



The Influence of Interpersonal Communication on Student Learning Motivation in Completing Final Projects (Study on Communication Major Class of 2019 at Telkom University's School of Communication and Business)

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Abstrak. Aspek motivasi serta komunikasi interpersonal sangat berarti dalam proses belajar pada bangku perguruan tinggi, sebab motivasi akan memastikan seberapa besar usaha serta dorongan untuk mahasiswa dalam menuntaskan pendidikan. Tidak hanya itu, komunikasi interpersonal juga mempengaruhi bagaimana mahasiswa dalam berinteraksi dengan sesama, untuk mampu menempatkan diri pada suasana yang positif, sehingga dapat memperoleh motivasi untuk dapat menuntaskan tugas akhir dalam mencapai gelar sarjana. Pengaruh komunikasi interpersonal terhadap motivasi belajar siswa untuk menyelesaikan tugas akhir adalah subjek penelitian ini. Penelitian ini berlandaskan teori pengungkapan diri yang diusulkan oleh Sydney Marshall Jourad. Metode penelitian kuantitatif adalah korelasional; informasi dikumpulkan melalui kuesioner dan dianalisis secara deskriptif. Hasil penelitian ini menunjukkan bahwa keterampilan komunikasi interpersonal mempengaruhi motivasi belajar untuk menyelesaikan tugas akhir sebesar 6,1%. Sehingga bisa disimpulkan jika keterampilan komunikasi interpersonal berpengaruh kurang signifikan pada motivasi belajar dalam menuntaskan tugas akhir, sehingga membutuhkan aspek pendukung yang lain.

Kata Kunci : Komunikasi Interpersonal; Motivasi Belajar; Penyelesaian Tugas Akhir

Abstract. Aspects of motivation and interpersonal communication are very important in the learning process in college, because motivation will ensure how much effort and encouragement for students in completing education. Not only that, interpersonal communication also affects how students interact with others, to be able to put themselves in a positive atmosphere, so that they can get motivation to be able to complete the final project in achieving a bachelor's degree. The influence of interpersonal communication on students' learning motivation to complete the final project is the subject of this study. This research is based on the theory of self-disclosure proposed by Sydney Marshall Jourad. Quantitative research methods are correlational; Information was collected through questionnaires and analyzed descriptively. The results of this study showed that interpersonal communication skills affected learning motivation to complete the final project by 6.1%. So it can be concluded that interpersonal communication skills have a less significant effect on learning motivation in completing the final project, so it requires other supporting aspects.

Keywords: Interpersonal Communication; learning motivation; Final Project Completion

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INTRODUCTION

A student is essentially required to be able to learn independently when entering higher education, but the government and universities also provide a forum or facility for us to raise our enthusiasm and motivation to graduate well and on time, such as with internship programs in industry and independent learning programs initiated by the Minister of Education, Mr. Nadiem Makarim (gk.kemdikbud.go.id, 2020). Where this program is a forum for students to be able to learn independently, can choose the lessons they want to learn anywhere to be able to support the scientific needs they want to achieve. With a program like this, students can become excellent HR candidates for a more advanced Indonesia in the future.

To be able to achieve this goal, students need to pay primary attention to human existence, especially working together by compiling correspondence. Where correspondence is an important point of view in human existence. With correspondence, we as humans can communicate with each other to be able to blend in and become complete social beings who complement each other. This correspondence is also one of the human needs to get along with others, where with the intertwining of this correspondence we can establish good relationships as social beings. In addition, by communicating, we can also get an idea or solution to the obstacles we experience in life. One of them is in the learning process, especially at the college level. Where we are required to be able to live independently as humans and as students in determining the goals and ends of our journey in the world of higher education, namely graduation.

In addition, good communication between lecturers, academic support staff, and fellow students is very important for the smooth running of campus life. As students, we often experience obstacles in achieving our goals to graduate well and on time, so we really need connections with others in order to find answers to the obstacles we experience. Interpersonal communication or interpersonal communication is one solution to avoid the obstacles we face.

Effendy said that interpersonal communication (between individuals). Exchange of information between two people or a small group of people with the impact of providing direct feedback (Suranto, 2011). Because by interacting with others, either through telling stories or just chatting lightly, it can make us as humans get a positive stimulus and can find the solutions we seek.

