




The Influence of Lecturer Interpersonal Communication on Motivation and Learning Achievement Students of Jinarakkhita Buddhist College

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ABSTRACT

The motivation aspect is very important in a learning process in higher education, because motivation determines the intensity of effort in learning and encourages students to carry out certain activities related to the process of gaining knowledge. Learning motivation is one aspect that influences a student's academic achievement. Academic achievement is the result of the learning process as a measure of the quality and quantity of knowledge that students have mastered. Optimal learning outcomes are greatly influenced by various components in teaching and learning, in including lecturer interpersonal communication. This research aims to determine the influence of lecturers' interpersonal communication on students' learning motivation and academic achievement at the Jinarakkhita Buddhist College. This research uses a quantitative approach with correlational methods. Research data is collected using a questionnaire, then the data will be processed and analyzed descriptively. The theoretical basis used is the theory of self-disclosure (Self Disclosure Theory), proposed by Sydney Marshall Jourad. The research results show that interpersonal communication between lecturers and students has an effect on learning motivation by 49.4% with a regression coefficient of 0.469 and a constant of 18.644. Meanwhile, for the academic achievement variable, 32.3% is influenced by lecturer interpersonal communication and the rest is influenced by other factors. Temporary communication lecturer interpersonal influential in a way significant and positive to motivation learning and achievement academic student amounting to 24.4%.

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Introduction

Humans as social creatures need other people to interact with each other. This is a fact that most human individuals are formed as a result of social integration with each other.



Interpersonal relationships are very important in human life and affect the quality of life (Sendjaja, 1994):77). Interpersonal relationships are formed with communication. Likewise, communication is greatly influenced by interpersonal relationships and perceptions between the source or giver of information or communicator and the recipient of the communication (Rahmat, 2007:80). Communication can be done directly verbally without going through media between two people or groups in an active and interactive manner, known as interpersonal communication. Most communication activities take place in interpersonal communication situations. To define interpersonal communication is somewhat difficult, because there are several perspectives in looking at this definition.

According to Julia. T. Wood (2013:19), all communication except intrapersonal communication is interpersonal communication, and a more complete definition of interpersonal communication, namely: first, selective (every person will choose with whom to communicate). Second, systemic (influenced by several systems such as culture, personal experience and so on), and third, unique (each relationship develops its own unique rhythm and pattern). Fourth, procedural is a process that is ongoing (on-going) and continuous (continuous), and fifth, transaction is a transaction process between people who communicate continuously and simultaneously.

Interpersonal communication is communication between people face to face, which allows each participant to capture other people's reactions directly, both verbally and non-verbally (Mulyana, 2002:73). Interpersonal communication is considered the most effective in changing someone's attitudes, opinions or behavior, because it is dialogical in nature. As expressed by Widjaja. HA W (2000:8), interpersonal communication is one of the communications that is considered the most effective communication because it is carried out directly between the communicator and the communicant, so they can influence each other. Interpersonal communication can occur between children and their parents, between lecturers and students and so on. Communication between lecturers and students can occur in the teaching and learning process, both in the classroom and outside the classroom. The teaching and learning process is a process of interaction between lecturers and students which is based on educational relationships in order to achieve educational goals. Therefore, the teaching and learning process is defined as a communication process, namely the process of conveying messages from the message source through certain channels or media to the recipient of the message. The message that will be conveyed is the content of the teachings or upbringing in the curriculum (Sadirman. A. M, 2001:11).

Interpersonal communication between lecturers and students in the teaching and learning process is a very important factor in creating a pleasant learning atmosphere, thereby creating motivation to learn in students and lecturers feeling comfortable in teaching (Manggalani et al. 2023). Lecturer interpersonal communication provides explanations about what students must do and how well the students do their duties and responsibilities. Student academic achievement can be optimal if it is built on good communication. Creating good communication requires communication skills such as writing, reading, speaking, listening and thinking (Mulyana, 2002:21). In accordance with the study of interpersonal communication theory, the relationship between lecturers and students in communicating is very necessary. If the relationship between lecturers and students is harmonious, effective communication can be created.

