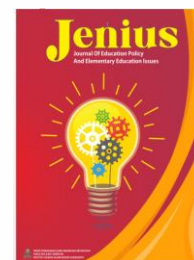




## Jenius: Journal of Education Policy and Elementary Education Issues

<https://ejournal.uinsaid.ac.id/index.php/jenius>



# The Effect of Interpersonal Communication and Learning Facilities on Learning Motivation in Elementary Schools, Sorong Regency

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### ARTICLE INFO

#### Article History

Received: 12 October 2022

Accepted: 14 June 2023

Published: 26 June 2023

#### Keywords:

Interpersonal Communication;  
Learning Facilities; Learning  
Motivation

### ABSTRACT

This study aims to determine whether there is an influence from parents' interpersonal communication and learning facilities at home on students' learning motivation in elementary schools in Sorong Regency. This type of research is a quantitative correlational design. Using multiple linear regression statistical techniques with a significance level of 5%. Data was collected in class V at SD Inpres 15, Sorong Regency, with 53 students. The results showed a positive and significant influence between parents' interpersonal communication and learning facilities at home on students' learning motivation in elementary schools. This result is evidenced by the analysis results, namely the Sig value of  $0.000 < 0.05$ , which means the hypothesis is accepted. As for the results of the coefficient of determination, that is equal to 0.546 and shows that the influence of interpersonal communication between parents and learning facilities at home on student motivation is equal to 54.6%. So interpersonal communication and learning facilities positively affect students' learning motivation.

## INTRODUCTION

The importance of effective communication between elementary school student and their parents and teachers is undeniable. Open, positive, and regular communication helps students overcome challenges, better understand educational expectations and goals, meet their individual needs, and build positive relationships with their parents and teachers. Through good communication, students can grow and develop holistically, academically and socially-emotionally. Therefore, communication must always be established because it is important for socializing and building good relationships with everyone we meet, both verbally and non-verbally (Rofiq & Ismatun Nihayah, 2018).

Communication in a family between students and parents is one form of this interpersonal communication. Communication between parents and families towards students can provide a learning impetus because parents are one of the factors that are thought to have a major influence on students' learning success. In the learning process at school and home, motivation is needed to encourage students to always be diligent and diligent in learning. Motivation is very important to determine how much they will learn and absorb the knowledge or information conveyed. Motivation can be interpreted as an effective drive to be active and continue studying actively and earnestly (Saputra, Ismet, & Andrizar, 2018).

The role of parents and teachers in motivating students can be done using interpersonal communication, personal approach, setting study time, and learning methods, accompanying, and facilitating all facilities and infrastructure for learning needs (Fimala, Neviyarni, & Murni, 2021). Communication can motivate them to learn because parents are the people closest to and responsible for their student's education; at home, they often communicate intensely with their students. The more often parents communicate, the higher the child's learning motivation because they feel they are always cared for. A high internal learning motivation arises to get good grades to make their parents proud (Juliansyah, 2021). In addition, learning facilities available at home can also support learning motivation. Facilities can be in the form of a comfortable room, study table, chairs, textbooks/general knowledge, writing instruments, and even internet facilities to make it easier for students to find and explore their knowledge (Torisa, 2020).

Based on the observations of researchers at SD Inpres 15, Sorong Regency, it was found that interpersonal communication between parents and students was quite good. However, there were some students whose learning motivation was still lacking. This condition was evidenced by: a) Students sometimes did not do the assignments the Teacher gave. b) Students do not submit assignments on time. If the motivation given by parents at home is not appropriate and tends to be coercive, then the child's desire to learn can decrease. This statement is also related to the learning facilities at home owned by students and whether they are properly available so that they impact each student's learning motivation.

Several studies on interpersonal communication on motivation have been carried out before, some of which show that interpersonal communication has a positive and significant effect on students (Warda, 2018; Wijaya, 2017). Research on interpersonal communication also proves that this communication influences students' learning motivation (Angkat, 2018;

Wibtiyah, 2015). Several studies on learning facilities also show that facilities complement the needs of learning at home and simultaneously affect students' learning motivation (Latifah, 2021; Yanti et al., 2021).

The research formulation is whether there is an influence between parents' interpersonal communication and learning facilities on students' learning motivation at SD Inpres 15, Sorong Regency. This study aimed to determine the effect of parental interpersonal communication and learning facilities on students' learning motivation at SD Inpres 15, Sorong Regency.

