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## Interpersonal Communication Relationship of Parents with the Motivation to Learn Public Elementary School Students in Sungai Penuh City

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**Abstract:** Communication is the process by which two or more people exchange information with each other, which in turn will arrive at a deep mutual understanding (Hafied cangara 2017). Man is inseparable from the process of communication, because man is a social creature and always needs others in his life. Communication in the family is one that affects the life circumstances of each family member, because the education carried out in the family environment by parents to their children is reflected through communication activities that take place face-to-face between parents and children. The purpose of this study was to determine the relationship between parents' interpersonal communication with the learning motivation of elementary school students in Sungai Penuh city. This type of research is a correlational descriptive researcher with a quantitative approach. The study used a survey method by distributing questionnaires to the object of research as many as 100 respondents who were elementary school students in Sungai Full city. The sampling technique used is the simple random sampling quota technique. Social integration theory is used to analyze research. The data analysis used was linear regression analysis There was a relationship between parents' interpersonal communication and student learning motivation, with a relationship of 22.5%. The regression coefficient  $x$  is 0.614. That is, every addition of 1 value of interpersonal communication, the value of learning motivation increases by 0.614.

**Keywords:** Interpersonal Communication, Learning Motivation, Parents

## INTRODUCTION

Communication is the process by which two or more people exchange information with each other, which in turn will arrive at a deep mutual understanding (Hafied cangara 2017). Man is inseparable from the process of communication, because man is a social creature and always needs others in his life. Communication in the family is one that affects the life circumstances of each family member, because the education carried out in the family environment by parents to their children is reflected through communication activities that take place face-to-face between parents and children. From an early age, parents instill positive things in their children by telling how things are right and wrong things and forbidding their children to do bad and negative things (Kenty 2016). The family is the first place of socialization for children and the child's life mainly depends on the family environment. Therefore, the family determines the future of the child. The way parents increase children's learning motivation requires communication. One form of communication in a family is interpersonal communication. Interpersonal communication is communication between people face-to-face, which allows each participant to capture the reactions of others directly, both verbally and non-verbally (WidyaP.Pontoh 2013). This form of interpersonal communication in a family involves communication between parent and child. Parents are informal schools and the first and foremost place of education for children. Therefore, parents have a very important role in providing encouragement for learning motivation. So parents should always communicate with their children, because regular communication can affect and play a role in optimal child development. The more routine communication between parents and children, the higher the child's learning motivation.

Elementary school is one of the levels in the educational process. Usually elementary schools have six levels, grade one to grade six with each class for one year. Each class has a homeroom teacher who has a role in the learning process. Based on the results of observations that have been made at SD Negeri in Sungai Full City, researchers found that when parents communicate interpersonal to their children to increase learning motivation, it can still be said to be not good. Parents still do not understand how to provide good learning motivation to their children which results in children becoming lazy because they are forced to learn. Parents are also indifferent to children's learning time which results in children watching television while doing homework, playing gadgets, and playing with their friends until they forget to study and do homework. This is what results in children's learning motivation does not increase. Based on the above problems, researchers want to research related to these problems. The title of this study is: "The Relationship of Interpersonal Communication of Parents with Learning Motivation of Public Elementary School Students in Sungai Full City".

## METHOD

This research uses a positivistic paradigm which means a view that science can only be obtained through empirical phenomena, can be observed and measured, and tested by the scientific method. The type of research or research used in this study is a survey approach with quantitative methods. Survey research is a research method using questionnaires as an instrument for collecting data. While quantitative methods are research methods used to explain the relationship between one variable and another variable (Kriyantono, 2014: 70). The population in this study was elementary school students in Sungai Full city which amounted to 7241. The number of samples in this study consisted of 100 people who were randomly selected according to predetermined criteria.

Validity is the compatibility between a concept and the indicators used to measure it (Prasetyo, 2008: 98). That is, research will be said to be valid when the concepts that have been made are in accordance with what is happening in the field. The validity test is used to measure the validity or invalidity of a questionnaire. Valid means that the instrument can be used to

measure what it is supposed to measure. Reliability is one way that can be done to test the extent to which measurements provide relatively stable results when re-measured. A questionnaire is said to be reliable if a person's answers to questions are consistent or stable over time (Singarimbun and Effendi, 1989: 140).

