



The Effect of Interpersonal Communication Between Lecturers and Students on Student Academic Achievement

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ABSTRACT

Interpersonal communication is very important in the process of teaching and learning activities in order to motivate students to achieve student academic achievement, lecturers must have openness, empathy, support, positive attitude and equality to influence student academic achievement. One form of communication that must be considered by lecturers is interpersonal communication. The research aims to determine the influence of interpersonal communication between lecturers and students on student academic achievement in Makassar. The total sample in this study was 400. This study used two types of data, namely primary data and secondary data. The instruments in this study are using questionnaire and documentation. While the data analysis technique used is the analysis of the correlation coefficient and analysis of the coefficient of determination (Test). Based on the results of this study, it is known that interpersonal communication between lecturers and students in terms of openness, empathy, support, positive attitudes and equality has a positive effect on student academic achievement.

Keywords: *interpersonal communication, quality of communication, student academic achievement.*

1. Introduction

The number of students each year in Indonesia has increased in recent years. This is due to a surge in the arrival of new students. The higher education database (PD-Dikti) recorded that the number of new students continued to increase from 2016 to 2019. During the 2019 academic year, there was a significant increase of 1.77 million students with a percentage of 20.1 percent. If you look at it, the number of students has increased every year from 2016 to 6.15 million until a year later it rose 25.73 percent to 7.74 million. The central statistics agency recorded that in 2021 the number of students would be 8,956,154, an increase of 4.1 percent from the previous year's 8,603,441 people.

Students are an important element in the education system and have a significant role in national and state development. As a group with great potential, students are agents of change and responsible citizens. One of the duties and obligations of students is to achieve good academic performance. Apart from that, students

are also expected to have critical thinking skills, tolerance, and good ethics.

In achieving academic achievement, of course, some factors influence students who act as motivators and reinforcements for students to achieve good academic achievements, which are appropriate and in line with the desired goals and expectations. In this case, the role of teachers in universities who are called lecturers is different from the role of teachers in secondary schools. Every student needs more practical information and deepens the lessons they learn on campus. This practical knowledge can be gained through several processes including effective interpersonal communication.

According to Sutikno (2013), one of the factors that can improve academic achievement is having the ability to communicate interpersonally. In the teaching and learning process, interpersonal communication is the relationship or interaction between lecturers and students that takes place during the 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, 2014).

Lecturers' interpersonal communication can provide explanations about what students must do and how well the students carry out their duties and responsibilities. Student academic achievement can be optimal if it is built on good communication. To create good communication, communication skills are needed, such as reading, writing, listening, speaking, and thinking (Mulyana, 2001). Based on studies of interpersonal communication relationships between lecturers and students, effective communication can create harmonious relationships between lecturers and students.

Effective communication is communication that can create attitude change results in the people involved in the communication. 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. 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 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 defensive attitudes in communication. (4) Positiveness is a positive feeling towards oneself, the ability to encourage other people to participate more actively, and the ability to create communication situations conducive to effective interaction. And (5) Equality is the recognition that both parties respect each other, are useful, and have something important to contribute.

The difference between this research and previous research lies in the selection of objects, study context, and variables studied. Previous research used PA lecturers as variable X2. Previous research focused only on 1 (one) campus. However, in this research, the focus of research is 6 campuses in Makassar, including Hasanuddin University, Makassar State University, Makassar State Islamic University, Indonesian Muslim University, Muhammadiyah University, and Fajar University with a population of 186,935

Based on higher education data from 3 (three) campuses in Makassar, including Indonesian Muslim University, Makassar Muhammadiyah University and Fajar University, there are 13,761 who have an academic achievement index of 0 - 2 and there are 36,924 who have

an academic achievement index of 2 - 4. This proves that The level of academic achievement in Makassar which has an academic achievement index of 2 - 3 is quite high.

2. Research Methods

This type of research is quantitative research with a correlational analysis method, namely analysis that aims to find connections or relationships between the variables in this research (Rakhmat, 2005: 31). This research is field research conducted to determine the influence of variable Fajar University. Data collection in this research was carried out using a Likert scale model questionnaire in the form of a checklist, which was distributed to 400 respondents. The instrument was in the form of a questionnaire which was designed to consist of item numbers, statements, and alternative answers including four choices, namely: very suitable (SS) given a score = 5, agree (S) given a score = 4, undecided (RG) given a score = 3 disagree (TS) given a score = 2 and strongly disagree (STS) given a score = 1. Data collection technique This research used interview techniques, observation, literature study, and questionnaires. Instrument validation was carried out using validation and reliability tests with the help of the SPSS Version 22 program. The data collection technique in this research used a questionnaire. The data analysis technique in this research is a simple linear regression test which is used to determine the influence of interpersonal communication variables on the dependent variable of academic achievement. Hypothesis testing is used to test the influence of the independent variable on the dependent variable.

