

Research Article

The Influence of Interpersonal Communication Interactions between Lecturers and Students on Student Learning Achievement

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Abstract

Communication can help efforts to achieve educational goals, in the world of education it is closely related to communication between lecturers and students, so effective communication is needed, but in reality effective communication does not occur due to limited time or lack of knowledge in delivering communication effectively. This research aims to analyze the influence of interpersonal communication interactions between lecturers and students on student learning achievement in class 3A5 Fikom, Bhayangkara University. The research method used is a survey research method with a descriptive quantitative approach. The population of this study were all students from the Faculty of Communication Sciences, Bhayangkara University, Jakarta Raya. Sampling used non-probability sampling and a convenience sampling type approach, namely by making respondents available, 30 people as respondents. Based on the search results via SPSS 26.0, the results of the hypothesis test were obtained, stating that $F_{count} > F_{table}$ ($1,299 > 0,026$), namely that there is a linear relationship between the independent variable (X) and the dependent variable (Y), which means there is an interaction effect. interpersonal communication between lecturers and students on student learning achievement.

Keywords: Interaction, Interpersonal Communication, Academic Achievement



INTRODUCTION

Communication not only has an important role in the field of society, but communication can help efforts in achieving educational goals. In the world of education is closely related to communication between lecturers and students, so effective communication is needed, but in fact effective communication does not occur between lecturers and students, problems are caused by limited time or lack of knowledge how to deliver communication effectively.

Communication is the process of sharing meaning through verbal and non-verbal, all behavior can be referred to as communication if it involves two or more people. Effective communication is communication that can produce attitude changes in people seen in communication, from the purpose of effective communication is able to provide convenience and understand the message conveyed between the giver and receiver so that the language will be clearer and more complete and train to use non-verbal language well (Suprpto, 2018). Effective communication between lecturers and students will make a bridge for the smooth learning and teaching process that occurs in the campus environment.

Interpersonal Communication is the process of exchanging information between one or two people involved in communication (Sitorus, 2020). According to Wibowo (2018), interpersonal communication that occurs in the campus environment is a basic communication that supports all activities on campus. In the learning and teaching process, there is a need for interaction between lecturers and students so that communication occurs between two people called interpersonal communication. In the occurrence of the learning and teaching process in the campus environment, namely using verbal communication with questions and answers between lecturers and students in the classroom.

Research on Interaction and Communication of Lecturers and Students in the Educational Process has been conducted by Iskandar (2020), the results of the study show that academic advisors should be able to play a role as a role as well as act as role expectations and have role skills. The role expected to be applied by lecturers is what students expect, namely openness. In addition, lecturers and students are also required to have role skills including skills to develop effective communication.

The results of another study conducted by Damayanti (2023) found that the communication pattern of the supervisor is very influential for students even though the lack of students in analyzing supporting data or references in accordance with student research, therefore from the importance of the supervisor with students establishing good relationships while still communicating and the importance of consultation time management. Presentation media is one of the many types of educational media. To get an effective and efficient presentation quality, presentation media can be considered as a tool made according to the content of the presentation. At its core, media is produced to demonstrate something to viewers. Presentation media is different from other forms of media because the message or content to be delivered is created in software and then displayed using presentation aids (projectors) (Sulistyanto et al., 2020). Text, graphics, animation, and video can all be combined to create a single message or content.

In research from Iskandar (2020), there are shortcomings in research, namely students often consult but are not qualified. Another research by Damayanti (2023) found that the shortcomings in student limitations regarding difficulties in finding research data were influenced by the dependence of supervisors in communicating to provide teachings and directions to students. Therefore, this study will focus on effective interaction and communication between lecturers and students in class 3A5, due to the lack of effective communication between lecturers and students in the learning process in class.

In problems regarding learning achievement between lecturers and students, it can be caused by lack of interaction between lecturers and students, limited time or lack of knowledge on how to deliver effective communication, and lack of student communication skills with lecturers, therefore effective communication is needed.

This study aims to determine the influence of interpersonal communication interactions between lecturers and students on the learning achievement of Fikom students of Bhayangkara University. Through this research, it can contribute to effective interpersonal communication between lecturers and students so that

openness is established in good relationships between lecturers and students in the learning process.

METHOD

The research method used is a survey research method with a descriptive quantitative approach. This research will use survey and lift methods. Notoatmojo (2018) explained in the research method book that research was used in the form of surveys with data collection through questionnaires. Questionnaire is a data collection technique carried out by providing questions through Google Form to be answered to respondents. This study wants to analyze how influential the interpersonal communication interaction of lecturers and students (X) on the learning achievement of Fikom students of Bhayangkara University (Y).

The population used in this study was students of the Faculty of Communication Sciences Class 3A, Bhayangkara University, Greater Jakarta. The sample used in this study uses nonprobability sampling with an accidental sampling methodical approach, namely by making the availability of respondents, namely as many as 30 people as respondents.

