The Influence of Lecturer Interpersonal Communication on the Academic Achievement of Students of the 2019 Stambuk Communication Science Study Program, Faculty of Social Sciences, UIN North Sumatra, Medan

Rahmad Ramadhan[1*], Muhammad Husni Ritonga[2]
[1,2] Program Studi Ilmu Komunikasi, Fakultas Ilmu Sosial
Universitas Islam Negeri Sumatera Utara
Jl. Lap. Golf No.120, Kp. Tengah, Kec. Pancur Batu, Kabupaten Deli Serdang, Sumatera Utara
E-mail: [1]rahmad0105193176@uinsu.ac.id, [2]husniritonga9@gmail.com

Abstract

Interpersonal communication is a process of communication or interaction that exchanges ideas, either language or symbols that can be understood by others through spoken, written and non-verbal channels. This interpersonal communication has the goal of obtaining a good relationship between lecturers and students in terms of academic achievement, obtaining learning information and influencing behavior patterns and attitudes of communication between lecturers and students. The academic community, including lecturers, education staff and students, must improve interpersonal communication in supporting learning activities, research and community service. The measure of the success of a student is influenced by the lecturer as a teacher who continues to provide direction, communicate and exchange information. This study aims to see how influential interpersonal communication carried out by lecturers is on student academic achievement in the 2019 Stambuk Communication Studies Program, Faculty of Social Sciences, UIN North Sumatra Medan. With a sample of 39 students from a total population of 155 people. The method used in this study is to use quantitative methods and use simple regression tests to manage data. Based on the results of research on the Effect of Lecturer Interpersonal Communication on Student Academic Achievement in the Stambuk 2019 Communication Studies Program, Faculty of Social Sciences, Uin Sumatera Utara, Medan, found results. The Effect of Lecturer Interpersonal Communication Variables on Student Academic Achievement of the 2019 Stambuk Communication Study Program, Faculty of Social Sciences, UIN North Sumatra. Based on the results of the test for the coefficient of determination in the simple regression test using the SPSS program, an RSquare value of 0.489 was obtained, which means that the independent variable is able to explain the dependent variable by 49% and the remaining 55% is explained by other variables that cannot be explained in this study.
Keywords: Interpersonal Communication; Academic Achievement;UIN North Sumatra.

Abstrak

Komunikasi interpersonal merupakan suatu proses komunikasi atau hubungan interaksi yang saling bertukar pikiran baik bahasa ataupun simbol yang dapat dipahami oleh orang lain melalui saluran secara lisan, tulisan dan non verbal. Komunikasi interpersonal ini memiliki tujuan dimana diperolehnya hubungan yang baik antara dosen dengan mahasiswa dalam segi bidang prestasi akademik, mendapatkan informasi pembelajaran serta mempengaruhi pola perilaku dan sikap komunikasi antara dosen dengan mahasiswa. Sivitas akademika antara lain dosen, tenaga kependidikan dan mahasiswa harus meningkatkan komunikasi interpersonal dalam menunjang kegiatan pembelajaran, penelitian dan pengabdian kepada masyarakat. Tolak ukur keberhasilan seorang mahasiswa berpengaruh dengan dosen sebagai pengajar yang terus memberikan pengarahan, komunikasi serta bertukar informasi. Penelitian ini bertujuan untuk melihat seberapa berpengaruh komunikasi interpersonal yang dilakukan dosen terhadap prestasi akademik mahasiswa pada Program Studi Ilmu Komunikasi stambuk 2019 Fakultas Ilmu Sosial UIN Sumatera Utara Medan. Dengan sampel sebanyak 39 mahasiswa dari jumlah keseluruhan populasi 155 orang. Metode yang digunakan dalam penelitian ini adalah dengan menggunakan metode kuantitatif dan menggunakan uji regresi sederhana untuk mengelola data. Berdasarkan hasil penelitian tentang Pengaruh Komunikasi Interpersonal Dosen Terhadap Prestasi Akademik Mahasiswa Program Studi Ilmu Komunikasi Stambuk 2019 Fakultas Ilmu Sosial Uin Sumatera Utara Medan menemukan hasil. Pengaruh Variabel Komunikasi Interpersonal Dosen Terhadap Prestasi Akademik Mahasiswa Program Studi Ilmu Komunikasi Stambuk Tahun 2019 Fakultas Ilmu Sosial UIN Sumatera Utara. Berdasarkan hasil uji koefisien determinasi pada uji regresi sederhana dengan menggunakan program SPSS diperoleh nilai RSquare sebesar 0,489 yang berarti variabel independen mampu menjelaskan variabel dependen sebesar 49% dan sisanya 55 % dijelaskan oleh variabel lain yang tidak dapat dijelaskan dalam penelitian ini.
Kata Kunci: Komunikasi Interpersonal; Prestasi Akademik; UIN North Sumatra.