3. Results and Discussion

3.1 Simple Regression Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	1.980	.168		11.773	.000
Interpersonal communication	.028	.003	.441	9.812	.000

a. Dependent Variable: Academic achievement

Simple linear regression where:

$$Y = a + bx$$

$$Y = 1.980 + 0.003 x$$

Where : $x =$ Interpersonal Communication

$y =$ Academic achievement

This means that the value (a) or constant is 1.980. This value indicates that when Interpersonal Communication (x) is zero or does not increase, then academic achievement (y) will still be 1.980, the regression coefficient (b) is 0.003 (positive), which indicates The influence is in the same direction, which means that if academic achievement is increased by one unit, interpersonal communication will increase by 0.003 units.

3.2. Correlation test

Correlations

		Academic achievement	Interpersonal communication
Pearson Correlation	Academic achievement	1,000	,441
	Interpersonal communication	,441	1,000
Sig. (1-tailed)	Academic achievement	.	,000
	Interpersonal communication	,000	.
N	Academic achievement	400	400
	Interpersonal communication	400	400

SPSS : coefficient correlation

From the results of the SPSS data processing above, a correlation coefficient value of 0.441 is obtained. After knowing the value, to find out the relationship between the two, use the following table as a guide.

Correlation Coefficient Interpretation Table

Coefficient Interval	Relationship level
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0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Currently (strong enough)
0.60 – 0.799	Strong
0.80 – 1.000	Very strong

Based on the calculation results from the table above, it falls into the interval 0.40 – 0.599 with a medium (quite strong) level of relationship. The relationship between academic achievement and interpersonal communication is moderate or quite strong.

3.3. Coefficient of Determination

Based on the results above, it is known that the coefficient of determination is 0.195%, which means that the academic achievement variable contributes 0.195% to interpersonal communication.

3.4. t test count

Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Beta		
1 (Constant)	1.980		11.773	.000
Interpersonal communication	.028	.441	9.812	.000

a. Dependent Variable: Academic achievement

The calculated T value of 9.812 is compared with the T table to find out whether H0 is accepted or not. If T.count > T.table then H0 is rejected and Ha is accepted, meaning that there is an influence of interpersonal communication on academic achievement.

The Influence of Interpersonal Communication Between Lecturers and Students on Student Academic Achievement in Makassar City. Research conducted in Makassar consists of Hasanuddin University, Makassar State University, State Islamic University, Indonesian Muslim University, Makassar Muhammadiyah University, and Fajar University. The results have been obtained that interpersonal communication between lecturers and students influences student academic

achievement according to a questionnaire distributed to 400 students in Makassar. Testing the hypothesis which states that "interpersonal communication partially influences student academic achievement", this can be proven through the results of data analysis, namely a level value (sig) of 0.000 which can be interpreted as meaning that the significant value obtained in the table is smaller than alpha 0.05 so it can be concluded that it is rejected and accepted. This means that the interpersonal communication variable has a significant effect on student academic achievement.

Interpersonal communication is an interaction that occurs between two or more people in certain situations, both verbal and nonverbal. According to the four communication functions, interpersonal communication between lecturers and students is more focused on the instrumental communication function because, in the learning process, interpersonal communication between lecturers and students must run effectively using a two-way communication pattern, namely the presence of feedback and the form of communication provided aims to provide information, direction, teaching, and changing student attitudes and behavior so that they can achieve learning goals effectively. As expressed by Munawaroh (2015), explains that the influence of interpersonal communication has a positive impact on the effectiveness of teaching and learning in improving good learning outcomes and requires thorough preparation by educators. This means that interpersonal communication is needed in the realm of education, especially when the learning process takes place. Ineffective communication, several things must be considered, namely as follows:

Openness, openness is an attitude that can accept input from other people and is willing to provide or convey important information to other people and there is nothing to cover up or hide from the interlocutor to give a sense of trust in each other so that the process This communication can be effective. According to Rusli in Fauzan (2016: 67) states that openness is necessary in learning or lecturing because when a lecturer is open within the scope of the lecture then students will also give a good response so that students can be motivated to improve the quality of learning, besides that it is also necessary to have an approach The persuasiveness carried out by students towards their lecturers makes communication between students and lecturers intimate and harmonious in terms of conversations outside of lectures. This occurs during learning activities, namely when the lecturer provides the material, he can explain it clearly and accurately to students, so that students can receive the material clearly and understand it, and students will respond to the lecturer with various kinds of perceptions to support the learning process. For learning, good communication is needed between lecturers and students so that the lecture atmosphere can be effective.