Devito said that indicators of interpersonal communication skills can be seen based on five aspects, namely; (1) Openness, where a person dares to express his thoughts and is willing to open himself; (2) Empathy, to also feel and understand feelings in interacting with someone; (3) Supportive attitude, helping the creation of behavior to encourage others; (4) Positive Attitude, spreading positive feelings to others both verbally and non-verbally; (5) Equality, we can position ourselves and equalize views to create efficient interpersonal communication (Maulana & Gumelar, 2013)

Sydney Marshall Jourad's theory of self-disclosure, used in the study, builds on discussions of interpersonal communication. Where self-disclosure refers to the process of providing information about oneself to others. How Whether others accept or reject, and how others want to recognize themselves depends

on how one devotes oneself (Freedman, 1994). This is in line with Devito's perspective of openness.

By interacting with others and paying attention to these indicators, we can get a new spirit that we usually know as motivation. Where others can channel the positive energy they have to us who are experiencing difficulties both in life and in learning activities. Learning is two things that influence each other: learning that changes something and the result of learning itself. Learning is a relatively permanent change in behavior and can occur as a result of reinforced practice motivated to achieve a specific goal. (Hamzah, 2007).

The following criteria can be used to identify someone who has high motivation to learn: (1) Diligent in facing tasks, can work routinely and continuously for a long and long period of time, and does not stop before completion; (2) Tenacious in the face of adversity; (3) Have ideals and hopes; (4) Can defend opinions, able to debate; (5) Happy to find and solve problems; (6) Happy to work independently (Sadiman, 2014).

We can get this motivation by interacting with others or from external factors, as well as the motivation we have from within ourselves, or internal factors. Several other external factors can also spur us to become a better person, one of which is by participating in positive activities to encourage us to achieve the ultimate goal of college.

Based on observations made by researchers while working and studying at Telkom University, it can be seen that several students have good competence in terms of communication and become one of the digital talents who are used as role models for several young people in Indonesia. In seeing this phenomenon, as one of the universities under the auspices of the largest telecommunications company in Indonesia, this is one of the missions achieved to realize the vision of Indonesia with superior human resources in the future. For this reason, researchers will see how these young people are encouraged to be able to complete their education through the completion of the final project and can become one of the students and young people who have good communication competence.

Based on this phenomenon, the researcher decided to look at it from an academic perspective through scientific research with the title "The Influence of Interpersonal Communication on Student Learning Motivation in Completing Final Projects (Study on Students of the Communication Science Study Program Class of 2019, Faculty of Communication and Business, Telkom University)".

Based on the background above, the formulation of the problem in this study is (1) How does interpersonal communication affect learning motivation in completing the final project for students of the Communication Science Study Program, Class of 2019, Faculty of Communication and Business, Telkom University? (2) Is there a positive and significant influence between interpersonal communication skills on student learning motivation in completing the final project for students of the Communication Science Study Program, Class of 2019, Faculty of Communication and Business, Telkom University?

The objectives of this study are (1) To determine the influence of interpersonal communication on learning motivation in completing the final project for students of the Communication Science Study Program, Class of 2019, Faculty of Communication and Business, Telkom University; (2) To

determine the amount of influence of interpersonal communication skills and self-openness with others to learning motivation in completing the final project for students of the Communication Science Study Program, Class of 2019, Faculty of Communication and Business, Telkom University.

RESEARCH METHOD

This type of quantitative research uses correlational analysis methods, where research uses statistical methods that measure the influence between two or more variables (Cresswell, 2014). This field research wants to find out how variable X (Interpersonal Communication Skills and self-openness with others) and variable Y (Learning Motivation to Complete Final Project) affect students of the Communication Science Study Program Class of 2019 at the Faculty of Communication and Business, Telkom University. In this study, data were collected through questionnaires using a linkert scale model. According to Sugiyono (2016), the linkert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. With the linkert scale, the variables to be measured are described into variable indicators, then the indicators are used as a starting point for compiling instrument items that can be in the form of questions or statements. Based on this statement, an instrument in the form of a questionnaire was prepared consisting of a statement item number and alternative answers covering five options, namely; Strongly Agree (SS) is scored = 5; Agree(S) is scored = 4; Doubtful (RR) is scored = 3; Disagree (TS) is scored = 2; Strongly Disagree (STS) was given a score = 1, which was distributed to 80 respondents.