INTRODUCTION

In a modern and developing era like today, education is one of the benchmarks for one's success in society. Higher education is one of the things that most people take to improve their lives better, or improve family skills and economy. Despite the fact that success is also achieved by many people who do not have a high educational background.

A person who holds a degree from higher education is required to be able to have skills or expertise from the studies he pursues. A person's success in pursuing higher education that he demands, is generally measured by how skilled someone is in applying his skills and from how good academic performance he achieves while in college. In this case, the Cumulative Achievement Index (GPA) as a measure of academic achievement.

According to Tarida Marlin, academic achievement is a term for achievement or success regarding a goal as a form of the results of learning efforts made by someone optimally and becomes a benchmark for student success in their studies (Manurung, 2017)

Of course, to support the results of learning efforts made by students, there needs to be good communication from the teaching and learning process carried out in lectures. Interpersonal communication between lecturers and students is one of the supports for the achievement of a quality teaching and learning process which leads to the ability of students to produce maximum academic achievement.

Interpersonal communication is communication that is built between two people to achieve results in the form of information exchange through relationships established between people who communicate directly. According to (Mulyana, 2005), interpersonal communication can be interpreted as communication between people face-to-face that allows each person to capture a verbal or non-verbal reaction directly.

There needs to be interpersonal communication built by lecturers as lecturers and students as people who learn and vice versa to support maximum student academic achievement. For this reason, it is important to study how influential and effective the interpersonal communication of lecturers is to maximize student academic achievement, especially in the Communication Science study program, Faculty of Social Sciences, UIN North Sumatra.

The formulation of the problem in this study is what is the influence of lecturers on student academic achievement and how the influence of lecturer interpersonal communication on student academic achievement of the 2019 Stambuk Communication Science Study Program, Faculty of Social Sciences, UIN North Sumatra Medan. Based on the formulation of the problem above, the purpose of this study is to find out what the influence of lecturers on student academic achievement and to find out how the influence of lecturer interpersonal communication on student academic achievement of the 2019 Stambuk Communication Science Study Program, Faculty of Social Sciences, UIN North Sumatra Medan.

LITERATURE REVIEW
Interpersonal Communication

The term communication is taken from English, namely "communication" which means the exchange of information, messages and information (Dermawan, 2018). According to KBBI V, the word communication has the meaning of sending and receiving messages or news between two or more people so that the intended message can be understood (Sahputra Napitupulu & Harahap, 2020).