Effective communication is communication that is able to produce changes in attitude change in people involved in communication, or it can be said that effective communication



is the exchange of information, ideas, beliefs, feelings and attitudes between two people whose results are in line with expectations. According to Devito (2011:256-264), effective interpersonal communication has indicators including: (1) Openness is the willingness to respond happily to information received in dealing with interpersonal relationships. Openness or an open attitude is very influential in fostering effective interpersonal communication. (2) Empathy is feeling what another person feels or the process when someone feels another person's feelings and captures the meaning of that feeling and then communicates it with such sensitivity as to show that he or she truly understands the other person's feelings. (3) Support (supportiveness) is a situation that is open to support effective communication. A supportive attitude is an attitude that reduces defensiveness in communication. (4) Positiveness is a positive feeling towards oneself, the ability to encourage others to participate more actively and the ability to create a communication situation conducive to effective interaction, and (5) Equality is the recognition that both parties respect each other and are useful, and have something important to contribute.

interpersonal communication indicators, the theoretical basis used in this research is self-disclosure theory (Self Disclosure Theory) put forward by Sydney Marshall Jourad. Self-disclosure (Self Disclosure) is a process of disclosing information about oneself to others. In interacting between individuals and other people, whether other people will accept or reject and how someone wants other people to know about themselves, all of this is determined by how the individual expresses himself (Sears. D. O and Freedman. J. I, 1994:254). In line with the opinion Devito (2011:139), that self disclosure is also defined as a type of communication, where information about oneself that is usually kept secret is communicated to other people. Thus, self-disclosure as part of interpersonal communication is influenced by self-assessment or self-esteem. Self-esteem as an evaluation of oneself as a result of interactions with friends and family members can influence an individual's attitude towards himself and towards others. A person with high self-esteem can view himself as the same as other people.

This research is also based on the results of research that has been carried out previously which is considered to support the theoretical study in the research that the author conducted. Siburian. P (2014:27) examined the relationship between interpersonal communication and learning motivation with teaching research learning achievement, the results obtained were that better the interpersonal communication, will higher the teaching research learning achievement. Then there is a significant relationship between learning motivation and learning achievement, where higher the learning motivation, wil higher the learning achievement. So in order to improve students' learning achievement in teaching research, efforts are needed that can improve interpersonal communication and student learning motivation. Lecturers in charge of courses can improve interpersonal communication and learning motivation by implementing cooperative learning methods in research lectures. Meanwhile, the difference between this research is that this research uses learning motivation as a dependent variable along with student academic achievement. Based on the results of this research, it shows the importance of lecturers having interpersonal communication skills including: openness, empathy, support, a sense of positivity and equality, so that these lecturer abilities can influence learning motivation and ultimately influence student academic achievement.

The motivation aspect is very important in the teaching and learning process, because motivation will determine the intensity of learning efforts made by students. Motivation can also encourage students to carry out certain activities related to learning activities. Besides



that, motivation can give students enthusiasm in their learning activities and provide guidance on the actions they carry out. In line with the opinion of Prayitno. E (1989:3), which states that students who have high motivation learn better than students who have low motivation. This shows that students who have high learning motivation will study diligently and continue to learn continuously without giving up and can put aside things that can interfere with their learning activities. The main support for the teaching and learning process is the existence of well-structured learning motivation for students. Meanwhile, urgency rather than motivation is as a driving force, activator and as a direction towards goals (Hamalik. O, 2005:154). Effective and enjoyable interpersonal communication can make it easier to convey messages in learning, this will have an impact on learning achievement (Mulyana, 2002:11). Good communication between lecturers and students will certainly produce better quality students, one of which is marked by increased student academic achievement. On the other hand, poor communication between lecturers and students will actually have an impact on decreasing the student's academic achievement.