## **METHOD**

The type of research used in this study is Quantitative Research. Quantitative research analyses data in the form of numbers which are then processed using statistics (Juliandi, Irfan, & Manurung, 2014). At the same time, the approach used is the correlational approach. This research was located at SD Inpres 15, Sorong Regency, in July 2022. The population in this study were fifth-grade students at SD Inpres 15, Sorong Regency. The authors use total sampling technique or saturated sample to determine the sample. According to Suharsimi Arikunto, if the total population is less than 100, then the whole sample can be taken, but if the number is more than 100, then 10-15% or more can be taken (H. Syamsunie Carsel HR, 2018) because the total population in this study was less than 100 respondents, the sample was taken, namely all students in grades VA and VB, namely 53 students. The instrument used is a questionnaire. Before being distributed, the questionnaire was tested for validity and reliability using SPSS. The data analysis technique used is multiple linear regression analysis. According to Ghozali, multiple linear regression was carried out to see the influence of the independent variables on the dependent variable (Billy Nugraha, 2022).

### **Validity and Reliability Test**

In this section, the author tests the validity and reliability of questionnaire data using the SPSS application to test questionnaire statement items. The results of the validity test of the parental interpersonal communication variable (X1) from 15 statement items obtained a calculated value of  $> 0.423$  ( $r$  table) so that all statements were declared valid. The results of the learning facility variable (X2) from 15 statement items obtained a calculated value of  $> 0.423$  ( $r$  table) so that all statements were declared valid. The result of the learning motivation variable

(Y) from 21 statement items obtained a calculated value of  $> 0.423$  (r table) and 1 item  $< 0.423$ . Therefore, only 21 items were declared valid.

The reliability test results of all variables are considered reliable because the Cronbach Alpha value obtained is greater than 0.60. The Cronbach Alpha value of the parent interpersonal communication variable (X1) is 0.837, the learning facility variable (X2) of 0.843 and the learning motivation variable (Y) is 0.884.

## RESULTS AND DISCUSSION

Learning motivation is important to note because it can affect student learning success (Saptono, 2016) because the achievement of learning outcomes that indicate learning objectives have been achieved. One of the factors that influence learning motivation is interpersonal communication between parents and learning facilities. Based on the results of data analysis related to the influence of parental interpersonal communication and learning facilities, the following results are obtained:

Hypothesis testing is carried out partially to correctly detect whether the independent variables influence the dependent variable directly in the regression model. The results of hypothesis testing using the partial t-test can be seen in Table 1.

**Table 1.** Results of the t-test (partial)

Variabel	t <sub>score</sub>	Sig.	t table
Interpersonal Communication (X <sub>1</sub> )	3.219	.002	2,009
Learning Facilities (X <sub>2</sub> )	2.368	.022	2,009

### The Effect of Parental Interpersonal Communication on Learning Motivation

The interpersonal communication variable of parents has a significance value of 0.002 with a value of 3.219. So it can be concluded that the significance value  $< 0.05$  and  $3.219 > t$  table 2.009 means that interpersonal communication variables positively affect learning motivation.

### The Effect of Home Learning Facilities on Learning Motivation

The variable of learning facilities at home has a significance value of 0.022 with a value of 2.368, so it can be concluded that the significance value  $< 0.05$  and  $2.368 > t$  table 2.009 means that the variable of learning facilities has a positive effect on learning motivation.

Based on the results of multiple linear regression analysis testing, it is known that the coefficient value of parents' interpersonal communication is 0.434, which means that interpersonal communication positively influences learning motivation. In addition, the t-test obtained a significance value of  $0.002 < 0.05$ , meaning that parents' interpersonal communication significantly affects learning motivation. Thus H1, which states that parental interpersonal communication influences learning motivation, is accepted. This result aligns with previous research that concluded that interpersonal communication influences learning motivation (Warda, 2018; Wijaya, 2017). Students' motivation to study at home can increase because the home conditions are quiet, not noisy and parents always support all education-related activities and maximize their role. Suppose the child is in a good environment and accompanied by the role of their parents, who are always trying to motivate the child. In that case, the child will have high awareness and enthusiasm for learning so that later they can also produce good achievements. Zurriyati & Mudjiran's (2021) get results in their research that align with the results of this study that there is a contribution of parents' attention and motivation so that they can improve student learning outcomes as expected.

### **The Effect of Interpersonal Communication and Learning Facilities on Learning Motivation**

Regression analysis is used to see the effect of interpersonal communication and learning facilities on learning motivation. The research results can be seen in Table 1.

