Communication Competency: The Impact of Interpersonal Communication on Student's Learning Activities

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ABSTRACT

Interpersonal communication involves communicators and communicants meeting face to face and allows each communicator to capture the communicator's reaction or vice versa directly, both verbally and nonverbally. Good interpersonal communication will help increase student learning activities to the fullest. This study uses a quantitative approach with a survey method. The population in this study was 113, and the sample was 66, obtained using the proportional random sampling technique. The research was conducted at the Jinarakkhita Buddhist College of Religion in Lampung with even semester student respondents. Based on the study's results, it illustrates a significant influence between interpersonal communication variables and student learning activity variables. The criterion for testing the hypothesis is to reject H0 if t count > t table and vice versa. For the t distribution used dk = (n-2) and a = 0.05. Based on the data analysis obtained t^{count} = 3,081 while the t table with n = 66 and a = 0.05 brought 1,668. Then it can be seen that t count> t table (3,081> 1.668) or sig (0.003≤0.05), it is concluded that H0 is rejected and Ha is accepted, so there is an influence interpersonal communication on student learning activities.

Introduction

In the world of formal education, especially higher education, which currently has a student-centered learning style, it certainly requires interpersonal communication, known as communication, which in the process involves communicators and communicants meeting face to face and allows each communicator to capture the communicator's reaction or vice versa directly. Both verbally and nonverbally. Interpersonal communication is essential because the process allows it to take place dialogically. Good interpersonal communication will support the socialization development process. Communication also plays a critical role in social phenomena. More comprehensive social interaction can be achieved if someone can do

interpersonal communication. Interpersonal communication can be said to be excellent and smooth if the message conveyed between individuals can be understood following the content of the statement given and gets direct feedback from the individual receiving it. Interpersonal communication can improve the quality of learning activities that enable students to have the ability to learn more actively and interactively. One of these quality improvements is developing student-oriented learning. This orientation can be done with interpersonal communication, which includes relationships between individuals in groups and how to communicate and interact with others. Interpersonal communication can improve the quality of learning activities that enable students to have the ability to learn more actively and interactively. One of these quality improvements is developing student-oriented learning. This orientation can be done with interpersonal communication, which includes relationships between individuals in groups and how to communicate and interact with others. Interpersonal communication can improve the quality of learning activities that enable students to have the ability to learn more actively and interactively. One of these quality improvements is developing student-oriented learning. This orientation can be done with interpersonal communication, which includes relationships between individuals in groups and how to communicate and interact with others.

In the implementation of learning that is carried out, interpersonal or interpersonal communication is still lacking when viewed from the monotonous student learning activities and the lack of arguments made by students, lecturers, and fellow students towards ongoing learning. So communication cannot take place properly, based on observations by researchers, students, and lecturers who are carrying out learning activities experience several obstacles. For example, students rarely ask questions and give opinions about the material presented, do not submit assignments promptly, and do not understand the material presented by the lecturer. Some obstacles arise due to the lack of well-executed interpersonal communication processes. Based on the description above, a countermeasure is needed that can overcome the increase in student interpersonal communication as steps to change learning activities that are more effective and motivate students so that interpersonal communication can run well. In line with research conducted by Rima Damayanti and Durinda Puspita Sari (Damayanti & Puspasari, 2022, pp. 118–119) that in communicating, of course, there is a relationship between one another, for example, lecturers and students. The communication relationship between lecturers and students dramatically influences perceptions of learning activities, one of which is to create a conducive atmosphere between lecturers and students. This is intended to increase learning opportunities and knowledge, make students more independent and develop interpersonal communication in supporting student learning activities.

Interpersonal communication between students in increasing ongoing learning activities needs to be studied more deeply so that implementation that has not yet received ideal results can find solutions as material for improvement in the

application of a learning process that runs in two directions. That's why efforts are needed to optimize interpersonal communication in innovative student learning activities. Based on the description above, it is necessary to research to examine the problem of learning activities as the primary variable, which of course, is related to other variables that are thought to influence learning activities, namely interpersonal communication.

