

EFFECT OF INTERPERSONAL COMMUNICATION SKILLS OF TEACHERS IN TEACHING TEACHER MOTIVATION DURING THE PANDEMIC COVID-19

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Abstract. This study aims to determine the effect of interpersonal communication skills on teacher teaching motivation during the COVID-19 pandemic. This research was conducted at the Tunas Pelita Binjai Private Vocational School, TP 2021/2022. This research method uses a non-test technique in the form of a questionnaire (questionnaire). The sample of this study amounted to 50 teachers at the Tunas Pelita Binjai Private Vocational School. The sampling technique was done randomly. The results showed that from the simple regression test results obtained $P=0.565 < 0.05$, meaning that there was an influence between interpersonal communication on teacher teaching motivation during the COVID-19 pandemic at the Tunas Pelita Binjai Private Vocational School for the 2021/2022 Academic Year.

Keywords: interpersonal communication; motivation teaching; pandemic.

INTRODUCTION

The COVID-19 pandemic has had an impact on various aspects of life, one of which is education. All levels of education must be able to adapt by doing learning from home through online media (online). This of course is not easy, because there are many preparations that need to be done and in addition to the lack of uniformity in the learning process, both the standards and the quality of the desired learning outcomes.

Kuntarto ([Pitriani, Yanti, & Afni](#), 2017) argues that online learning is also known as computer-based learning.

According to ([Sitepu et al.](#), 2019), education is one of the most important factors in improving human resources. The Indonesian government has also urged the public to stay at home and self-isolate.

Research conducted by Basar (2021) on the problems of distance learning during the COVID-19 pandemic showed that distance learning (PJJ) during the COVID-19 pandemic caused various responses and changes to the learning system that could affect the learning process and the level of development of participants. students in responding to the material presented.

Research conducted ([Putria, Maula, & Uswatun](#), 2020) showed that online learning was deemed less effective for teachers, because learning was carried out online, so teachers also did not feel optimal in providing learning material so that the material was incomplete and the use of learning media in online learning is also not optimal. The above causes the motivation to teach teachers to be reduced.

Professional teachers should have high teaching motivation, because teaching motivation is very important in carrying out the teaching and learning process. With high motivation, professional teachers will be able to carry out their duties optimally and can increase their work productivity and can improve the quality of education. With high work motivation, professional teachers will have perseverance, enthusiasm, discipline and responsibility at work.

([Hasibuan](#), 2016) suggests that motivation is a stimulus or desire (want) and the driving force of a person's willingness to work and each motivation has a specific goal to be achieved. Without a strong individual motivation, teaching can be difficult and can even bring out negative things for the teacher to achieve certain goals to be achieved. Without a strong individual motivation, teaching can be difficult and can even bring up negative things for the teacher and will also have an impact on students. According to ([Badrus](#), 2018) research which explains that teacher teaching motivation is also very influential on student learning outcomes. the environment. To grow interpersonal relationships, it is important to have quality communication and participation because this is very important for interpersonal relationships. Student participation in activities in fostering good interpersonal relationships.

Furthermore, the results of interviews with teachers at the Tunas Pelita Binjai Private Vocational School showed that most of the teachers who taught at the SMK said that their teaching motivation was reduced during the COVID-19

pandemic, one of the influencing factors was interpersonal communication, therefore teachers find it difficult in the teaching and learning process especially when giving learning materials, many students do not understand learning due to bad signals and limitations of learning media that make students also bored apart from that they also sometimes don't focus when the teacher explains the material using cellphones.

The teacher's teaching motivation is also influenced by the teacher's interpersonal communication skills. Research conducted by (Ariyanti, 2016) shows that there is a significant influence between interpersonal communication on teacher performance, and teacher work motivation in schools. This is what the teacher must pay attention to in improving the quality of teaching so as not to interfere with the teaching and learning process. (Madjid, 2019) stated that teaching is not just a process of delivering material, but also involves broader aspects such as attitude development, emotional character, habits and values, therefore a teacher must have a set of abilities.

According to (Uno et al., 2014) teaching motivation is something that can give rise to a spirit, or a boost in the work of individuals or groups to work in order to achieve the goals or conditions in which teachers have the will or the need to achieve certain goals through the implementation of a task.

According (Siagian & Arifin, 2018) promoted that "motivation is the driving force which results in a member of the organization willing and willing to mobilize capabilities in the form of expertise or skills,

energy and time to carry out various activities that are his responsibility and fulfill his obligations in the context of achieving predetermined organizational goals and objectives.

(Mukarom, 2020) suggests, interpersonal communication is the context of communication carried out by an individual by making himself at the same time as the sender and recipient of the message. (Tobing, 2016) interpersonal communication is communication carried out by two people with the aim of getting to know others and themselves, revealing themselves and others, playing and even helping others.

Interpersonal communication is very effective in increasing a teacher's teaching motivation. With interpersonal communication, it will be easier to convey something, whether it is in the form of an openness, showing a sense of empathy, providing support, a positive feeling, and fostering a sense of equality or similarity.

Seeing the background of the problem above, the researchers are interested in conducting a study entitled "The Effect of Teachers' Interpersonal Communication Skills on Teaching Motivation to Teachers During the COVID-19 Pandemic in the Tunas Pelita Binjai Private Vocational School for the 2021/2022 Academic Year.

METHODS

The location of this research was conducted at the Tunas Pelita Binjai Private Vocational School, which is located at Jalan Perintis Kemerdekaan, Number. 166, Binjai, Binjai Pepper Garden, North Binjai, Suka Ramai, Binjai, Binjai City, North Sumatra

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The population in this study were the teachers of Tunas Pelita Binjai Private Vocational School. Where the definition of population is the entire number of teachers who are the target for research. The research population is 50 people. Where there are 25 female teachers and 25 male teachers.