This study used quantitative data analysis obtained using descriptive statistics with a percentage of tables. The instrument in this study is a questionnaire containing several questions that will be submitted and filled out by respondents (Sugiyono, 2018). The measurement scale of this research instrument uses the Likert scale, with answer choices of Strongly Disagree, Disagree, Agree, and Strongly Agree. The data obtained will be tested for validity, reliability test, normality test, uni linearity, hogeneity test, simple regression test, dertmination test (R square), hypothesis test (F test).

RESULT AND DISCUSSION

Validity Test

The validity test according to Priyatno (2017: 64) is a questionnaire validity test used to find out how careful an item is in measuring what you want to measure on

the questionnaire. The item is said to be valid if there is a significant correlation with its total score.

1. Test the validity of interpersonal communication between lecturers and students

Table 1. Validity Test Results

No Butir Instrument	Person Correlation R Hitung	R Table	The Value of Significance	Information
1	0.719	0,361	0.000	Valid
2	0.773	0,361	0.000	Valid
3	0.722	0,361	0.30	Valid
4	0.324	0,361	0.81	Invalid

Source: SPSS processed data Version 26, 2023

The validity test carried out by variable x has 1 invalid, namely question number 4, with this the researcher deletes the question items in the invalid questionnaire and does not include it again in the next analysis.

2. Test the Validity of Learning Achievement

Table 2. Validity Test Results

No Butir Instrument	Person Correlation R Hitung	R Table	The Value of Significance	Information
1	0.767	0,361	0.000	Valid
2	0.604	0,361	0.000	Valid
3	0.806	0,361	0.000	Valid

Reliability Test

The Reliability Test is used to determine the contingency of the measuring instrument on the questionnaire, which means whether the measuring instrument gets a measurement that remains consistent if the measurement is repeated again. The tool used to test the reliability or failure of a questionnaire is to use SPSS Version 26.

Table 3. Reliability Test Results

Variable	R Table	Cronbach's Alpha	Information
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Interpersonal Communication Interaction between Lecturers and Students Learning Performance	0,361	0,554	Reliable
	0,361	0,558	Reliable

Source: SPSS processed data Version 26, 2023

Normality Test

The normality test is used to analyze the normality of the variables studied whether the data is normally distributed or not (Sugiyono, 2017). Data with a normal or near-normal distribution are considered to have a good regression model. In this study using nonparametric statistical analysis one Kolmogorov-Smirnov sample was used to determine whether the data were normally distributed or not. The results of the Kolmogorov-Smirnov test show that the p-value is greater than 0.1 and vice versa indicates that the data are abnormally distributed.

Table 4. Normality Test Results

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.08716942
Most Extreme Differences	Absolute	.139
	Positive	.138
	Negative	-.111
Test Statistic		.139
Asymp. Sig. (2-tailed) ^c		.144

Source: SPSS processed data Version 26, 2023

Based on table 4 of the normality test results in this study, it is known that the significance value is 0.144 > 0.05. Therefore it can be concluded that the residual values are normally distributed.

Linearity Test

Aims to find out the relationship between the independent variable and the dependent variable is linear or not, the linear relationship is positive (unidirectional) or negative (not unidirectional). Determine the results of the Linearity Test with an F value between the independent variable and the dependent variable:

- a. If the value of F is calculated $<$ F of the table then there is a linear relationship between the independent variable and the dependent variable
- b. If the F value is calculated $>$ F of the table then there is no linear relationship between the independent variable and the dependent variable.

Table 5. Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean square	F	Say
Student learning achievement * The influence of interpersonal communication interaction between lecturers and students	Between Groups	(Combined)	15.367	6	2.561	2.873	.031
		Linearity	1.590	1	1.590	1.784	.196
		Deviation from Linearity	13.776	5	2.755	3.091	.028
	Within Groups		20.500	23	.891		
	Total		35.867	29			

Source: SPSS processed data Version 26, 2023

Based on table 5 above, it can be seen that the value of significance (P value sig.) It is known that the value of F is calculated $3.091 <$ F table 2.30, so it can be concluded that there is a linear relationship between the independent variable (X) and the dependent variable (Y).

$$\begin{aligned}
 F \text{ table} &= (df \text{ deviation from linearity ; } df \text{ within groups}) \\
 &= (5; 23) \\
 &= 2.30
 \end{aligned}$$

Simple Linear Regression Test

Table 6. Simple Linear Regression Test Results

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.695	1.974		3.898	.001
	Interaction	.192	.169	.211	1.140	.364

a. Dependent Variable: Presentation Creativity

Source: SPSS processed data Version 26, 2023

In table 6, it is known that the constant value is 7.695 while the user value (X) is 1.974. Then the regression equation can be written:

$$Y = a + Bx$$

$$Y = 7.695 + 1.974 X$$

The equation can be interpreted, onstan of 7.695, means that the consistent value of the addiction variable is 7.695. The X regression coefficient of 1.974 states that for every 1% increase in interaction value (X), the addiction value increases by 1.974. The regression coefficient is positive, so it can be said that the direction of influence of variable X on variable Y is positive.