The form of the questionnaire instrument is intended to contain item numbers and alternative answers which include five options, namely; Strongly Agree (SS) has a score = 5; Agree(S) has a score = 4; Doubtful (RR) has a score = 3; Disagree (TS) has a score = 2; Strongly Disagree (STS) has a score = 1.

The population in this study is all students of the Communication Science study program class of 2019 (level IV) at the Faculty of Business Communication, Telkom University totaling 411 people. Meanwhile, the sampling method in this research is probability or random, which provides equal opportunities or opportunities for all members of the population to be selected as research samples (Kholil, 2006). In this study, a simple random sample was used as a type of probability. Next, the slovin formula is used to determine the number of samples with a specified confidence degree of 90% and a tolerable error level of 10%, which is described as follows:

$$\begin{aligned}n &= \frac{N}{1 + N(e)^2} \\&= \frac{411}{1 + 411(0,1)^2} \\&= 80,43052838 \approx 80\end{aligned}$$

n : Sample Size (people)

N : Population Size

e : Significant level (used 10%)s

Then the number of samples studied is 80 people.

Based on this description, the researcher made the following hypothesis; Ha: Where there is an influence between Interpersonal Communication and self-openness with others (X) on Student Learning Motivation in Completing the Final Project (Y); and H0: Where there is no influence between Interpersonal Communication and self-openness with others (X) on Student Learning Motivation in Completing the Final Project (Y).

Descriptive statistical techniques are used as analytical tools in this study, namely research that can describe and interpret objects as they are (Darmawan, 2013). This analysis was conducted to determine how much of the variables of Interpersonal Communication Ability and self-openness with others (X) affect Learning Motivation in Completing the Final Project (Y), therefore descriptive analysis tests, correlation tests (spearman correlation), and regression tests (f-tests) are needed in order to see how much influence they have.

RESULT

The results showed that learning motivation to complete the final project was influenced by interpersonal communication skills, consisting of openness, empathy, support, positive attitude, and equality. Based on Sadiman's explanation, learning motivation consists of perseverance, tenacity, aspiration, able to maintain opinions, happy to solve problems, and work alone.

In the teaching and learning process, one of the main keys in getting success is to establish communication, especially interpersonal communication and self-openness with others. If interpersonal communication and self-openness with others run effectively, then the information obtained also runs smoothly, so that students can be motivated to complete the final project. The motivation of these students is indeed influenced by several things, both from within (intrinsic) and outside influences (extrinsic), where from within themselves there is usually a strong sense of desire in meeting needs, so they try their best to get these desires. In addition, external factors also affect the motivation of students, such as the influence of others in the surrounding environment (Purwanto, 1998).

Therefore, to maintain this motivation, students are expected to be able to open themselves to be able to facilitate and maximize interaction with others. This formed trust factor is also one of the causes of interpersonal communication and self-openness with others, becoming an effective communication process. For this reason, a supportive attitude to others where mutual support and avoidance of defensiveness and mutual empathy are one of the supporting factors as well as the establishment of effective interpersonal communication.

Furthermore, learning motivation will also affect student success in completing the final project. As a result, the intensity of their perseverance to complete the final task will increase, which will automatically affect their success rate.

The description of the data above was taken based on the results of data collection by distributing questionnaires to all final students of the class of 2019 in the Communication Science Study Program at Telkom University totaling 80 people, processing this research data using the SPSS22 program. Validity and reliability testing shows that all indicators consisting of these 18

statements are valid and enforceable. The results of the calculation will show the real conditions on the ground. In addition, in testing hypothesis F, the significance value of F is 0.027 less than 0.05, which indicates that H_a is accepted, where the variable Interpersonal Communication Ability and self-openness with others (X) affects the variable Learning Motivation to Complete the Final Project (Y). Next, tests were performed on the determination value R^2 , which resulted in a value of 0.061, which showed that the influence of the Interpersonal Communication Ability and self-openness with others (X) variable on the variable Learning Motivation to Complete the Task

DISCUSSION

The results of the study can be known the description of the variables of Interpersonal Communication Ability and self-openness with others (X) and Learning Motivation in Completing the Final Project (Y), with the following description :

Test Validity and Reliability

With statement points in the questionnaire as many as 18 statements consisting of 11 points of statements for variable X and 7 points of statements for variable Y. In the test the instrument was obtained using the SPSS22 program and declared valid, as in the picture below :