Learning Activity

The definition of learning activity put forward byAriandi (2017, p. 583) is the involvement of students in the form of attitudes, thoughts, and attention in learning activities to support the success of the teaching and learning process and obtain benefits from these activities. In line with(Noor & Munandar, 2019, p. 6), learning activity combines thinking and doing. Without action means, students do not feel. Thinking about something good can increase student ambition in responding to various things that come up to them. Situations that arise make the learning process carried out in a non-contextual way but follow the rules that are made. Learning activities are all student activities in the learning process, ranging from physical activities to psychological activities (Rahmadani & Anugraheni, 2017, p. 242). Also explained (Sinaga & Silaban, 2020, p. 33) is that students carry out a learning activity during the learning process to achieve learning outcomes. To achieve optimal learning outcomes should be necessary to emphasize physical, mental, intellectual, and emotional student activity. Then (Muttaqien, 2017, p. 38)suggests that learning activities are physical and mental activities. In learning activities, the two activities must support each other to obtain maximum results. Research conducted by Mirdanda (2019: 7) resulted in a synthesis that learning activities are all actions carried out in becoming a learning student. Therefore, if in a "learning" condition, the student is considered "active." If "not yet in learning conditions," it is the educator's job to provide exciting and challenging activities to spur students to be involved so that learning occurs.

Explanation of the concepts that have been described, it can be synthesized that what is meant by learning activities are all forms of activities carried out by lecturers and students in the learning process. Through learning activities that are carried out consciously and arranged according to learning principles, students' physical and psychological conditions will produce optimal learning outcomes. The indicators are: 1) visual activities, 2) oral activities, 3) listening activities, 4) writing activities, 5) drawing activities, 6) motor activities, 7) mental activities, and 8) emotional activities.

Interpersonal Communication

Interpersonal communication or interpersonal communication is the process of sending and receiving messages between the sender and the receiver, both directly and indirectly (Luthfi et al., 2022). Furthermore, according to (Hikmah, 2021), interpersonal communication is the delivery of messages by one person and receiving messages by other people or a small group of people, with various impacts and opportunities to provide feedback as quickly as possible. Interpersonal

communication skills are the ability to communicate effectively with other people (Suhanti et al., 2018). Interpersonal communication is communication between people face to face, allowing each participant to catch the reactions of others directly, either verbally or nonverbally (Patriana, 2014). According to (Hidayat, 2017), interpersonal communication cannot be separated from communication between two or more people based on mutual acquaintance, respect, pleasure, and comfort.

Jurgen Reusch and Gregory Bateson (1951) have suggested that communication defines interpersonal relationships. This view has shifted the study of interpersonal communication from message content to relational aspects. Then, Gerarld R. Muller in Rahmat (2001: 119) states that understanding the process of interpersonal communication requires understanding the symbolic relationship between communication and relational development. In a sense, relational development is influenced by communication, so at the end (simultaneously), the nature of communication between communication participants is influenced by relational development. From the point of view of communication psychology, good interpersonal relationships can make people more open to expressing themselves and more careful in giving perceptions of themselves and others so that communication between communication participants will be more effective. Interpersonal communication has six objectives, including the following: (1) finding identity; (2) finding the outside environment; (3) forming and maintaining meaningful relationships; (4) changing attitudes and behavior; (5) for personal pleasure; (6) to help each other.

According to (Hikmah, 2021), there are several characteristics of the effectiveness of interpersonal communication (interpersonal communication), including 1. The self-confidence of an effective communicator has social confidence. Others do not readily see feelings of anxiety; 2. Unity (Immediacy) Unity refers to the amalgamation between conveying messages and listeners to create a sense of togetherness and unity; 3. Effective communicator interaction management controls interactions so that they run smoothly to the satisfaction of both parties; 4. Expressiveness refers to communicating genuine involvement in interpersonal interactions; 5. Orientation to others Orientation to others is the opposite of orientation to oneself.

