

THE ROLE OF TEACHER INTERPERSONAL COMMUNICATION IN
ENHANCING STUDENT LEARNING MOTIVATION

PERAN KOMUNIKASI INTERPERSONAL GURU DALAM
MENINGKATKAN MOTIVASI BELAJAR SISWA

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ABSTRAK

Penelitian ini mengkaji peran kecerdasan komunikasi interpersonal dalam meningkatkan motivasi belajar siswa pada mata pelajaran Aqidah Akhlak di MTs Wahid Hasyim Depok. Komunikasi yang efektif antara guru dan siswa sangat penting dalam menciptakan lingkungan belajar yang kondusif. Penelitian ini menyoroti bahwa komunikasi interpersonal, bukan hanya metode pengajaran, memberikan kontribusi yang signifikan terhadap keterlibatan dan motivasi siswa. Penelitian ini berfokus pada bagaimana kemampuan guru untuk membina hubungan interpersonal yang positif memengaruhi kinerja akademik siswa, khususnya dalam mata pelajaran yang memadukan pembelajaran kognitif dan moral, seperti Aqidah Akhlak. Dengan menggunakan metode penelitian deskriptif kualitatif, data dikumpulkan melalui observasi, wawancara, dan dokumentasi dengan guru, siswa, dan kepala sekolah. Temuan menunjukkan bahwa siswa yang mengalami interaksi guru-siswa yang positif lebih cenderung merasa termotivasi dan berprestasi lebih baik. Selain itu, komunikasi interpersonal terbukti meningkatkan aspek perilaku siswa, seperti disiplin dan tanggung jawab. Penelitian ini menggarisbawahi pentingnya melatih guru dalam keterampilan komunikasi untuk meningkatkan hasil pendidikan dan menyarankan bahwa komunikasi interpersonal harus diprioritaskan sebagai strategi dalam meningkatkan keberhasilan siswa dan pengembangan karakter.

Kata Kunci: Komunikasi Interpersonal, Motivasi Belajar, Aqidah Akhlak, Interaksi Guru-Siswa, Psikologi Pendidikan

ABSTRACT

This research examines the role of interpersonal communication competence in enhancing student motivation in the subject of Aqidah Akhlak at MTs Wahid Hasyim Depok. Effective communication between teachers and students is crucial in creating a conducive learning environment. This study highlights that interpersonal communication, rather than just teaching methods, significantly contributes to student engagement and motivation. It focuses on how teachers' ability to foster positive interpersonal relationships affects students' academic performance, particularly in subjects that integrate cognitive and moral learning, such as Aqidah Akhlak. Using a qualitative descriptive research method, data was collected through observations, interviews, and documentation with teachers, students, and the school principal. Findings indicate that students who experience positive teacher-student interactions are more likely to feel motivated and perform better. Additionally, interpersonal

communication has been shown to enhance students' behavioral aspects, such as discipline and responsibility. This research underscores the importance of training teachers in communication skills to improve educational outcomes and suggests that interpersonal communication should be prioritized as a strategy for enhancing student success and character development.

Keywords: *Interpersonal Communication, Learning Motivation, Aqidah Akhlak, Teacher-Student Interaction, Educational Psychology*

Introduction

Introduction Communication is an inseparable element in human life, particularly in the context of education. In the educational world, interpersonal communication between teachers and students plays a vital role in supporting an effective learning process. The success of the learning process depends not only on the methods used but also on the quality of the interactions between teachers and students. Good interpersonal communication encourages the establishment of a harmonious relationship, which in turn can enhance students' learning motivation. In this regard, teachers' interpersonal communication intelligence is crucial, as their ability to interact with students can influence not only the understanding of the subject matter but also the attitudes and behaviors of students in their daily lives. This research focuses on the influence of teachers' interpersonal communication intelligence on students' learning motivation at MTs Wahid Hasyim Depok, specifically in the subject of Aqidah Akhlak. This subject presents its own challenges because it not only focuses on the mastery of cognitive material but also involves affective and psychomotor aspects related to character development in students. Teachers' interpersonal communication intelligence in delivering material and building good relationships with students is key to fostering a deeper understanding of this subject. Research on interpersonal communication in education has been extensively conducted, primarily focusing on its impact on the teaching and learning process. According to Pius A. Partanto and M. Dahlan Al-Barry, communication is a reciprocal relationship that occurs between individuals, which in the context of education, serves as the primary means of delivering and receiving messages between teachers and students. Good interpersonal communication will create a conducive learning environment, where students feel comfortable and motivated to learn. [OBJ] This communication plays an essential role in establishing a deep relationship between students and teachers, which can encourage students to be more open in their learning. Several previous studies have also shown that teachers' interpersonal communication intelligence can influence students' motivation and learning outcomes. For instance, Falikhul Isbach (2019) found in his research that effective interpersonal communication between teachers and students positively impacts students' learning motivation, particularly in subjects requiring deep understanding such as Aqidah Akhlak. This aligns with the theory proposed by Slavin (2015), which states that motivated students find it easier to grasp the material being taught and tend to be more active in the learning process. [OBJ] In addition, interpersonal communication also plays a role in forming harmonious social relationships between students and their classmates and teachers. George Herbert Mead, in his symbolic interaction theory, explains that communication is a process that allows individuals to shape their identity through social interaction. In the context of education, this means that the relationships established between teachers and students not only affect their understanding of the subject matter but also shape the character of students, which will have lasting impacts on their lives outside of school. The main issue addressed in this research is how teachers' interpersonal communication intelligence can enhance students' motivation and learning success in the subject of Aqidah Akhlak. Based on initial observations conducted at MTs Wahid Hasyim, it was found that some students experienced difficulties in interacting with their peers and

