

## **INFLUENCE OF TEACHER COMMUNICATION ABILITY AND STUDENT LEARNING MOTIVATION ON CLASS STUDENT LEARNING OUTCOMES VII JUNIOR HIGH SCHOOL**

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**ABSTRACT** : Learning outcomes are the occurrence of behavior in a person that can be observed and measured in the form of knowledge, attitudes, and skills. These changes are interpreted as an increase and development that is more than before. Learning outcomes are given to students as one of the measuring tools used to assess or measure students' learning abilities through values, numbers, and symbols. Based on the results of observations made by researchers, the results showed that the learning outcomes of students at SMPN 2 Padangan Bojonegoro especially class VII still needed special guidance in the teaching and learning process, it was marked by the student scores still not meeting the KKM, students were less able to capture the material presented by the teacher, causing students do not understand the material presented by the teacher, in learning activities many students are busy even playing in class, and lastly there are still many students who do not collect the assignments given by the teacher.

The objectives to be achieved by researchers in the discussion of this thesis are 1) to determine the significance of the influence of teacher communication skills on student learning outcomes for class VII SMPN 2 Padangan Bojonegoro in 2021/2022, 2) To determine the significance of the influence of learning motivation on class student learning outcomes. VII SMPN 2 Padangan Bojonegoro in 2021/2022, 3) To find out the significance of the influence of teacher communication skills and learning motivation of class VII SMPN 2 Padangan Bojonegoro in 2021/2022. This research is a quantitative research, which uses simple linear regression test and multiple linear regression test. And to find out whether there is an effect or not between variables using a simple regression formula and multiple regression. The sampling technique in this study used a random sample technique with a kretjcie table, with a population of 136 to 116 samples. The data collection technique is to collect data using questionnaires and documentation.

The results of this study can be concluded as follows: 1) teacher communication skills have a significant effect on student learning outcomes for class VII SMPN 2 Padangan Bojonegoro in 2021/2022 with a magnitude of effect of 10.2%, 2) learning motivation has a significant effect on learning outcomes class VII students of SMPN 2 Padangan Bojonegoro in 2021/2022 with a magnitude of 8.1%, and 3) the influence of teacher communication skills and student motivation on learning outcomes of class VII students of SMPN 2 Padangan Bojonegoro in 2021/2022 with a magnitude of effect of 18%.

**Keyqord** : *teacher communication skill, motivation learn, learning outcomes*

### **INTRODUCTION**

Learning outcomes according to Hamalik in his book explain that learning outcomes are changes in behavior in a person that can be observed and measured in the form of knowledge, attitudes and skills. This change is interpreted as an improvement and

development that is better than before<sup>1</sup>. According to Dimiyati and Mujiono, learning outcomes are the process of determining student learning outcomes through activities or measurement of learning outcomes. Based on the above understanding, the main purpose of learning outcomes is to determine the level of success achieved by students after participating in learning activities, where the success rate is then marked with a value scale in the form of letters and numbers or symbols<sup>2</sup>. So the researcher concludes that learning outcomes are a measurement or change that occurs in the learning process which is given in the form of a scale that changes letters, numbers, or uses value symbols.

Based on observations made by researchers, there are still many students of SMPN 2 Padangan in the 2021/2022 school year who still need special guidance in the learning process in class in order to get satisfactory learning outcomes. The results of observations made by researchers, the learning outcomes of SMPN 2 Padangan students still require special guidance. Less learning outcomes are marked by scores that do not meet the KKM from the total number of class VII students of SMPN 2 Padangan as many as 83 students, 61% of whom get scores below the KKM, so students still need teacher guidance in the learning process. In addition to the lack of learning outcomes that have not met the KKM. The lack of student learning outcomes for class VII SMPN 2 Padangan is also due to the lack of students' ability to capture the material presented by the teacher, causing students to not understand what the teacher is saying. This problem is relevant to research conducted by Aisyah, Riswan Jeanudin, Dewi Koryati explaining that student learning outcomes in economics class X are still many students who have low learning outcomes. In reality, at SMA Negeri 15 Palembang, there are still many students who get test results below the minimum completeness standard (KKM) in economics subjects. Of the number of students in class X at SMA Negeri 15 Palembang that the number of 118 students there are 82% of students whose grades do not meet the KKM in economics. Based on observations made by researchers, the factors that cause low learning outcomes for class X students are when the first hour learning process takes place students arrive late so they choose not to take lessons because of the distance from their homes, students are often late because before leaving school they help their parents trade, skipping classes. not going to class when learning takes place because students do not do the assignments given by the teacher, socialize with friends, and lack of interest and motivation in student learning<sup>3</sup>.