Factors Affecting the Effectiveness of Interpersonal Communication According to (Amalia & Natsir, 2017), the factors that can influence interpersonal communication to be more effective are: a. Openness The nature of openness shows at least two aspects of interpersonal communication. First, we must be open to the people we interact with. So that communication will be easy to do. The second aspect of openness refers to our willingness to respond honestly and frankly to others about everything they say, and vice versa; b. Empathy Empathy is a person's ability to put himself in the role or position of another person. Perhaps the most difficult of the communication factors is the ability to empathize with the experiences of others; c.

Meanwhile, Muhammad Surya in (Hikmah, 2021) suggests several components of the effectiveness of interpersonal communication: 1) Openness. The attitude of openness refers to at least two aspects of interpersonal communication. *First*, be open to other people with whom we interact. *Second*, openness refers to each individual's willingness to respond honestly to others about everything he says; 2) Positive. Have a positive attitude, that is, think positively about yourself, other people, and situations; 3) Balance. The effectiveness of interpersonal communication is also determined by the similarities of the actors, such as values, manners, character, behavior, habits, experiences, and so on; 4) Empathy. Empathy is a person's ability to put himself in someone else's position or role. In the sense that someone is emotionally and intellectually able to understand what others feel and experience; 5) Support. Interpersonal communication will be effective if there is supportive behavior within a person. This means that one another provides mutual support for the information conveyed.

Method
This study uses a quantitative approach to the survey method. The independent variable (X) is Interpersonal Communication, while the dependent variable (Y) is learning activity. The population in this study were all even semester students totaling 113 students. Using a sample collection technique, namely proportional random sampling and a representative sample estimation table, such as a sample of 66 people, was obtained. Quantitative research data results are described through descriptive statistics. Data analysis begins with the analysis requirements test, namely: the normality test, and homogeneity test, followed by determining the regression equation, testing the significance of the regression equation, and testing the hypothesis through the regression test using the ANOVA table.

Findings
Descriptive Analysis
Learning Activity
The data obtained from the field is statistically processed into a frequency distribution table. The results show seven classes with a maximum score of 144, a minimum score of 93, and a range of 51. The descriptive statistical calculations show that the mean value of learning activities is 117.24 with a standard deviation of 12.786 and a variance value of 163.47, median 116, 00, and mode 111.

Interpersonal Communication
Data Interpersonal Communication has the highest score of 137 and the lowest score of 82, with a range of 55. The results of the data calculation show an average of 109.02, a standard deviation of 11.263, a variance of 126.84, a median of 109.00, and a mode of 104.

Testing Requirements Analysis
Normality test
The provisions of the sample data are said to be normally distributed, namely with a significant level of 0.05 or 5%. Based on the results of the normality test obtained from 66 respondents, which included data on the interpersonal communication variable (X) and student learning activities (Y), it is known that the significant value (2-tailed) of the student learning activity variable is 0.200, which means 0.200 ≥ 0.05, so Normal distributed data. Meanwhile, the interpersonal communication variable's significance value (2-tailed) is 170 ≥ 0.05, so the data is normally distributed. The results of normality calculations are presented in the following table:

Table 1. Normality Test Results

		X	Y
N		66	66
Normal Parameters, b	Means	109.02	117,24
	std. Deviation	11.263	12,786
MostExtreme	absolute	0.100	0.065
Differences	Positive	0.071	0.065
	Negative	-0.100	-0.065
Statistical Test		0.100	0.065
asymp. Sig. (2-tailed)		,170	,200c,d

Test Distribution is Normal
Source: 2023 Research Calculations Using SPSS 26.0

Homogeneity Test
The requirement for homogeneity variance is if the test criteria are more than 0.05 or 5%. Based on the homogeneity test results from the Output test of homogeneity of variances, it is known that the significance value of interpersonal communication is 0.082, which means 0.082 ≥ 0.05, so the interpersonal communication variable data is homogeneous. Meanwhile, the significance value of learning activities is 0.092, which means 0.092 > 0.05, so the learning activity variable data is homogeneous. Thus it can be concluded that the variance of the two groups is homogeneous. The homogeneity calculation results are presented in the following table:

Table 2. Homogeneity Test Results

	Levene Statistics	df1	df2	Sig.
X	3,069	1	130	0.082
Y	2,873	1	130	0.092

Source: 2023 Research Calculations Using SPSS 26.0

Simple Regression Analysis
This analysis is intended to estimate the value of the dependent variable when the value of the independent variable increases or decreases, and to see the direction of the relationship between the dependent variable and the positive or negative

independent variable. Based on the results of simple regression analysis testing, it was found that F count = 9.491 with a significance level of 0.003 < 0.05, so regression analysis can be used to estimate participation variables, or it is said that there is an influence of interpersonal communication variables (X) on student learning activities (Y). To find out more clearly can be seen in the following table:

Table 3. Simple Regression Analysis

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	1372,333	1	1372,333	9,491	,003b
	residual	9253,788	64	144,590		
	Total	10626,121	65			

a. Dependent Variable: Y
b. Predictors: (Constant), X
Source: 2023 Research Calculations Using SPSS 26.0

Analysis of the Coefficient of Determination (R2)

The coefficient of determination (R2) determines how well the sample uses the data. Based on the analysis of the coefficient of determination, the results obtained from the output percentage influence of the independent variable (interpersonal communication) on the dependent variable (student learning activity), which is called the coefficient of determination (R Square), is 0.129. This means that the effect of the independent variable on the dependent variable is 12.9%, while other factors outside of this study influence the remaining 87.1%. To find out more details can be seen in the following table.

Table 4. Analysis of the Coefficient of Determination (R2)

Model	R	R Square	Adjusted Square	std. Error of the Estimate
1	,359	0.129	0.116	12.025

a. Predictors: (Constant), x
c. Dependent variable: y
Source: 2023 Research Calculations Using SPSS 26.0

Statistical Hypothesis Test

The calculation results obtained from the regression analysis show that t^{count} is 3.081 and t^{table} from 66 respondents with dk n-2, so 66 respondents with a significant level of 0.05 are 1,668. Then it is known that $t^{count} \geq t^{table}$ with a value of $3.081 \geq 1.668$ or sig < 0.05 (0.003 < 0.05). So it can be concluded that the two variables have a regression relationship, and there is an influence between the interpersonal communication variable (X) on student learning activities, meaning that H_0 is rejected and Ha is accepted. The results of the calculation of the research hypothesis test for more details can be seen in the following table:

Table 5. Coefficients

Model	Unstandardized	Coefficients	Standardized Coefficients	t	Sig.
	B	std. Error	Betas		

(Constant)	72,767	14,512		5.014	0.000
X	0.408	0.132	0.359	3,081	0.003

Dependent Variables: y
Source: 2023 Data Processing Results Using SPSS 26.0

Then there is a positive and significant influence between interpersonal communication on student learning activities, shown in the scatter plot data image which shows positive below.
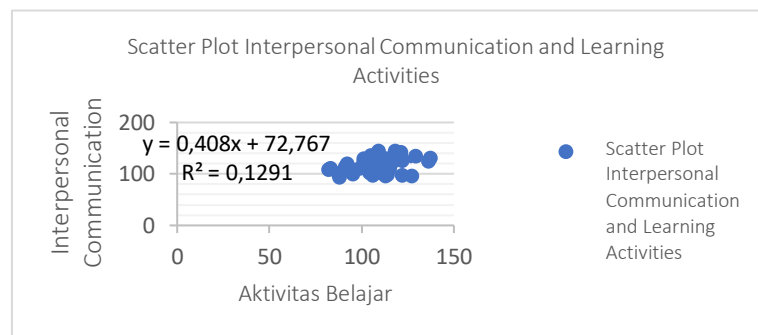

Figure 1. Scatter Plot Data

DISCUSSION

Based on the data analysis and hypothesis testing, it was found that there was a positive influence between interpersonal communication and learning activities. The hypothesis testing results indicate that this study's hypothesis can be accepted. This means that the assumptions underlying the theoretical assessment are supported by empirical data obtained from the respondents. Further discussion of the research results is explained in the influence of interpersonal communication with learning activities. The research results showing that interpersonal communication positively impacts learning activities are interpreted as interpersonal communication or communication carried out by two or more people so that the conversation can take place. Interpersonal relationships can be interpreted as associations between at least two interdependent people who use some pattern of interaction over some time.