Academic achievement is an issue that is a main topic in the field of education, because academic achievement is an indicator of the quality and quantity of knowledge that has been mastered by students. According to Suryabrata. S (2002:297), academic achievement is all the results that have been achieved, which are obtained through the academic learning process (academic achievement). So academic achievement is the result of learning activities to determine the extent to which students have mastered the learning material taught by the lecturer and reveal the success achieved by the student. The academic achievement values listed in the report can provide an overview of students' cognitive, affective and psychomotor abilities. Student learning outcomes (achievement index) is the final formulation given by the lecturer regarding progress or learning outcomes. How lecturers' interpersonal communication can influence learning motivation so that in the end it can also influence student academic achievement arouses the author's interest in researching this matter.

Based on this background, the author is interested in researching whether there is an influence of lecturers' interpersonal communication on the learning motivation and academic achievement students of Jinarakkhita Buddhist College, with the problem statement being: Is there an influence of interpersonal communication between lecturers and students on the learning motivation students of Jinarakkhita Buddhist College? Is there an influence of interpersonal communication between lecturers and students on the academic achievement students of Jinarakkhita Buddhist College? Is there a significant and positive influence of lecturer interpersonal communication on learning motivation and academic achievement students of Jinarakkhita Buddhist College?

In accordance with the problem formulation, the aim of this research is to determine the influence of interpersonal communication between lecturers and students on the learning motivation students of Jinarakkhita Buddhist College, to determine the influence of interpersonal communication between lecturers and students on the academic achievement students of Jinarakkhita Buddhist College, and knowing the influence of lecturer interpersonal communication on learning motivation and academic achievement of Jinarakkhita Buddhist College.

Method

Correlational analysis method, namely analysis that aims to find connections or relationships between the variables in this research (Rahmat, 2007:31). This research is



field research conducted to determine the influence of independent variable (interpersonal communication lecturer) to first dependent variable (learning motivation) and second dependent variable (academic achievement) students of Jinarakkhita Buddhist College. Data collection in this research was carried out using a Likert scale model questionnaire in the form of a checklist, which was distributed to 83 respondents. The form of the instrument is in the form of a questionnaire/questionnaire which is designed to consist of item numbers, statements and alternative answers including four choices, namely: very suitable (SS) which is given a score = 4, suitable (S) is given a score = 3, not suitable (KS) is given a score = 2 and inappropriate (TS) is given a score = 1.

The reliability of the measuring instrument in this study was tested on 20 respondents outside the sample but still within the research population. Because research instruments play an important role in determining research quality. Testing of research instruments was carried out to obtain adequate research instruments, namely valid and reliable so that the conclusions produced in this research were correct and described the conditions actually found in the field. A research instrument is declared valid if the question can reveal something to be measured. Meanwhile, an instrument is declared reliable if the respondent's answers to questions are consistent or stable over time, so that if the research instrument is not valid or reliable, good research results will not be obtained.

The population in this study were all students of Jinarakkhita Buddhist College from level II, V, and VII of the Buddhist Religious Education and Buddhist Communication Studies Program who were still actively studying, totaling 103 people. Meanwhile, this research is population research.

First, a linearity test is carried out for hypothesis testing purposes, which is intended to see variable data that has linearity. The technique used is a partial regression coefficient test which is carried out to determine the influence of each independent variable, namely the lecturer's interpersonal communication (X) towards the dependent variable, namely learning motivation (Y1) and academic achievement (Y2). The decision making method is to find out whether the null hypothesis (Ho) is rejected and the working hypothesis (Ha) is accepted or vice versa by comparing the t value. If the t-count value > t-table then the null hypothesis (Ho) is rejected and the working hypothesis (Ha) is accepted. Conversely, if the t-count value < t-table, then the null hypothesis (Ho) is accepted and the working hypothesis (Ha) is rejected.