the researchers also found several other problems that affect the lack of student learning outcomes at SMPN 2 Padangan, namely in the learning process students have not been able to complete assignments correctly and there are students who are busy and even fun playing alone when the teacher conveys material in teaching and learning activities so that things -This can affect the lack of student learning outcomes. This problem is relevant to the research conducted by Nia Juniarti, Yohnanes Bahari, Wanto Riva'ie based on observations in schools and interviews with sociology teachers regarding the factors causing the lack of student learning outcomes influenced by external factors, namely the role of the family in learning activities because the family is the first place to learn. and spend a lot of

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<sup>1</sup>Omeah Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2007), hal. 30

<sup>2</sup>Dimiyati dan Musjiono, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta, 2009), hal. 200

<sup>3</sup>Aisyah, Riswan Jaenudin, Dewi Koryati, *Analisi faktor penyebab rendahnya hasil belajar peserta didik mata pelajaran ekonomi di SMA Negeri 15 Palembang*, Universitas Sriwijaya. Jurnal Profit Vol. 4 No. 1. (Mei 2017), 2

time with family. In addition to family factors, school factors are also the cause of the lack of learning outcomes, because in schools teachers become motivators for students who have problems because with problems students are vulnerable to learning. In addition to external factors, this study also explains that the lack of learning outcomes is caused by internal factors, namely laziness, belittling time, simplifying tasks, students' learning methods are too relaxed so that students are less able to capture the material presented by the teacher so that student learning outcomes are lacking<sup>4</sup>.

Success in learning outcomes achieved by students is certainly influenced by several factors. There are 2 factors that influence learning outcomes, namely internal factors and external factors. Internal factors are factors that come from within students, namely intelligence, talent, interests, motivation, behavior, and attitudes. While external factors are factors that come from outside the students themselves, namely the family environment, community environment, and school environment<sup>5</sup>. External factors that affect learning outcomes are teacher factors, one of which is teacher communication skills, family factors, social factors, peer factors, even curriculum and school infrastructure can also affect learning outcomes. From the results of the literature review conducted by the researcher, it was found that several factors caused the lack of learning outcomes in students, namely interests, talents, intelligence, behavior, motivation, environmental factors, family factors and teacher factors, one of which was teacher communication skills. Researchers also suspect that learning motivation and teacher communication skills are factors that influence learning outcomes<sup>6</sup>, because it is in line with research conducted by Hilma Rusnandi, where in her research entitled the effect of teacher communication skills and learning motivation on learning outcomes in the subjects of training, students perform administrative procedures. class X office administration skills program at SMKN 9 Semarang<sup>7</sup>. There are differences and similarities with the research conducted by Hilma Rusnandi and Researchers. The difference lies in the analytical technique used, while the similarity is that they both use data collection techniques with questionnaires and documentation.