This study used descriptive statistical data analysis techniques, average scores and simple linear regression tests. Descriptive statistics are used to describe the data that has been obtained. The average score is used for categorization in the determination of criteria. A simple linear regression test was used to see the relationship between parents' interpersonal communication and the learning motivation of public elementary school students in Sungai Full City. The data obtained is tabulated and processed through the SPSS application.

## **RESULTS AND DISCUSSION**

### **Results**

#### **Understanding Interpersonal Communication**

Communication in English is "communication" and in Latin is "comunicare" which means sharing something else, giving some to others, exchanging each other, informing others of something, talking to each other, exchanging ideas with friends and so on (Samosir, Zainun, and Lubis 2018). Communication is defined as stated by Elearn Limited which cites Murdock and Scutt, as communication is the exchange of information both verbally and non-verbally between two or more people to influence actions, and thoughts to achieve goals, fill leisure time or community activities, and can also be in the home life of individuals (Iriantara 2013). So it can be concluded that communication is the process of conveying information, ideas, emotions, etc. conveyed through symbols for example: words, pictures, numbers, and others. According to Dedi Mulyana, interpersonal communication is communication between people face-to-face that allows each participant to capture other people's reactions directly, both verbally and non-verbally. He explained that a special form of interpersonal communication is dyadic communication (Samosir, Zainun, and Lubis 2018). Interpersonal communication is the communication that is considered the most effective because it is carried out directly by communicators and communicants who can influence each other. As William F. Glueck, interpersonal communication is one of the communications that is considered a very effective communication because it is carried out directly by communicator and communicant so as to influence each other.

According to Joseph Devito, effective interpersonal communication has the following indicators: 1) Openness is the willingness to respond to information received in the face of interpersonal relationships. Openness is very influential in fostering effective interpersonal communication; 2) Empathy is feeling what another person is feeling or the process by which a person feels another person's feelings and capturing those feelings and then communicating them with sensitivity in such a way as to show that he truly understands the other person's feelings; 3) supportive attitude is a situation that is open to support for effective communication. A supportive attitude is an attitude that reduces defensiveness in communication; 4) Positive feelings are positive feelings towards oneself, the ability to encourage others to participate more actively and the ability to create communication situations conducive to effective interaction; 5) Equality is the recognition of both parties respecting, being useful and having something important to contribute (Saputri; Madona Ayu; Nurseri Hasnah Nasution; Candra Darmawan M.Hum; Muslimeen 2018)

Purpose of Interpersonal Communication: 1) Reveal attention to others; 2) Find yourself, that is a person conducts interpersonal communication because he wants to know and recognize personal characteristics based on information from others; 3) Discover the outside world, with interpersonal communication comes the opportunity to get a variety of information from others, including important and actual information; 4) Build and maintain harmonious relationships.

As social beings, one of everyone's greatest needs is to form and maintain good relationships with others; 5) Influencing attitudes and behavior. Interpersonal communication is the process of conveying a message by a person to another person to tell or change attitudes, opinions, or behavior either directly or indirectly (by using media); 6) Seek pleasure or just pass the time. Sometimes, someone does interpersonal communication just looking for fun or entertainment; 7) Eliminate losses due to miscommunication. Interpersonal communication can eliminate losses due to miscommunication and misinterpretation that occur between the source and receiver of the message; 8) Provide assistance (counseling). Psychologists, clinical psychologists and therapists use interpersonal communication in their professional activities to direct their clients (Widya P.Pontoh 2013). According to Effendy, basically the process of interpersonal communication is a communication process between communicators and communicants who provide feedback at a fairly close distance. The importance of interpersonal communication is because the communication process takes place dialogically. Those involved in this communication function dually, each being a speaker and listener in turn (Krisnawati and Hanasih 2016).