teachers. This has the potential to hinder their learning process, especially in subjects that require strong comprehension and application of moral values. The purpose of this research is to analyze how teachers' interpersonal communication intelligence can improve students' learning success, focusing on the subject of Aqidah Akhlak. This research also aims to explore the factors influencing interpersonal communication between teachers and students, and how these factors contribute to enhancing students' learning outcomes. Various previous studies have shown that good interpersonal communication can improve students' motivation and learning outcomes. However, existing solutions are still limited to general approaches that do not consider specific factors that can enhance communication quality, such as teachers' interpersonal communication intelligence. This research is expected to contribute to the development of strategies that are more focused on strengthening teachers' interpersonal communication intelligence to enhance students' academic success. Based on the findings of this research, new insights are anticipated regarding the importance of interpersonal communication roles in education, particularly in improving learning outcomes in subjects involving character formation.

Methode

This study uses a qualitative descriptive approach to analyze the phenomena occurring at MTs Wahid Hasyim Depok regarding teachers' interpersonal communication intelligence in enhancing student motivation and learning success in the subject of Aqidah Akhlak. This research aims to describe how interpersonal communication between teachers and students plays a role in influencing student learning outcomes as well as the factors that affect the quality of that interaction. The type of research conducted is field research, which aims to obtain direct data from the school environment through observations and interactions with the research subjects. [OB] The primary data were collected through observation, interviews, and documentation techniques. Observations were conducted in the classroom during the learning process to record the dynamics of interaction between teachers and students, as well as to identify how interpersonal communication is established in that context. Interviews were conducted with teachers, the head of the madrasah, and students to explore their understanding of the importance of interpersonal communication and its impact on motivation and learning outcomes. Semi-structured interviews were used to obtain in-depth data while remaining focused on questions relevant to the research objectives. Additionally, documentation in the form of student grade records and related teaching outcomes was also used to complement the data collected from interviews and observations. The data sources in this study consist of two types, namely primary and secondary data. Primary data are obtained directly from observations, interviews with teachers, students, and the head of the madrasah, as well as documents relevant to the learning process at MTs Wahid Hasyim. Secondary data are obtained through school documents that include curriculum, teaching programs, and reports of student learning outcomes. The types of data collected include qualitative data that are descriptive in nature, encompassing aspects of communication interaction between teachers and students, student learning motivation, and its impact on learning outcomes in the subject of Aqidah Akhlak. Data analysis was conducted using a qualitative descriptive analysis approach, which aims to provide a clear picture of the observed phenomena. The analysis techniques used

include data reduction, categorization, and drawing conclusions based on patterns that emerge during the observation and interview processes. [OB] Data reduction is performed by sorting and organizing relevant data, while data categorization is done to seek relationships between teachers' interpersonal communication and students' learning motivation. Once the data was collected, the results of the observations and interviews were analyzed to identify the main themes related to interpersonal communication and learning outcomes.