**Table 2.** Multiple Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	9.941	5.319		1.869	.068
Interpersonal Communication	.434	.135	.456	3.219	.002
Learning Facilities	.462	.195	.335	2.368	.022

From the test results of multiple linear regression analysis, the constant value in the model is 9.941, while the value of interpersonal communication is 0.434, and the value of learning facilities is 0.462. So it was concluded that this study used a regression model with the following equation:

$$Y = 9,941 + 0,434X_1 + 0,462X_2 + e$$

The coefficient value of the interpersonal communication variable (X1) is 0.434, which is positive, meaning that interpersonal communication positively influences learning motivation. It can be concluded that the higher the interpersonal communication, the more learning motivation will increase by 0.434 or 43.4%. The coefficient value of the learning facilities variable (X<sub>2</sub>) is 0.462, with a positive value, meaning that learning facilities positively influence learning motivation. It can be concluded that the better the learning facilities owned, the more learning motivation will increase by 0.462 or 46.2%.

Based on the results of multiple linear regression analysis testing, it is known that the coefficient value of learning facilities is 0.462, meaning that learning facilities positively influence learning motivation. In the t-test, a significance value of 0.022 <0.05 is obtained, meaning that learning facilities significantly affect learning motivation. Thus H<sub>2</sub>, which states that learning facilities affect learning motivation, is accepted. This result aligns with previous research, which concluded that learning facilities at home affect learning motivation (Latifah, 2021; Yanti et al., 2021). Adequate facilities can handle all student affairs regarding matters related to school. In addition, the facilities also make the learning process easier and more enjoyable. Facilities in the form of a comfortable room, learning furniture such as chairs and tables, bookshelves and learning and writing tools already owned by students make it easier for them in the learning process. Most of them have also been provided by their parents with more facilities, such as cell phones, to find lessons that require students to search for online material. The results of this study align with those conducted by Damanik (2019), who get two factors, namely, learning facilities and the environment, that positively affect learning motivation.

### **The Effect of Interpersonal Communication and Learning Facilities on Simultaneous Learning Motivation**

The F test determines whether the dependent variable affects the independent variables simultaneously.

**Table 3.** F test Results (Simultaneous Test)

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	185.957	2	92.978	30.120	.000 <sup>b</sup>
Residual	154.345	50	3.087		
Total	340.302	52			

a. Dependent Variable: Motivasi Belajar

b. Predictors: (Constant), Fasilitas Belajar, Komunikasi Interpersonal

Based on Table 3, it is known that the significance value is 0.000, and the  $F_{count}$  is 30.120. Significance value  $< 0.05$  and  $F_{count}$  more than  $F_{table}$  3.183, it can be concluded that  $H_a$  is accepted, meaning that the variables of interpersonal communication and learning facilities simultaneously affect the learning motivation variable.

The Coefficient of Determination Test ( $R^2$ ) is used to determine the dominance of a variable over the dependent variable based on the value of R Square.

**Table 4.** Test Results for the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739 <sup>a</sup>	.546	.528	1.757

a. Predictors: (Constant), Fasilitas Belajar, Komunikasi Interpersonal

The R Square determination coefficient test results were 0.546 (0.5) or 54.6%. This result means interpersonal communication and learning facilities influence 54.6% of the learning motivation variable. In contrast, other variables not examined in this study influence the remaining 45.4% of motivation to learn.

The coefficient of determination R Square is 0.546 or 0.5, meaning that the value of interpersonal communication between parents and learning facilities at home contributes to student motivation by 54.6%. Thus  $H_3$ , which states that learning facilities affect learning motivation, is accepted. Parents have an important role in managing students' learning activities by giving advice and instructions through verbal communication and individual learning facilities that are no less important to support the learning process. Good parents never forget to give their best effort to contribute to students' education and build good relationships with students while prioritizing students' comfort in carrying out learning activities at home and providing everything they need. Parents also pay attention to even the smallest things, such as ensuring that their student's study rooms are always clean and comfortable to live in, giving prizes if their students achieve high achievements and helping them if they have learning difficulties so that in the end their student's learning motivation can increase. In line with the results of this study, several other studies have also found that the role of parents influences students' learning motivation (Mardiani, 2021; Ningsih et al., 2022; Utami et al., 2022).

## CONCLUSION

Based on the research results and the discussion about the effect of parental interpersonal communication and learning facilities at home on student learning motivation at SD Inpres 15 Sorong Regency, the following conclusions can be drawn.

1. Parental interpersonal communication and learning facilities at home jointly influence student learning motivation at SD Inpres 15, Sorong Regency. This result shows that the higher/better the interpersonal communication between parents and learning facilities at home, the higher the student's learning motivation.
2. Interpersonal communication between parents has a positive effect on students' learning motivation. This result shows that the higher/better the interpersonal communication of parents, the higher the student's learning motivation.
3. Learning facilities positively affect student learning motivation at SD Inpres 15, Sorong Regency. This result shows that the higher/better the learning facilities at home, the higher the student's learning motivation.

In the future, research can be continued using other variables to influence elementary school-age students' learning motivation positively. So that students' learning motivation is even better.

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