In his book "Communication Theory and Practice"(Effendy, 2000), states that communication is a process of conveying what the communicator thinks or feels to the communicant (Oktarina, Y., & Abdullah, 2017). Meanwhile, according to Zarekaky, communication is an interaction to support connections between humans so that it can help understand one another for mutual interests.(Setyowati, 2016)

Interpersonal communication is communication whose message is packaged using verbal and non-verbal forms which in its implementation is actively not passive and produces feedback between the sender and receiver of the message (Nurdiana & Farida, 2022). Interpersonal communication also discusses the social functions of an individual starting from how to communicate, get along, make many friends and establish relationships that benefit his life (Diana, 2020). In the book "Communication Science Introduction to Studies" Widjaja explained that there are six objectives of interpersonal communication that are important to know, namely:(Rustan & Hakki, 2017)

1. Know yourself and other individuals
2. Know and maintain good relationships
3. Creating and maintaining good relationships
4. Changing attitudes and behaviors
5. Play and find entertainment
6. Helping others

According to Joseph in the course of interpersonal communication, the current that occurs is in the form of spinning (sicular). This means that in this communication, each individual has the opportunity to become a communicant and communicator. There are several components in interpersonal communication, namely: (Nurhadi & Niswah, 2019)

1. Receiver-sender (source)
2. Encoding-decoding
3. Messages conveyed
4. Channels
5. Distortion/interference
6. Feedback
7. Areas of experience
8. Effect

Academic Achievement

Achievement is a word derived from the language of objects 'Prestatie' which means the result of effort. According to KBBI V, achievement is a result of effort achieved from what is done or attempted. Achievement is something that is achieved from an activity that is done individually or in groups (Abubakar, 2015).

According to Rosyid, academic achievement is a value or educational development of students related to how mastering the material of students recorded in the report at the end of each semester in the form of an achievement index (Sasmitasari et al., 2019). Meanwhile, according to Djamarah, academic achievement is the result achieved in the form of impressions that make changes in oneself as a result of a learning activity (Yulika, 2019). Academic achievement is also a change in behavior or ability that can increase over time and is not a growth mechanism but a learning process (Astuti & Zakaria, 2021). Academic achievement is influenced by the grades obtained by students during lectures which are expressed in the

cumulative achievement index (GPA). The cumulative achievement index is the acquisition of the average score of students after attending lectures (Marlin & Manurung, 2017).

RESEARCH METHODS

The method used in this study is to use quantitative methods by distributing questionnaires to samples from the population to be studied.(Laut, 2020) Quantitative method is a scientific method that has fulfilled scientific principles, namely concrete or empirical (Mailoor et al., 2017). The research was carried out at the Communication Science Study Program, Faculty of Social Sciences, UIN North Sumatra Medan, located on Jl. Golf Course, Kp. Tengah, Pancur Batu District, Deli Serdang District. The time for this research to be carried out is in March 2023.

The Influence of Lecturer Interpersonal Communication (X)		Student Academic Achievement (Y)
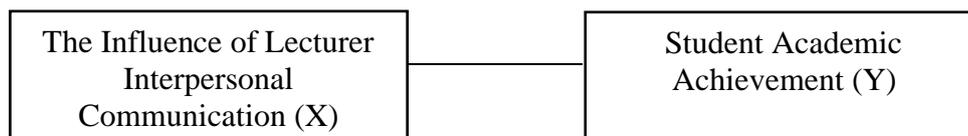
Picture 1. Research Design

The population in this study is students of the 2019 Stambuk Communication Science Study Program, Faculty of Social Sciences, UIN North Sumatra, totaling 155 people from the results of data per each class in Stambuk 2019 which is in semester VIII. The sampling is by taking 25% of the total population.

This is based on the opinion (Muryadi, 2017) which states that if the research subjects (population) are less than 100 then the entire population becomes a sample, but if it is more than 100 then 10-15% or 15-25% of the total population can be sampled. So if calculated, 155 x 25% = 38.75 is fulfilled into 39 individuals who were sampled in this study. In analyzing this research data is to use the SPSS program. Data analysis platforms can be built using SPSS to perform big data analysis, data analysis using machine learning algorithms, string analysis, and advanced statistical analysis (Zein et al., 2019).