The data in this research were analyzed in two ways, namely descriptive and inferential statistical techniques. Descriptive statistics are used to analyze data by describing the data that has been collected as it is without intending to make general conclusions or generalizations. This analysis is to find the average price, standard deviation, frequency distribution, median and mode of the variables interpersonal communication (X), learning motivation (Y1) and academic achievement (Y2). To compile a list of frequency distributions with the same class length, this is done using the Sturges method. Inferential statistics is used to analyze sample data which is carried out randomly and the results are applied to the population. Data were analyzed using product correlation moments sourced from Pearson (Pearson Correlation), namely by correlating the score of each item with the total score, in addition to being adapted to the demands of correlation, namely group and simple random sampling techniques and interval data.



Results

The results of the research carried out can be seen as a description of the lecturer interpersonal communication variable (X), learning motivation variable (Y1) and academic achievement variable (Y2), with the following description.

Interpersonal Communication Variable (X)

Interpersonal communication between lecturers and students in this study was analyzed based on respondents' opinions related to interpersonal communication including openness, empathy, support, positive attitudes, and equality. Data collection on interpersonal communication variables (X) was carried out by distributing a questionnaire with 10 question items to 83 research respondents. To see the distribution of total scores from questions for variable (X), it is explained in table 1.

Table 1. Data Frequency Distribution Table for Interpersonal Communication Variables (X)

Communication Interpersonal Between Lecturer and Student		
N	Valid	83
	Missing	0
Mean		32.3855
Median		32,0000
Mode		30.00
Std. Deviation		3.68858
Variance		13,606
Minimum		24.00
Maximum		40.00

Table 1. shows that the statements for the interpersonal communication variable (X) are spread between the lowest score of 24 to the highest score of 40. Calculation of the score distribution produces an average value of 32.38, a median value of 32 and a frequent value. appears (mode) is 30. From these data it shows that the arithmetic mean, median and mode are not much different. This illustrates that the frequency distribution of interpersonal communication variables (X), the data distribution tends to be normally distributed, and based on the frequency distribution of interpersonal communication variables between lecturers and students, it can be seen that respondents' responses to interpersonal communication are indicators of openness, empathy, support, positive attitudes and equality. The results of the respondents' responses are as follows: 32.8% of respondents correspond to openness in communication, 21% of respondents correspond to empathy, 41% of respondents correspond to support, 36.75% of respondents correspond to a positive attitude, and 43.4% of respondents correspond to equality in communication.

Learning Motivation Variable (Y1)

Data collection on the learning motivation variable (Y1) was carried out by distributing a questionnaire with 10 question items to 83 research respondents. Explanation of the distribution of learning motivation variable scores (Y1) in table 2.



Table 2. Data Frequency Distribution Table for Learning Motivation Variables (Y1)

Motivation Study		
N	Valid	83
	Missing	0
Mean		33.8810
Median		34,0000
Mode		34.00
Std. Deviation		3.52070
Variance		12,395
Minimum		27.00
Maximum		50.00

Based on the distribution of data obtained from 10 question items for 83 respondents as explained in the table above, the total score distribution of statements for learning motivation spreads between the lowest score of 27 to the highest score of 50. Calculation of the score distribution produces an average value (mean) namely 33.88, the middle value (median) is 34.00 and the value that often appears (mode) is 34.00. From these data it shows that the arithmetic mean, median and mode are not much different. This illustrates that the frequency distribution of the learning motivation variable (Y1), the data distribution tends to be normally distributed.

Academic Achievement Variable (Y2)

Data collection on the academic achievement variable (Y2) was carried out by distributing a questionnaire with 9 question items to 83 research respondents. Explanation of the distribution of academic achievement variable scores (Y2) in table 3.

Table 3. Frequency Distribution Table for Academic Achievement Variable Data (Y2)

Performance Academic		
N	Valid	83
	Missing	0
Mean		29.5904
Median		30,0000
Mode		28.00 ^a
Std. Deviation		2.52807
Variance		6,391
Minimum		24.00
Maximum		37.00