Perhaps the main factor that causes the lack of student learning outcomes for class VII SMPN 2 Padangan is the lack of student motivation from internal factors and communication skills from external factors, namely teacher and school factors. The first is learning motivation, learning motivation is needed to foster interest in the lessons delivered by the teacher. In learning activities, learning motivation is the overall driving force in students that gives rise to learning activities, which ensures the continuity of learning<sup>8</sup>. And the second factor is the teacher and school factor, namely the teacher's communication skills, in the smallest scope of education, namely learning in the classroom, the effective

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<sup>4</sup> Nia Juniarti, Yohannes Bahari, Wanto Riva'ie, *Faktor penyebab menurunnya hasil belajar siswa pada pembelajaran sosiologi di SMA, FKIP UNTAN*. 4 dan 5

<sup>4</sup> Slameto, *Belajar dan Faktor-faktor yang mempengaruhi belajar*, (Jakarta : PT Rineka Cipta. 2003). 54

<sup>5</sup> Slameto, *Belajar dan Faktor-faktor yang mempengaruhi belajar*, (Jakarta : PT Rineka Cipta. 2003). 54

<sup>6</sup> Aunurrahman, *Belajar dan Pembelajaran*, (Bandung: Alfabeta, 2012), 199-200

<sup>7</sup> Hilma Rusnandi, "Pengaruh Kemampuan Komunikasi Guru dan Motivasi Belajar Siswa Terhadap Prestasi Belajar Mata Diklat Melakukan Prosedur Administrasi Siswa Kelas X Program Keahlian Administrasi Perkantoran di SMK Negeri 9 Semarang". Skripsi (Semarang: Universitas Negeri Semarang. 2011), 35

<sup>8</sup> Sardiman A.M, *Interaksi dan Motivasi Belajar mengajar*, (Jakarta: Raja Grafindo Persada. 200).

communication factor between educators and students, will determine the success or failure of the teaching and learning process that occurs. Teacher communication skills are very important in the teaching and learning process, teacher behavior (gestures and communication skills) is one of the factors that play a role in motivating student learning<sup>9</sup>. The communication in question is communication that is reciprocal or two-way, not one-way communication. According to researchers, student learning outcomes really need to be studied, because at this time learning outcomes are used as benchmarks in education. An education is said to be successful or carried out well if students get maximum learning outcomes. And of course student learning outcomes are much influenced by factors both from internal students and from external students.

Based on the background of the problem above, the researcher considers that this problem needs to be investigated to find out there is a relationship between communication skills and learning motivation on student learning outcomes, so the authors propose the title of the research as follows "INFLUENCE OF TEACHER COMMUNICATION ABILITY AND STUDENT LEARNING MOTIVATION ON CLASS STUDENT LEARNING OUTCOMES VII SMPN 2 PADANGAN ACADEMIC YEAR 2021/2022"

## METHOD

The research method that the researcher is doing is a research with quantitative research methods. Where to see or find out whether the variables in this study have an influence or not. In this study there are 3 variables, namely the teacher's communication ability variable (X1), learning motivation variable (X2), and PAI learning outcome variable (Y). In this study, researchers used 2 methods used to collect data, namely the questionnaire and documentation methods. The researcher used the questionnaire method to explore the variable data on teacher communication skills (X1) and learning motivation (X2), while the documentation method was used to find data on PAI learning outcomes.

In the questionnaire method, the researcher made an arrangement of questions per variable that would be distributed to find data on the teacher's communication ability variable and learning motivation variable. Questions on these variables are made with reference to indicators in the theoretical study. So there are 16 questions for the teacher's communication ability variable and 15 questions for the learning motivation variable. In the variable of learning outcomes using the documentation method, namely by giving a transcript of grades from the tutor, namely the value of the mid-semester 2 exam (UTS). Respondents in this study were all seventh grade students, totaling 136 students. The results of the questionnaire and documentation were obtained using the classical assumption test and simple and multiple regression which were used to determine the effect of teacher communication skills and learning motivation on learning outcomes.