Theoretically, interpersonal communication is classified into two types according to its nature, namely dyadic communication and triadic communication: 1) Dyadic communication, dyadic interpersonal communication is interpersonal communication that takes place between two individuals who convey a message from another communicant who receives the message, such as parent-child, teacher-student, husband and wife, and two colleagues. Therefore the communication behavior of two people, then the dialogue that occurs takes place intensely, the communicator focuses his attention on the communicant of that person; and 2) Triadic communication, interpersonal communication in the form of triadic is interpersonal communication whose perpetrators consist of three people, namely a communicator and two communicants. Interpersonal communication is a type of communication whose frequency is quite high in everyday life. If observed and compared with other types of communication, it can be stated with the characteristics of interpersonal communication according to Suranto Aw, including: 1) Two-way message direction; 2) Non formal atmosphere; 3) Immediate feedback; 4) Communication participants are in close proximity; and 5) Communication participants send and receive messages simultaneously and spontaneously both verbally and non-verbally (Pongoliu 2018).

### **Understanding Learning Motivation**

Abdillah in Aunurrahman concluded that learning is a conscious effort made by individuals in changing behavior both through training and experience involving cognitive, affective, and psychomotor aspects to obtain certain goals (Emda 2017). Santrock explains that motivation is the process of giving encouragement, direction, and perseverance in behavior. This means that motivated behavior is behavior that is full of energy, directed and lasting (Marisa, 2017).

The functions of motivation are: a) Encouraging humans to do, motivation in this case is the driving force of every activity carried out; b) Determine the direction of action in the direction you want to achieve. Thus motivation can provide direction and activities that must be carried out in accordance with the formulation of goals; and c) Choosing actions, namely determining what actions must be taken to achieve goals (Kamuh 2016).

### **Discussion**

The hypothetical in this study is that there is a relationship between parents' interpersonal communication with the learning motivation of elementary school students in Sungai Full city. The hypothesis will be tested with a simple linear regression test through the SPSS application.

Ha: There is a relationship between parents' interpersonal communication with the learning motivation of elementary school students in Sungai Full City.

Ho: There is no relationship between parents' interpersonal communication and the learning motivation of elementary school students in Sungai Full City.

**Table 1. Output Coefficients Regression of Parents' Interpersonal Communication Relationship with Student Learning Motivation**

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	55.473	9.141		6.069	.000
Parental Interpersonal Communication	.614	.115	.475	5.338	.000

a. Dependent Variable: Learning Motivation

Source: data processed by researchers, 2021

**Table 2. Model Summary Regression of Parents' Interpersonal Communication Relationship with Student Learning Motivation**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.475a	.225	.217	13.89915
Predictors: (Constant), Parental Interpersonal Communication				
Dependent Variable: Learning Motivation				

Source: Researcher's Processed Data, 2021

Based on the table *of coefficients* above, it can be concluded that the value of constant (a) is 55,473 and the value of the regression coefficient of interpersonal communication of parents (X1) is 0.614, so the regression equation can be written as follows:

$$Y = 55.473 + 0,614 X1$$

Based on the regression equation above, it can be concluded that the constant value is 55.473 which means that the total learning motivation score (Y) is 55.473. The value of the parental interpersonal communication regression coefficient (X1) is 0.614 which means, every increase of 1 parent's interpersonal communication score will increase the learning motivation score by 0.614.

To determine the acceptance or rejection of the hypothesis, a t test is used. If t counts < t table or significance values t > 0.05. H0 is accepted and H1 is rejected. Conversely, if t counts > t table or the significant value si t < 0.05 then H0 is rejected and H1 is accepted. From the significance level table 0,000 less than 0.05 (0.000 < 0.05) then H0 is rejected and H1 is accepted. Based on the results above, it can be concluded that parental interpersonal communication (X1) has a positive and partially significant relationship with the learning motivation (Y) of SD Negeri students in Sungai Full City.

## CONCLUSION

There is a relationship between parents' interpersonal communication and student learning motivation, with a relationship of 22.5%. The regression coefficient x is 0.614. That is, every addition of 1 value of interpersonal communication, the value of learning motivation increases by 0.614.

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