RESULTS AND DISCUSSION

The results and discussion in this study are as follows:
1. Validity Test

Based on the results of the validity test conducted using the SPSS program, the following results were found:

Tabel 1

Correlations

		x1	x2	x3	x4	x5	x6	xHasil
x1	Pearson Correlation	1	,574**	,643**	,498**	,341*	,331*	,675**
	Sig. (2-tailed)		,000	,000	,001	,034	,039	,000
	N	39	38	39	39	39	39	39
x2	Pearson Correlation	,574**	1	,819**	,599**	,584**	,350*	,849**
	Sig. (2-tailed)	,000		,000	,000	,000	,031	,000
	N	38	38	38	38	38	38	38
x3	Pearson Correlation	,643**	,819**	1	,720**	,599**	,563**	,907**
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,000
	N	39	38	39	39	39	39	39
x4	Pearson Correlation	,498**	,599**	,720**	1	,639**	,650**	,863**
	Sig. (2-tailed)	,001	,000	,000		,000	,000	,000
	N	39	38	39	39	39	39	39
x5	Pearson Correlation	,341*	,584**	,599**	,639**	1	,380*	,777**
	Sig. (2-tailed)	,034	,000	,000	,000		,017	,000
	N	39	38	39	39	39	39	39
x6	Pearson Correlation	,331*	,350*	,563**	,650**	,380*	1	,688**
	Sig. (2-tailed)	,039	,031	,000	,000	,017		,000
	N	39	38	39	39	39	39	39
xHasil	Pearson Correlation	,675**	,849**	,907**	,863**	,777**	,688**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	
	N	39	38	39	39	39	39	39

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Tabel 2

Correlations

		y7	y8	y9	y10	y11	y12	yHasil
y7	Pearson Correlation	1	,739**	,655**	,394*	,477**	,426**	,829**
	Sig. (2-tailed)		,000	,000	,013	,002	,007	,000
	N	39	39	39	39	39	39	39
y8	Pearson Correlation	,739**	1	,636**	,139	,190	,431**	,694**
	Sig. (2-tailed)	,000		,000	,399	,248	,006	,000
	N	39	39	39	39	39	39	39
y9	Pearson Correlation	,655**	,636**	1	,416**	,437**	,666**	,843**
	Sig. (2-tailed)	,000	,000		,008	,005	,000	,000
	N	39	39	39	39	39	39	39
y10	Pearson Correlation	,394*	,139	,416**	1	,418**	,453**	,633**
	Sig. (2-tailed)	,013	,399	,008		,008	,004	,000
	N	39	39	39	39	39	39	39
y11	Pearson Correlation	,477**	,190	,437**	,418**	1	,586**	,699**
	Sig. (2-tailed)	,002	,248	,005	,008		,000	,000
	N	39	39	39	39	39	39	39
y12	Pearson Correlation	,426**	,431**	,666**	,453**	,586**	1	,787**
	Sig. (2-tailed)	,007	,006	,000	,004	,000		,000
	N	39	39	39	39	39	39	39
yHasil	Pearson Correlation	,829**	,694**	,843**	,633**	,699**	,787**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	
	N	39	39	39	39	39	39	39

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Thus, if you refer to the provisions in the validity test, namely after the test finds a p value of < 0.005 or rTable $<$ rcalculate, it means that the questionnaire is valid. From the test results of the data, rtabel and rcalculate can be obtained as follows:

Variabel	r^{Hitung}	r^{Tabel}	Keterangan
X1	0.675	0.3160	Valid
X2	0.849	0.3160	Valid
X3	0.907	0.3160	Valid
X4	0.863	0.3160	Valid
X5	0.777	0.3160	Valid
X6	0.688	0.3160	Valid
Y7	0.829	0.3160	Valid
Y8	0.694	0.3160	Valid
Y9	0.843	0.3160	Valid
Y10	0.633	0.3160	Valid
Y11	0.699	0.3160	Valid
Y12	0.787	0.3160	Valid

From the test results through the SPSS application, it can be seen that the value of sig.-(2 tailed) each variable, both X and Y, is < 0.005 and when viewed from the table rtable and rcalculate the value of the rtable $<$ calculated. The rtable value of 0.3160 is obtained from the table of r values with the formula df = (N-2) with N = number of respondents or df = (39 – 2) = 37. Then we can see in table r in column 37 with a significance test for a two-way test of 0.05 or with a confidence level of 95%. Thus, it can be concluded that if the rtable $<$ rcalculate and sign-(2 tailed) < 0.005, it means that every indicator in variables X and Y is valid and can be used to the next stage of the test, namely the reliability test.