## RESULTS AND DISCUSSION

The results and discussion in this study are that there are 3 points in general, namely answering from the first problem formulation whether there is a significant influence between teacher communication skills and learning outcomes. second, whether there is a significant effect between learning motivation and learning outcomes. And third, is there a

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<sup>9</sup> Niamatul Murtafiah, *Pengaruh kemampuan komunikasi guru dalam proses belajar mengajar terhadap kepuasan belajar pelajaran akutansi kelas XI IPS di SMAN 6 Semarang*, (Semarang. Universitas Semarang. 2009), 2

significant effect between teacher communication skills and learning motivation on learning outcomes

1. The effect of teacher communication skills on PAI learning outcomes for junior high school students

The results of research conducted by researchers to determine whether there is a significant effect between teacher communication skills and learning outcomes. After conducting research in order to collect data and analyze data, the researchers found that the teacher's communication skills had an effect of 10.2% on PAI learning outcomes. And the results of the researcher's research are strengthened by books written by Aunurrahman, namely the factors that influence learning outcomes are intrinsic factors and external factors. In his book he explains that external factors that influence learning outcomes are teacher factors, peer social environmental factors, school curriculum, and infrastructure<sup>10</sup>. So according to researchers, activities related to communication between teachers and students really need to be developed in order to maintain good communication between teachers and students, because good communication between teachers and students can affect student learning outcomes.

2. The effect of learning motivation on PAI learning outcomes for junior high school students

The results of research conducted by researchers to determine whether there is a significant influence between learning motivation and learning outcomes. After conducting research in order to collect data and analyze data, the researchers found that learning motivation had an effect of 8.1% on PAI learning outcomes. The results of the research conducted by the researcher are strengthened in the book written by Syaiful Bahri, Djamarah according to him, both intrinsic and extrinsic motivations function as a driving force and actuator. Both are united in the attitude implied in the action. Encouragement is a psychological phenomenon from within that gives birth to a desire to move and select actions to be carried out. Therefore, encouragement or driving or selecting is the key word of motivation in teaching and learning<sup>11</sup>.

3. The effect of teacher communication skills and learning motivation on PAI learning outcomes for junior high school students

The results of research conducted by researchers to determine whether there is a significant effect between teacher communication skills and learning motivation on PAI learning outcomes. After conducting research in order to collect data and analyze data, the researchers found that the teacher's communication skills and learning motivation had an effect of 18% on PAI learning outcomes. The results of research conducted by researchers are strengthened in his book Aunurrahman in a book entitled learning and learning. According to him in his book, it is explained that there are 2 factors that influence student learning outcomes, namely factors that come from within students (internal factors) namely student character, attitude towards learning, learning motivation, learning concentration, ability to manage learning materials, ability to explore learning outcomes, sense of belonging, confidence, and study habits. In addition to factors that come from within students (internal factors) there are also factors that come from outside of students (external

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<sup>10</sup> Aunurrahman, Belajar dan Pembelajaran, (Bandung: Alfabeta, 2012), hal. 199-200

<sup>11</sup> Syaiful Bahri, Djamarah. *Psikologi Belajar*. (Jakarta: PT Rineka Cipta. 2008).

factors), namely teacher factors (communication skills), social environmental factors, especially peers, school curriculum, and infrastructure in schools.<sup>12</sup>

## SUB- HEADING SUB JUDUL 2

### CONCLUSION

Based on the description of the research discussion above, the researcher can conclude three things related to the formulation of the problem as follows. The variable of teacher communication ability has a significant effect on the learning outcomes of class VII students of SMPN 2 Padangan in 2021/2022. The influence of the teacher's communication skills on the learning outcomes of class VII students is 0.102 or 10.2%. The teacher's communication skills fall into the poor category with a frequency of 12 children with a percentage of 10%.

The variable of learning motivation has a significant effect on the learning outcomes of class VII students of SMPN 2 Padangan in 2021/2022. The influence of learning motivation on the learning outcomes of class VII students is 0.081. So it can be concluded that learning motivation has an effect of 8.1% on learning outcomes. Learning motivation is in the good category with a frequency of 17 children and a percentage of 15%.

The variables of teacher communication skills and learning motivation have a significant effect on the learning outcomes of class VII students of SMPN 2 Padangan in 2021/2022. The influence of teacher communication skills and learning motivation on student learning outcomes in class VII is 0.180 or 18%. The teacher's communication skills and learning motivation are included in the good category with a frequency of 17 children and a percentage of 14.65%.

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<sup>12</sup> Aunurrahman, Belajar dan Pembelajaran. Hal. 199-200