Results and Discussion

Based on the research conducted at MTs Wahid Hasyim Depok, several important findings were obtained regarding the role of interpersonal communication intelligence in enhancing student learning success in the subject of Aqidah Akhlak. This study involved interviews with the head of the madrasa, teachers, and students, as well as direct observations of the learning process and teacher-student interactions in the classroom. Research Findings First, the interpersonal communication intelligence of teachers has been shown to have a positive impact on student learning success. In the observations made, it was found that teachers who can build good interpersonal relationships with students can create a conducive classroom atmosphere for learning. Students who feel comfortable and valued by their teachers show higher motivation to understand the subject matter, particularly in the field of Aqidah Akhlak. The interview results with the head of the madrasa revealed that when the teacher's interpersonal communication is effective, students participate more actively in class discussions and show improvements in their cognitive and affective aspects. Students who feel close to their teachers are more open to asking questions and discussing the subject matter, which in turn enhances their understanding of Aqidah Akhlak. This is supported by student grade data that shows significant improvement in exams and tests related to Aqidah Akhlak, reflecting their increased learning success. Second, the findings indicate that students' learning motivation is also influenced by effective interpersonal communication. Teachers who not only deliver subject matter but also provide direct motivation to students through open and empathetic communication are able to boost students' self-confidence. Students who feel appreciated and encouraged to develop have a higher motivation to learn. For example, one teacher known for having good interpersonal communication skills, Drs. M. Harirudin, received praise from students for always paying special attention to their academic and personal development. This creates a close relationship between teachers and students, which in turn increases student satisfaction and engagement in learning.

Discussion

From the results of this study, it can be seen that teachers' interpersonal communication plays a role not only in delivering subject material but also in building profound social relationships between teachers and students. According to the symbolic interaction theory proposed by George Herbert Mead, communication among individuals in a social context shapes their self-identity through the process of interaction. In this regard, students who have good interpersonal relationships with teachers are more likely to overcome barriers to learning, as they feel more appreciated and encouraged to grow. Effective interpersonal communication also

impacts students' moral achievements. Based on the research findings, students who interact positively with teachers tend to exhibit better behavior, such as increased honesty, discipline, and a sense of responsibility towards their assignments. Students who feel engaged in positive communication find it easier to accept the moral values taught in the subject of Ethics. The table below presents data on the influence of interpersonal communication on students' motivation and learning success based on interviews with teachers and heads of the madrasa:

Table 1. The Influence of Interpersonal Communication Intelligence on Student Motivation and Learning Success

Evaluated Aspects		Positive Impact on Students
Understanding the Material	the	Improvement in exam and test scores, more active participation in class discussions
Learning Motivation		Enhancement of self-confidence and involvement in learning activities
Student Behavior		Improvement of discipline, honesty, and sense of responsibility in school activities

This data indicates that good interpersonal communication has a positive impact on understanding subject matter, motivation to learn, and the formation of students' character. Therefore, teachers' interpersonal communication skills should be a primary focus in efforts to improve the quality of education, particularly in subjects related to character development, such as Moral Education. In this context, it is important to note that successful interpersonal communication is not only determined by the teacher's speaking skills but also by their ability to listen and understand the needs and feelings of students. A teacher who can listen empathetically and provide appropriate responses can build a deeper relationship with students, which in turn can enhance learning effectiveness.

Conclusions and Implications

Based on research results regarding Interpersonal Communication Intelligence in Enhancing Student Learning Success in the Subject of Aqidah Akhlak at MTs Wahid Hasyim Depok, it can be concluded that the interpersonal communication intelligence of teachers plays a crucial role in increasing student motivation and learning success. Teachers who can communicate effectively and build good interpersonal relationships with students can create a conducive atmosphere for learning. This not only enhances students' understanding of the Aqidah Akhlak material but also contributes to the character development of students, such as honesty, discipline, and a sense of responsibility. This research also shows that students' learning motivation is greatly influenced by the interpersonal communication performed by teachers. Teachers who not only convey lesson material clearly but also provide motivation and attention to students can boost students' self-confidence and encourage them to be more active in the learning process. As a result, students who feel valued and are encouraged to develop show improvement in their learning outcomes, which is reflected in better

exam scores and improvements in their affective and psychomotor aspects. More broadly, this research has important implications for the development of education, particularly in the context of religious education and the learning of Aqidah Akhlak. Effective interpersonal communication by teachers can be regarded as one of the strategies to improve educational quality, focusing not only on students' cognitive mastery but also on the development of their character and noble morals. Therefore, it is important for educational institutions to provide training for teachers on interpersonal communication skills that can help improve the effectiveness of the learning process. Thus, this research provides significant contributions to understanding how interpersonal communication intelligence can be applied in the context of religious education, especially in the subject of Aqidah Akhlak. This opens opportunities for further research regarding the role of interpersonal communication in the education of various other disciplines.

Implications for the Development of Knowledge and Educational Practice

This research provides new insights into the importance of interpersonal communication intelligence in improving educational quality, particularly in teaching Aqidah Akhlak. From the perspective of knowledge development, these findings can enrich studies in the field of educational management, particularly concerning interpersonal relationships in the teaching process. From a practical perspective, the results of this research can be used to design educational policies that encourage improved communication quality between teachers and students, which in turn will contribute to the holistic improvement of student learning outcomes..

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