Interpersonal communication is the most essential thing in effective interpersonal communication. The strength of the influence of interpersonal communication on learning activities can be seen in the regression test results with a coefficient value of 0.408. The diversity in learning activities is related to the increase in interpersonal communication, and this can be seen from the coefficient of determination value of 0.129, so the diversity in learning activities contributes 12.9%. Meanwhile, 87.1% were influenced by other factors outside of interpersonal communication, which was not examined in this study.

The results above are in line with the results of research conducted by Gema Putra Candra(Candra, 2016, p. 9)entitled "The Influence of Teacher and Student Interpersonal Communication on Student Activities at SMP Negeri 4 Pekanbaru".

The regression coefficient value in this study is Y = 28.493 + 0.550 X. The constant number (a) is 28.493, and the interpersonal communication variable coefficient is 0.550 with t count 3.085 greater than t table 2.006 and a significance level of 0.003 which is smaller than a = 0 .05 means that HI is accepted and H0 is rejected. Interpersonal communication between teachers and students has an influence of 15.7% on student activity at SMP Negeri 4 Pekanbaru; other factors from this study cause the remaining 84.3%. Therefore, a relationship exists between Teacher and Student Interpersonal Communication in Student Activities at SMP Negeri 4 Pekanbaru. Furthermore, Fauzy Abubakar's research(Fauzi, 2015, pp. 118–119)entitled "The Influence of Interpersonal Communication between Lecturers and Students on Learning Motivation and Student Academic Achievement." The results showed that interpersonal communication between lecturers and students affected learning motivation by 24.4%, with a regression coefficient of 0.469 and a constant of 18.644. As for the academic achievement variable, the lecturer's interpersonal communication influences 1.04%, and other factors affect the rest.

Based on the description above, the results of the descriptive analysis that researchers have carried out show that there are statement items with low-value categories. This is known to affect the increase in operational communication on student learning activities. Interpersonal communication variable items are seen from openness indicators; students still do not receive input from other people. At the same time, the learning activity variable items seen from the indicators are not too dependent on other people. In this regard, the learning activity will be more effective if students carry out learning activities by improving good interpersonal communication by showing aspects of openness, empathy, and positive behavior. Effective learning activities help students recognize feelings, values , and attitudes as well as the most technical topics in supporting effective learning (Sinar, 2018: 16). Then the basis of these learning activities will meet the needs felt by students, therefore learning behavior is needed so that they have the goal of solving the problems faced to meet learning needs (Suardi, 2018: 14).
In addition, in line with Lestari (2020: 22), learning activities carried out can provide added value for students in the form of the following:
1. Students have an awareness of learning as a form of motivation for authentic learning;
2. Students seek to experience and directly experience it themselves, which can have an impact on the formation of an integral personality;
3. Students study according to their interests and abilities;
4. Fostering a disciplined attitude and a democratic learning atmosphere among students;
5. Learning is carried out concretely to develop understanding and critical thinking and avoid verbalism; And
6. Fostering a cooperative attitude among students so that tertiary institutions come alive, in line with and in harmony with life in the surrounding community.

The explanation that has been conveyed gives the meaning that the learning process can run effectively if student learning activities support it by following the goals to

be achieved. Interpersonal communication provides instructions and lecturer guidance and can help students assess a problem that was originally felt to cause pressure, so that students can overcome problems by solving them without avoiding them in their way.

Conclusion

Based on the results of the research analysis, it can be concluded that there is a positive and significant influence between interpersonal communication and student learning activities, with a considerable impact of interpersonal communication on student learning activities of 12.9% and other factors outside of this study influence the remaining 87.1%. Therefore, it is necessary to formulate implications for increasing learning activities through interpersonal communication. Expanding the learning activities through interpersonal communication aligns with the other research on the effect of interpersonal communication on student learning activities. Besides, it shows that interpersonal communication's impact is predicted to increase learning activities significantly.

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