Empathy, empathy which is a form of caring, understanding existence, behavior, desires and the ability to understand, so before building communication or conveying a message, there is a need for understanding and understanding to the recipient of the message without any rejection or obstacles, so that effective communication can be realized. This can be explained that the aspect of empathy in interpersonal communication between lecturers and students aims to show sympathy and understanding of the position of both parties and show seriousness in listening to other people, such as respecting the material presented by the lecturer and respecting differences of opinion. This can be seen during learning and advisory activities. Learning process activities greatly influence students' academic achievement, this can be shown by an attitude of mutual respect for other people, for example, during the learning process, the lecturer provides lecture material to students and students must pay attention to the content of the lecture material.

Supportive attitude and effectiveness in interpersonal communication require a supportive attitude so that the parties communicating commit to supporting open interactions so that effective communication can be realized.

A positive attitude and positive attitude in communication is very important to create effective interactions. This positive attitude indicator can be interpreted as meaning that communication requires a positive response from both parties, namely lecturers and students.

Equality, equality is the awareness of having the same interests, both parties concerned are equally valuable and valuable, and need each other. It is natural that when two people communicate interpersonally, a situation is never achieved that shows complete equality or equality between the two parties. The equality referred to is in the form of recognition or awareness, as well as the willingness to place oneself as equal (there are no words superior or inferior) with the communication partner so that effective communication can be achieved. In this equality indicator, it can be interpreted that lecturers must be able to provide equal opportunities to all students without any favoritism between one student and another. Apart from that, lecturers and students must also be able to create a friendly and comfortable communication atmosphere and a sense of mutual respect is also required. This provides an opportunity for both parties, namely lecturers and students, to collaborate on certain research or projects.

Based on the results of the researcher's interviews with several students in Makassar regarding their lecture process, there are several problems that become obstacles in achieving academic achievement, namely there are several students who complain about learning activities and advice that are still not going well. This can be caused

by internal factors, namely the low level of attention and interest of students in participating in learning and counseling and external factors, namely semantic factors, the use of supportive media and physical environmental disturbances. This problem can actually be solved with self-introspection, so that both parties in communication must be empathetic, open, supportive, have a positive attitude, and be equal (recognition or awareness of having the same interests). Interpersonal communication between lecturers and students is less effective if students are passive during the teaching and learning process. This problem can be solved with self-introspection, so that both parties in communication must be empathetic, open, supportive, have a positive attitude, and be equal (recognition or awareness of having the same interests). Interpersonal communication between lecturers and students is less effective if students are passive during the teaching and learning process

The results of research conducted by Pennings, et al. are large, therefore interpersonal communication between educators and students is needed to improve learning achievement both in terms of attitudes, behavior, and knowledge or skills. Based on the results of research conducted by Elegbe (2018), interpersonal communication forms the basic element in every interpersonal relationship. This research shows that interpersonal communication is a powerful and effective thing for lecturers and students in establishing harmonious relationships. The implication is that interpersonal communication between lecturers and students will encourage and motivate students to improve their studies. There is a need for lecturers to cultivate the habit of communicating effectively with their students to find areas where they need help in the academic field, which is achieved by showing their students' interests.

4. CONCLUSION

Based on research conducted by researchers regarding the influence of interpersonal communication between lecturers and students regarding the academic achievement of students in Makassar, a conclusion can be given, namely the results of the hypothesis test which shows a calculated t value of 9.812 so it can be interpreted that the calculated t value is greater than the t table value of 1.966, while the significant value obtained is 0.000 which is smaller than alpha 0.05 so that H₀ is rejected and H₁ is accepted, it can be explained that if interpersonal communication between lecturers and students can be carried out well during learning activities and outside learning hours as well as academic guidance activities can run effectively, and vice versa if interpersonal communication between lecturers and students in the scope of lectures are given less attention and the relationship between the two is not good, which will affect students' academic achievement. The correlation coefficient is 0.441, which is positive, which means that the direction of interpersonal communication

toward student academic achievement is positive. It can be interpreted that if interpersonal communication between lecturers and students in the scope of lectures can be improved, student academic achievement will tend to increase, and vice versa. If interpersonal communication between lecturers and students in the scope of lectures decreases, student academic achievement will also tend to decrease. This is because the interpersonal approach between lecturers and students can help students achieve academic achievement. The results of the analysis show a coefficient of determination of 0.195. The academic achievement variable contributes 0.195% to interpersonal communication, while the rest is influenced by other variables.

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