be examined in a study. The Population in this study were all students from Meulaboh, while the samples were students who took the Economic Statistics II course as many as 20 people.

3. Research Instruments
The instrument in this research is in the form of a questionnaire. [14] stated "Research instrument is a tool in viewing natural and social phenomena that are being observed". The calculation of the questionnaire (questionnaire) in this study is using a Liker scale, where variables are measured and translated into indicators. The type of questionnaire in its indicators is in the form of positive and negative sentences. Each answer was given a choice of strongly agree (SS), agree (S), Normal (N), disagree (TS), and strongly disagree (STS).

4. Data Analysis Method
The method used in analyzing the research data is:
- a. Descriptive qualitative analysis, namely by analyzing qualitative data that has been obtained through observation and questionnaires
- b. Multiple linear regression analysis was used to determine the effect of lecturer interpersonal communication on student learning motivation at STIMI Meulaboh.

The stages of linear regression analysis are as follows:
1. Normality Test
   The regression model is said to be normally distributed if the plotting data (dots) that describe the actual data follow a diagonal line.[15]
2. Multicollinearity Test
   There is no multicollinearity symptom if the tolerance value is > 0.100 and the VIF value is < 10.00.[15]
3. Heteroscedasticity Test
   There is no heteroscedasticity, if there is no clear pattern (wavy, widened then narrowed in the scatter plots image, and the points spread above and below the number 0 on the Y-axis.[15]
4. Test for autocorrelation symptoms
   There is no autocorrelation symptom if the Durbin Watson value lies between du to (4 - du).[15]
5. Hypothesis
   The hypotheses in this study are:
   \[ H_0: \] Interpersonal communication of lecturers affects student learning motivation in the Economic Statistics II course at STIMI Meulaboh
   \[ H_1: \] Lecturer's interpersonal communication has no effect on students' learning motivation in the Economic Statistics II course at STIMI Meulaboh.

6. Partial t-test
   If the value of sig. <0.05, it means that the independent variable (X) partially affects the dependent variable (Y), wherein in this study the independent variables are openness (X₁), empathy (X₂), and support (X₃). While the dependent variable is motivation (Y) [15]
7. Simultaneous F Test
   If the value of sig. <0.05, it means that the independent variable (X) simultaneously affects the dependent variable (Y).[15]
III. Results and discussion

The instrument data obtained from STIMI Meulaboh students are as follows:

<table>
<thead>
<tr>
<th></th>
<th>X₁ (openness)</th>
<th>X₂ (empathy)</th>
<th>X₃ (support)</th>
<th>Y (motivation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>25</td>
<td>20</td>
<td>25</td>
<td></td>
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<tr>
<td>17</td>
<td>15</td>
<td>24</td>
<td>20</td>
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<td>16</td>
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<td>28</td>
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<td>26</td>
<td>27</td>
<td>21</td>
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<tr>
<td>21</td>
<td>25</td>
<td>20</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

Based on the data above, it will be tested for normality, multicollinearity tolerance and VIF, heteroscedasticity scatterplots, Durbin Watson autocorrelation, partial t-test, and simultaneous F test.

1. Normality Test

The normality test aims to assess the distribution of data on variables that are normally distributed or not. The following are the results obtained in SPSS 26 on the instrument data of STIMI Meulaboh students.
Based on the picture above and according to the opinion of experts, the regression model is normally distributed.

2. Multicollinearity tolerance and VIF

This test aims to determine whether the regression model found a correlation between the independent variables. The following are the results obtained from SPSS 26.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>31,680</td>
<td>6,862</td>
<td>4,617</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Openness (X₁)</td>
<td>-.513</td>
<td>.249</td>
<td>-2.062</td>
<td>.056</td>
<td>.938 1.066</td>
</tr>
<tr>
<td>Empathy (X₂)</td>
<td>.455</td>
<td>,154</td>
<td>2.960</td>
<td>.009</td>
<td>.940 1.064</td>
</tr>
<tr>
<td>Support (X₃)</td>
<td>-.415</td>
<td>,192</td>
<td>-2.161</td>
<td>.046</td>
<td>.998 1.002</td>
</tr>
</tbody>
</table>

Based on the table above, the tolerance value is > 0.100 and the VIF value is < 10.00. This shows that there is no symptom of multicollinearity in the data.