Based on the distribution of data obtained from 9 statement items for 83 respondents, the total score distribution of statements for student academic achievement is spread between the lowest score of 24 to the highest score of 37. The calculation of the score distribution produces an average value (mean) of 29.59, while the middle value (median) is 30.00 and the value that frequently appears (mode) is 28.00. From these data it shows that the arithmetic mean, median and mode are not much different. This illustrates that the frequency distribution of the learning motivation variable (Y1), the data distribution tends



to be normally distributed. Next, hypothesis testing is carried out to determine the relationship between interpersonal communication variables and indicators: openness, empathy, support, positive attitudes and equality (X), learning motivation variables (Y1) and academic achievement (Y2). As for the hypothesis of this research are:

1. H_0 (Null Hypothesis) = there is no influence of lecturer interpersonal communication on student learning motivation and academic achievement.
2. H_a (Alternative Hypothesis) = There is an influence of lecturer interpersonal communication on student learning motivation and academic achievement.

The research hypothesis regarding the influence of interpersonal communication (X) on learning motivation (Y1) and academic achievement (Y2) was carried out using the t-test. From the results of the t-test, the calculated t value for independent variable is 5.119 with a sig. p value = 0.000. Meanwhile, the t-table value is 1.67 (from the t-table list for N = 100 and sig-a = 0.05). Because t-count is $5.119 > 1.67$ and sig. p $0.000 < 0.05$, it can be concluded that the null hypothesis (H_0) which states that there is no influence of interpersonal communication on learning motivation and academic achievement is rejected, and the alternative hypothesis (H_a) which states that there is an influence of interpersonal communication on learning motivation and academic achievement is accepted. Thus, interpersonal communication between lecturers and students influences students' learning motivation and academic achievement. This means that the higher the interpersonal communication which includes openness, empathy, support, positive attitudes and equality between lecturers and students, the higher the student's learning motivation and academic achievement. Conversely, the lower the interpersonal communication, the lower the student's learning motivation and academic achievement.

The results of this hypothesis testing when converted to correlation testing also show that there is a relationship between the variables. This can be seen in table 4.

Table 4. Correlation Test Results

		Interpersonal Communication	Motivation Study	Performance Academic
Interpersonal Communion	Pearson Correlation	1	,494 **	,323 **
	Sig. (2- tailed)		,000	,003
	N	83	83	83
MotivationStudy	Pearson Correlation	,494 **	1	,187
	Sig. (2- tailed)	,000		,090
	N	83	83	83
Perfor mance Acade mic	Pearson Correlation	,323 **	,187	1



	Interpersonal Communication	Motivation Study	Performance Academic
Sig. (2-tailed)	,003	,090	
N	83	83	83

** . Correlation is significant at the 0.01 levels (2-tailed).

Table 4. shows the results of the correlation test between interpersonal communication variables and learning motivation. The r count is 0.494, while the r table at the 5% significance level is 0.183 (r table in the statistics book). Meanwhile, the correlation test between interpersonal communication variables and student academic achievement obtained a r count of 0.323. Because the r count is greater than the r table, namely $0.494 > 0.183$ and $0.323 > 0.183$, it can be stated that these variables have a significant relationship (correlation). From the results of this research it can be concluded that the null hypothesis (Ho) which states that there is no influence of lecturer interpersonal communication on student learning motivation and academic achievement is rejected, and the alternative hypothesis (Ha) which states that there is a positive influence of lecturer interpersonal communication on learning motivation and student academic achievements are accepted.

Then the coefficient of determination is carried out, namely the square of the correlation coefficient between the independent variable and the dependent variable, carried out using multiple regression techniques, with the following results:

Table 5. Model Summary: Regression Communication Interpersonal Lecturers with Learning Motivation and achievement academic.

Model	R	R Square	AdjustedR Square	Std.Error of the Estimate
1	,494 ^a	,244	,235	3.05772

a. Predictors: (Constant), Interpersonal Communication

b Dependent Variable: Academic achievement

Table 5. shows that the coefficient of determination (R Square) is 0.104, which means that 1.04% of student academic achievement is influenced by lecturer interpersonal communication, while the remainder is influenced by other factors outside the variables studied. While Std. Error of the Estimate is 2.41 (Dependent Variable: Academy Achievement) with a standard deviation of 2.53. Due to Error of the Estimated academic achievement is smaller than the standard deviation, so this regression model can be used to predict learning achievement.