2. Reliability Test

After the validity test was carried out and all questionnaires were declared valid, the next was a reliability test with an indicator of the minimum value of Cronbach alpha is 0.6 or the value of Cronbach's alpha > 0.60. That way, the deployed questionnaire is considered reliable.

Reliability Statistics

Cronbach's Alpha	N of Items
,895	12

From the table above, it can be concluded that the question design on the questionnaire given to respondents is reliable known from Cronbach's alpha value which > 0.06.

3. Coefficient of Determination Test

The next step in a simple regression test is the coefficient of determination test. This is to measure how far the model is able to explain the variation of the dependent variable. The use of R2 in SPSS is taken through the adjusted value of R2.

If the value gets closer to 1, it means that the independent variables are able to explain almost all the information needed to predict the dependent variable. From the results of the data test, the following findings were obtained:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,699ᵃ	,489	,475	3,422

a. Predictors: (Constant), xHasil

From the data above, it can be seen that the value of R2 is 0.489 which means that the independent variable is able to explain the dependent variable by 49% and the rest by 51% determined from various variables or other influences that are not mentioned in this study.

CONCLUSION

Based on the results of research on the Influence of Interpersonal Communication of Lecturers on the Academic Achievement of Students of the 2019 Stambuk Communication Science Study Program, the Faculty of Social Sciences Uin North Sumatra Medan found results. The influence of lecturer interpersonal communication variables on student academic achievement in the 2019 Stambuk Communication Science Study Program, Faculty of Social Sciences, UIN North Sumatra. Based on the results of the coefficient of determination test in a simple regression test using the SPSS program, it was found that the RSquare value was 0.489, which means that the independent variable was able to explain the dependent variable by 49% and the remaining 55% was explained by other variables that could not be explained in this study.

DAFTAR PUSTAKA

Abubakar, Fauzi. 2015. Pengaruh Komunikasi Interpersonal antara Dosen dan Mahasiswa Terhadap Motivasi Belajar dan Prestasi Akademik Mahasiswa. Jurnal Pekommas, 18(1), 53–62. https://doi.org/10.30818/JPKM.2015.1180106

Astuti, Eka Rati & Rabia Zakaria. 2021. Hubungan Motivasi Belajar Dengan Prestasi Akademik. Journal Health & Science : Gorontalo Journal Health and Science Community, 5(1), 222–228. https://doi.org/10.35971/GOJHES.V5I1.10276

Dermawan, Abdul Aziz. 2018. Komunikasi interpersonal guru dan siswa dalam proses pembelajaran pendidikan agama islam di SMP Swasta Al-Hikmah Marelan. Skripsi thesis, Universitas Islam Negeri Sumatera Utara Medan.

Diana, Eva. 2020. Peran Guru Bimbingan Konseling Untuk Meningkatkan Kecerdasan Interpersonal Siswa Kelas X di SMA Negeri 1 Bukit Bener Meriah. Skripsi thesis, UIN AR-RANIRY.