Table 1
Case Processing Summary

	N	%
Valid	80	100.0
Excluded ^a	0	0
Total	80	100.0

Source: *Processed Researcher, 2022*

Based on the figure, the instrument statement items were declared valid with a total of 80 respondents, and reliability testing with the calculation of cronbach alfa, with the following score:

Table 2
Reliability Statistics (X) Test using SPSS22

Cronbach's	N of Items
.760	11

Source: *Processed Researcher, 2022*

Table 3
Reliability Statistics (Y) Test using SPSS22

Cronbach's Alpha	N of Items
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.713	7
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Source: *Processed Researcher, 2022*

Based on the figure, the Cronbach alpha score obtained is 0.760 (variable X) and 0.713 (variable Y) which is said to be reliable because when the value of the reliability coefficient $\alpha > 0.6$ (Siregar, 2013).

Normality Test

The SPSS22 program is used for normality testing, so the following data are obtained :

Table 4
One-Sample Kolmogorov-Smirnov Test, Test using SPSS22

		Unstandardized Residual
N		80
Normal Parameters^{a,b}	Mean	.0000000
	Std. Deviation	4.60381977
Most Extreme Differences	Absolute	.071
	Positive	.071
	Negative	-.066
Test Statistic		.071
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Source: *Processed Researcher, 2022*

- a. Test distribution is Normal
- b. Calculated from data
- c. Lilliefors Significance Correction
- d. This is a lower bound of the true significance

It can be seen in the normality test of the image above, if the significance value is known to be $0.200 > 0.05$, it can be concluded that the residual value is normally distributed

Simple Linear Regression Test (T and F Test)

The independent variables (X) in this study were openness (X1), empathy (X2), supportive attitude (X3), positive attitude (X4), and equality (X5). These variables show how much and far the influence of the independent variable (X) has on the dependent variable (Y). regression test, in which each indicator is tested hypothesis (t-test) to find out how much influence variable (X) has on variable (Y), which is the motivation of learning to complete the final project. Since H_0 is rejected and H_a is accepted according to the evaluation criteria, the significant value $t < 0.05$. The following table shows the data obtained from significant testing ;

Table 4
Coefficients^a - Test using SPSS22

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	15.414	3.622		4.256	.000
	TOTAL_X	.205	.091		2.259	.027

Source: *Processed Researcher, 2022*

a. Dependent Variable: TOTAL_Y

Based on the table above, the results of testing the t hypothesis show that H₀ is rejected and H_a is accepted, with the variable Interpersonal Communication Ability and self-openness with others (X) influencing the variable Learning Motivation to Complete the Final Project (Y). The calculated F value is 5.104 with a significance level of $0.027 < 0.05$.

Determination Test (R²)

The determination value test was carried out to determine how much influence the variable Interpersonal Communication Ability and self-openness with others (X) had on the variable Learning Motivation in Completing the Final Project (Y), With the assessment criteria, if the value of R² is close to number 0 then the ability of the variable (X) to affect the variable (Y) is very limited / small, while if the value of R² is close to number 1 then the ability of the variable (X) to influence the variable (Y) is very strong / large (Sugiyono, 2017). SPSS22 is used in calculating the R² value, so the following data are obtained:

Table 5
Determination Test using SPSS22

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.248 ^a	.061	.049	4.633

Source: *Processed Researcher, 2022*

a. Predictors : (Constant), TOTAL_X

b. Dependent Variable: TOTAL_Y

The table above shows that the value of the correlation/relationship R is 0.248, and the coefficient of determination (square R) for output is 0.061. This shows that the variable Interpersonal Communication Ability and self-openness with others (X) has an influence of 6.1% on the variable Learning Motivation to Complete the Final Project (Y).

CONCLUSION

Research and data analysis show that the variable of Interpersonal Communication Ability and self-openness with others (X) affects learning motivation to complete the final project (Y) in students of the Communication Science Study Program Class of 2019 at the Faculty of Communication and Business, Telkom University. Meanwhile, the effect of the Interpersonal

Communication Ability and self-openness with others (X) variable on the Learning Motivation variable in Completing the Final Project (Y) of 6.1% was insignificant or insignificant. This is because the remaining 93.9% percentage is outside the variables of this study.

Further research is expected to explore and further develop the relationship between indicators and variables used in subsequent studies. The goal is to increase the significance of the influence of the Interpersonal Communication and self-openness with others Variable (X) on the Learning Motivation Variable to Complete the Final Project (Y).

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