Discussion

interpersonal communication between lecturers and students which includes openness, empathy, support, positive attitudes and equality has an influence on students' learning motivation and academic achievement, as explained by the theory of self-disclosure (Self Disclosure Theory) put forward by Sydney Marshall Jourad. Self-disclosure (Self Disclosure) is a process of disclosing information about oneself to others. In interactions between



individuals and other people, whether other people will accept or reject and how someone wants other people to know about themselves, are all determined by how the individual expresses himself. Because openness is one of the characteristics of effective interpersonal communication. Communication takes place to reach an understanding. Equality of understanding is caused by bonds of friendship, romance and family relationships. The most important thing in interpersonal communication is how to communicate well so that the process of building relationships in achieving goals can run well and meet the needs of all parties. Interpersonal communication involves at least two people who have unique and different characteristics, values, opinions, attitudes, thoughts and behavior. Interpersonal communication requires mutual giving and receiving between actors involved in communication (Achrosa. F. H, 2013).

Communication is the key to successful integration in the teaching and learning process. If interpersonal communication runs effectively, the flow of information in the learning process will run smoothly so that students are motivated to participate in the teaching and learning process. According to its nature, interpersonal communication is also called dyadic communication, namely the communication process that takes place between two people in a face-to-face situation. Dyadic communication can be carried out in three forms, namely conversation, dialogue and interview (Cangara. H, 2014:36). To increase student motivation to learn, lecturers must maintain effective interpersonal communication. Interpersonal communication can be seen from two perspectives, namely the pragmatic perspective and the humanistic perspective. The humanistic perspective includes openness, empathy, support, positive attitudes and equality (Devito 2011:260). Lecturers must have an open brush, empathy, provide support, have a positive and equal attitude towards students, so that students have high motivation in learning (Wahyudi 2013). In the teaching and learning process, interpersonal communication is carried out to increase students' knowledge. In essence, the teaching and learning process is a communication process, namely the process of conveying messages from the source of the message, namely the educator, through certain channels to the recipient of the message, namely the students. The role of educators is always to describe expected behavior patterns in various interactions with students.

Communication can be said to be effective if the communicant interprets the message received as having the same meaning as the message conveyed by the communicator. Effective interpersonal communication can show that there is a common understanding of the message conveyed during communication between the communicator and the communicant. It should be noted that to see whether interpersonal communication is effective or not, it can be seen from the feedback between the giver and recipient of the message. Feedback can take the form of statements, attitudes and actions. The most important thing in interpersonal communication is how to communicate well so that the process of forming relationships in achieving goals can run well and meet the needs of all parties (Wok 2004:32). Besides that, interpersonal communication is also influenced by factors, namely: self-image because self-image determines people's expressions and perceptions. Second, the image of the other party (the image of the others). Third, the physical environment is related to self-image factors and the image of other parties. Fourth, the social environment influences behavior and communication. Fifth, physical and emotional condition, and sixth, body language because communication is not only sent or sent through spoken words. (Lunandi. A. G, 1994) :85).

The relationship between lecturers and students in the teaching and learning process is a very important factor in creating a pleasant learning atmosphere, so that students are



motivated. Students' learning motivation will be seen in their behavior, including explaining how active they are in learning to achieve achievements, in completing assignments, using time and how to behave to overcome learning obstacles. The teaching messages conveyed by lecturers should be well received by students. Students will have the motivation to follow the lecture material well, if the lecturer is open, shows empathy for the problems faced by students. Apart from that, lecturers also provide support for lecture assignments assigned to students without differentiating between one student and another. This causes lecturers to deliver lecture material in a fun, clear and directed manner and students can receive these messages well too. In order to ensure high student learning motivation, a lecturer should always optimize the application of learning principles. In principle, lecturers must view that the presence of students in the lecture room is a form of learning motivation that comes from the students. So, with such principles, lecturers will view students as someone who must be respected and appreciated. With treatment like this, students will certainly give meaning to the lessons they are facing. The use of the principle of motivation is something that is very essential in the learning and learning process. Motivation is one of the factors that determines effective learning (Seneru et al. 2023). Because students who are highly motivated in learning are likely to obtain high learning outcomes as well. This means that the higher the motivation, the more intensity of effort and efforts made, the higher the learning achievement they will get.