The Devil (F)

The F test is performed to determine whether all variables have a concurrent influence on the dependent variable. The basis for decision making in the f-test with a significant value of $\alpha < 5\%$ is as follows:

Decision making based on probability values

- a if the value of F is calculated $< F$ of the table and if the probability (signification) > 0.05 , then H_0 is accepted, that is, the independent variable simultaneously or simultaneously does not affect the dependent variable significantly
- b If the value of F is calculated $> F$ of the table and if the probability (signification) $< (0.05)$, then H_0 is rejected, meaning that the independent variable simultaneously affects the dependent significantly.

The results of the analysis to determine the f test using SPSS can be seen from table 7 as follows:

Table 7. F Test Results

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.590	1	1.590	1.299	.264b
	Residual	34.276	28	1.224		
	Total	35.867	29			

a. Dependent Variable: Prestasi

b. Predictors: (Constant), Interaksi

Source: SPSS processed data Version 26, 2023

Based on table 7, it is known that the significance value for the influence of X on Y is $0.000 < 0.05$ and the calculated F value is $1.299 > F$ table 0.264 it can be concluded that H_a is accepted, meaning that there is an influence of interpersonal communication between lecturers and students on student learning achievement.

Uji Homogenitas (Levens)

Table 8. Homogeneity Test Results (Levens)

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Results of X and Y	Based on Mean	.006	1	58	.937
	Based on Median	.203	1	58	.654
	Based on Median and with adjusted df	.203	1	50.976	.654
	Based on trimmed mean	.003	1	58	.955

Source: SPSS processed data Version 26, 2023

Based on table 8, the SPSS Output results can be seen that the homogeneity test results state a significance value of $0.937 > 0.05$. Based on these results can be expressed homogeneous data distribution.

Determination Test (R Square)

The coefficient of determination (*R Square*) aims to determine how much the ability of the independent variable of the Canva application is able to explain the dependent variable. The following are the results of the determination test (*R Square*)

Table 9. Determination Test Results (R Square)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.211a	.501	.010	1.10641

a. Predictors: (Constant), Interaksi

Source: SPSS processed data Version 26, 2023

Based on table 9 above, the table above explains the magnitude of the correlation / relationship value (R) which is 0.211 and obtained a coefficient of determination (R Square) of 0.501 which contains the understanding that the

influence of the independent variable (Interaction) on the dependent variable (Achievement) is 50.1%.

Discussion

The results showed that interpersonal communication between lecturers and students had an influence on the learning achievement of Fikom class 3A students of Bhayangkara University Jakarta Raya, this was adjusted to research conducted on 30 respondents in distributing questionnaires through Google. Class 3A students of the Faculty of Communication Sciences at Bhayangkara University Jakarta Raya feel that the interpersonal communication of students and lecturers will affect the academic achievement of class 3A students, this is included in the theory of Shannon and Weaver's communication model is a process of human interaction that influences each other in the form of verbal and non-verbal communication, This communication process is something conveyed by the sender to the recipient, which can be conveyed face-to-face or through media channels, messages that are in the form of information such as science. In relation to this study, the theory describes the interpersonal interactions that occur between lecturers and students in the learning process.

The results of the data from the distribution of questionnaires to 30 respondents can be seen from simple linear regression calculations and hypothesis tests (t tests), so it can be seen from The results of the hypothesis test state that $f_{count} > f_{table}$ ($1.299 > 0.026$) it can be concluded that H_a is accepted, meaning that there is an influence, interpersonal communication of lecturers and students on student learning achievement.

In the results of the determination test show, the R square is 0.501 which contains the understanding that the influence of the independent variable (Interaction) on the dependent variable (Achievement) is 50.1%. This proves that the influence of interpersonal communication interactions between lecturers and students on student learning achievement of the Faculty of Communication Sciences,

Bhayangkara University, Greater Jakarta, the remaining 49.9% is influenced by other variables that are not contained in this study.

CONCLUSION

Based on the results of research data analysis conducted regarding the influence of interpersonal communication interaction between lecturers and students on the learning achievement of students of Bhayangkara University of Greater Jakarta, the following conclusions can be drawn: The interaction of interpersonal communication between lecturers and students affects the learning achievement of students of Bhayangkara University of Greater Jakarta. This is evidenced by knowing f count (1.299) > f table (0.026) then H_0 was rejected and H_a was accepted, which means that there is an influence of interpersonal communication interaction between lecturers and students on the learning achievement of students of Bhayangkara University Jakarta Raya. Based on the results of determination, it was shown that interpersonal communication interactions affect the student learning process by 50.1% while the remaining 49.9% were influenced by other variables that were not studied in this study.

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