Effendy, Onong Uchjana. 2000. Ilmu Komunikasi Teorik Dan Praktek. Bandung : Rosda

Jaya, I Made Laut Mertha. 2020. Metode Penelitian Kuantitatif dan Kualitatif. Yogyakarta: Anak Hebat Indonesia

Mailoor, Adrian, J. J Senduk, & J. W Londa. 2017. Pengaruh Penggunaan Media Sosial Snapchat terhadap Pengungkapan Diri Mahasiswa Jurusan Ilmu Komunikasi Fakultas Ilmu Sosial dan Politik Universitas Sam Ratulangi. ACTA DIURNA KOMUNIKASI, 6(1).https://ejournal.unsrat.ac.id/v3/index.php/actadiurnakomunikasi/article/view/15474

Manurung, Tarida Marlin Surya. 2017. Pengaruh Motivasi dan Perilaku Belajar Terhadap Prestasi Akademik Mahasiswa. JAS-PT (Jurnal Analisis Sistem Pendidikan Tinggi Indonesia), 1(1), 17–26. https://doi.org/10.36339/JASPT.V1I1.36

Mulyana, Deddy. 2005. Ilmu Komunikasi suatu pengantar. Remaja Rosdakarya.

Muryadi, Agustanico Dwi. 2017. Model evaluasi program dalam penelitian evaluasi. JURNAL ILMIAH PENJAS (Penelitian, Pendidikan dan Pengajaran), 3(1). http://ejournal.utp.ac.id/index.php/JIP/article/view/538

Nurdiana, Fina Dwi, & Farida. 2022. Komunikasi interpersonal antara mahasiswa dan dosen dalam menentukan kelulusan mahasiswa. Journal Communication Specialist, 1(2), 204–223. https://ejournal.unitomo.ac.id/index.php/jcs/article/view/5010

Nurhadi, Ali, & Fitrotun Niswah. 2019. Penerapan Komunikasi Interpersonal Tenaga Pendidik dalam Pencapaian Prestasi Belajar Siswa di MTs Nahdliyatul Islamiyah Blumbungan Larangan Pamekasan. AL-FIKRAH: Jurnal Studi Ilmu Pendidikan dan Keislaman, 2(1), 1–20. https://www.jurnal.alhamidiyah.ac.id/index.php/al-fikrah/article/view/41

Oktarina, Yetty, & Yudi Abdullah. 2017. Komunikasi dalam perspektif teori dan praktik. Yogyakarta: Deepublish.

Rustan, Ahmad Sultra, & Nurhakiki. 2017. Pengantar Ilmu Komunikasi. Yogyakarta: Deepublish.

Siahaan, Syafaruddin., Dedi Sahputra Napitupulu., & Anwar Soleh Harahap. 2020. Komunikasi Interpersonal Kepala Sekolah Dalam Pengambilan Keputusan Dan Peningkatan Mutu Di SMA Al-Ulum Kota Medan. Edukasi Islami: Jurnal Pendidikan Islam, 9(01), 227–238. https://doi.org/10.30868/EI.V9I01.673

Sasmitasari, Novi., Sisilya Saman., & Patriantoro Patriantoro. 2019. Senyapan Dan Penyebabnya Pada Debat Final Pemilihan Kepala Daerah Khusus Ibukota Jakarta Tahun 2017. Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK), 8(1). https://doi.org/10.26418/JPPK.V8I1.30655

Setyowati, Yuli. 2016. Tindakan Komunikatif Masyarakat "Kampung Preman" dalam Proses Pemberdayaan. Jurnal ASPIKOM, 3(1), 16–32. https://doi.org/10.24329/ASPIKOM.V3I1.96

Yulika, Rian. 2019. Pengaruh kecerdasan emosi dan motivasi belajar terhadap prestasi belajar siswa di SMP Negeri 1 Sengkang. Inspiratif Pendidikan, 8(2), 252–270. https://doi.org/10.24252/IP.V8I2.7838

Zein, S Zein., L Yasyifa Yasyifa., R Ghozi Ghozi., Eerwin Harahap., FH Badruzzaman., & Deni Darmawan. 2019. Pengolahan dan Analisis Data Kuantitatif Menggunakan Aplikasi SPSS. Teknologi Pembelajaran, 4(2). https://doi.org/10.31980/TP.V4I1.529