3. Heteroscedasticity of scatterplots

This test aims to test whether the regression model has a variance from the residuals of one observation to another observation. The following are the results obtained from SPSS 26.

From the picture above, there is no clear pattern in the scatterplots image, this shows that there are no symptoms of heteroscedasticity in this data.

4. Durbin Watson autocorrelation

This test aims to determine whether there is a correlation of variables in the prediction model with changes in time. The following is the value of due obtained on SPSS 26.
Table 3. The value of two data from STIMI Meulaboh students

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.697</td>
<td>.486</td>
<td>.389</td>
<td>2.246</td>
<td>1.874</td>
</tr>
</tbody>
</table>

If the Durbin Watson value lies between due to (4-\(d_u\)) then there is no autocorrelation symptom. Based on the data in this study, the value of \(k = 3\) and \(N = 20\) with a significant value of 5%, then the Durbin Watson table obtained a value of 1.676 while the value of \(d_u\) count was 1.874. There because the value of the due table is not located between due to (4-\(d_u\)), there is an autocorrelation symptom in the data.

5. Partial \(t\)-test

This test aims to see the effect of the variable (X) partially on the variable (Y). The following table is obtained with the help of SPSS 26.

Table 4. T-test scores on students of STIMI Meulaboh

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td>Tolerance</td>
</tr>
<tr>
<td>(Constant)</td>
<td>31,680</td>
<td>6,862</td>
<td></td>
<td>4.617</td>
<td>.000</td>
</tr>
<tr>
<td>Openness ((X_1))</td>
<td>-513</td>
<td>.249</td>
<td>-.382</td>
<td>-2.062</td>
<td>.056</td>
</tr>
<tr>
<td>Empathy ((X_2))</td>
<td>455</td>
<td>.154</td>
<td>.547</td>
<td>2.960</td>
<td>.009</td>
</tr>
<tr>
<td>Support ((X_3))</td>
<td>-415</td>
<td>.192</td>
<td>-.388</td>
<td>-2.161</td>
<td>.046</td>
</tr>
</tbody>
</table>

Based on the table above shows the value of sig on the variables \(X_1 = 0.056\), \(X_2 = 0.009\) and \(X_3 = 0.046\). If the value of sig <0.05 then the independent variable (X) has a partial effect on the dependent variable (Y). The conclusions of these values are as follows:

1. Openness \((X_1)\) does not affect motivation (Y)
2. Empathy \((X_2)\) does not affect motivation (Y)
3. Support \((X_3)\) does not affect motivation (Y)

6. Simultaneous \(F\) test

This test aims to see the effect of the variable (X) simultaneously on the variable (Y). The following table is obtained with the help of SPSS 26.

Table 5. T-test scores on students of STIMI Meulaboh

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>76,234</td>
<td>3</td>
<td>25,411</td>
<td>5,037</td>
<td>.012</td>
</tr>
<tr>
<td>Residual</td>
<td>80,716</td>
<td>16</td>
<td>5,045</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>156,950</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the table above, the value of sig < 0.05 means that the independent variable (X) has a simultaneous effect on the dependent variable (Y). The conclusion in this study is that accept H0, meaning that interpersonal communication between lecturers (openness, empathy, and support) has an effect on student learning motivation in the Economic Statistics II course at STIMI Meulaboh.

IV. Conclusion

Based on the results of data analysis, it can be concluded that H0 is accepted, meaning that lecturer interpersonal communication affects student learning motivation in the Economic Statistics II course at STIMI Meulaboh.

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References