Factors that influence learning success will determine the level of student academic achievement. Factors that influence student academic achievement are internal factors and external factors. Internal factors include physiological aspects (which are physical) and psychological aspects (which are spiritual), such as: intellectual abilities, interests, talents, attitudes, physical and mental conditions, independence, academic self-esteem and learning motivation. Meanwhile, external factors consist of the environment and friendships, such as: campus environment, family and community. In the teaching and learning process in higher education, the relationship between lecturers and students in communicating is very necessary. If the relationship between lecturers and students is not harmonious, it can create bad communication. Interpersonal communication between lecturers and students can be trained by students attending lectures frequently. Students who often attend lectures will have a lot of knowledge and will make themselves more aware of the nature and characteristics of lecturers and with this experience students will be better at carrying out their duties. The higher the interpersonal communication between students and lecturers, the higher the student's learning achievement, conversely, the lower the interpersonal communication between students and lecturers, the lower the student's learning achievement. Lecturers can restore optimal learning conditions by dialogue with students outside the classroom. Because communication plays a role in making students gain knowledge and knowledge in students can be reflected in academic achievement with the achievement index value obtained (Gautama et al. 2023).

Then in theory, learning motivation will influence the level of student academic achievement because with motivation to learn, the intensity of student learning will increase and this will automatically influence the level of student academic achievement. Apart from that, factors that are no less important in determining student academic achievement are: the lecturer's skills in teaching and the lecturer's enthusiasm for teaching. This shows that effective lecturer interpersonal communication causes lecturers and students to feel happy, thus encouraging the growth of mutual openness and enjoyment. If interpersonal communication is not effective, it causes the person communicating to develop an attitude of displeasure and close themselves off. An attitude of closing oneself can trigger an individual to withdraw from the social environment



(withdraw) and cause tension in the individual. This communication can take place dialogically. One of the advantages of dialogic communication is the opportunity for students to be responsive in presenting opinions or questions to the lecturer. Having the opportunity to provide direct feedback in dialogical communication can reduce errors in message interpretation, and if errors occur in message interpretation, they can be identified or corrected immediately, thereby creating conditions of equality in interpretation between students and lecturers. The condition that there is similarity in interpretation between students and lecturers indicates that there is effective communication. Interpersonal relationships between lecturers and students are one of the factors that influence student academic achievement. to learn. In addition to the factors that influence student learning motivation, they also determine the level of student academic achievement.

Conclusion

The results of this research reveal that the motivation students of Jinarakkhita Buddhist College in participating in the learning process has increased, as evidenced by students' activeness in class discussions and students' accuracy in completing assignments given by the lecturer. Apart from that, student academic achievement has also increased in line with increased learning motivation. So many students get an average grade A with an achievement index of 3.5 each level and receive scholarships. We can see the hypothesis testing and correlation coefficient between lecturers' interpersonal communication on students' learning motivation and academic achievement. This shows that lecturers' interpersonal communication contributes to increasing student learning motivation by 49.4% with a regression coefficient of 0.469 and a constant of 18.644. Meanwhile, for the academic achievement variable, 32.3% is influenced by lecturer interpersonal communication and the rest is influenced by other factors. Temporary communication lecturer interpersonal influential in a way significant and positive to motivation learning and achievement academic student amounting to 24.4%.

Suggestion

We convey several suggestions and recommendations in order to increase student motivation and academic achievement, as follows:

First, lecturers need to improve their effective interpersonal communication skills with students, so that lecturers can deliver lecture material in a fun, clear and directed manner and students can receive these messages well too. Second, it is hoped that this research can be used as reference and comparison material for future researchers, especially with regard to interpersonal communication.

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