This type of research is quantitative research. According to (Imron, 2019) the quantitative research method is a research method based on the philosophy of positivism, which is used by researchers to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative or statistics that aim to test the hypotheses that have been set. Furthermore, this study uses a descriptive approach with the aim of describing the object of research or research results.

RESULTS AND DISCUSSION

Research Sample Categorization

Table 1. Research Sample

Categorization	Amount	%
Categorization		
Type of Research		
Male	25	50
Female	25	50
Age		
Early	12	26
Adult Adult Mid	35	70
Late Adult	3	4

From the table above it can be seen that teachers at the Tunas Pelita Binjai Private Vocational School most of them fall into the

categorization of middle adulthood (40-65 years). The subject of this research was conducted on 25 male teachers and 25 female teachers with the aim of knowing "The Influence of Teachers' Interpersonal Communication Skills on Teaching Motivation to Teachers During Period The COVID-19 pandemic at Tunas Pelita Binjai Private Vocational School for the 2021/2022 Academic Year.

Normality Test Normality

A test is conducted to test whether all variables are normally distributed or not. To find out if $\text{sig} > 0.05$ is normal, then it is normal, and if $\text{sig} < 0.05$ it can be said to be abnormal. The calculation results obtained are as follows:

Table 2. Normality

No	Variable	Value	Description
1.	Interpersonal Communication	0.394	Normal
2.	Teaching Motivation	0.334	Normal

Based on the table above, it can be seen that the interpersonal communication scale data and teaching motivation from the analysis have a sig value > 0.05 , from the results of interpersonal communication 0.394 and the results of teaching motivation 0.334. From these results, the significance level of $0.05 > 0.344$ can be concluded that the data is normally distributed.

Linearity Test Linearity

The test aims to determine whether two variables have a linear relationship or not significantly.

The results of the linearity test are as follows:

Table 3. Linearity Test

Value
0.006

Based on the table above, it can be seen that the linearity value is 0.006 or $P > 0.05$, which means that the two variables are significantly related.

Hypothesis

Testing Tests are carried out aiming to determine whether or not there is an effect of the two variables by using a simple regression test. The study was declared significant if $p < 0.05$, the results of the simple regression test can be seen in the table below:

Table 4. Simple Regression

Model	B	Unstandar dized Coefficient s Std error	T	Sig
Interperso nal Communi cation	132.404 0.565	12,431 0.176	10.651 -3.212	000 002

Table 4 shows that the equation The regression linking interpersonal communication (X) and teaching motivation (Y) is $Y = 132.404 + 0565$. From the equation, it is explained that if interpersonal communication and teaching motivation increase by unit, interpersonal communication will increase by 132,969. If interpersonal communication (X) increases, the motivation to teach (Y) will also increase. This shows that the equation $Y = 132.404 + 0565$. Can be used as a reference to predict interpersonal communication through teaching motivation.

The following are the results of research on the effect of teacher interpersonal communication skills on teaching motivation to teachers during the COVID-19 pandemic at the Tunas Pelita Binjai Private Vocational School in the 2021/2022 academic year.

The results of the ANOVA test can be seen in the following table:

Table 5. Table of ANOVA Test Results

Model	Df	F	Sig
Regression	1	10.317	0.002

Table 5. shows the value of sig. (0.002). Because the value of sig. (0.002) $< \alpha$ (0.05), then H_0 is rejected and H_1 accepted. It can be concluded that there is a positive influence between interpersonal communication (X) and teaching motivation (Y) together.

Table 6. Effect of Variables

Model	R	R Square
1	0.367	0.135

Table 6 shows the R Square value of (0.135) or equal to 13.5%. So it can be concluded that there is a positive influence of interpersonal communication variables (X) and teaching motivation (Y) together of 13.5%. While the rest (100% - 13.5% = 86.5%) is influenced by other variables not examined.

This study shows that there is a positive influence between interpersonal communication and teaching motivation together. This means that the stronger the influence of interpersonal communication and teaching motivation together, the

higher the resulting teaching motivation. This implies that teaching motivation in Tunas Pelita Binjai Private Vocational School can be increased through various factors, in this case interpersonal communication has an important role in teaching motivation.

Based on the results of the normality test, the results obtained were $0.394 > 0.05$, so the data showed normal distribution. While the results of the linearity test obtained results of $0.006 > 0.05$, then the variable was declared significant. Furthermore, hypothesis testing obtained results of $-0.565 < 0.05$. The results of the hypothesis test are negative because the results of the hypothesis test scores do not meet the data requirements. So the author requires to change the statistical method.

That can support the results of the hypothesis later. However, the score obtained still meets the requirements in the hypothesis test.

Meanwhile, from the Anova test results, the results are $0.002 > 0.05$, indicating that there is a positive influence between interpersonal communication (X) and teaching motivation (Y) together.

Another study was conducted by (Sari, 2017) on "The Effect of Principal Interpersonal Communication in Motivating Teacher Work at SMP Muhammadiyah 17 Ciputat". The results showed that the implementation of interpersonal communication in increasing teacher work motivation was quite good, namely the principal carried out interpersonal communication with teachers with formal and informal communication and in increasing teacher work motivation through the principles of Interpersonal

communication effectiveness, including openness, empathy, positive feeling, support and similarities in communicating with teachers continually and continuously.

CONCLUSIONS

Based on the results of the research that has been carried out, it can be concluded that there is an influence of the teacher's interpersonal communication skills on the motivation to teach teachers during the COVID-19 pandemic at the Tunas Pelita Binjai Private Vocational School for the 2021/2022 academic year. This is evidenced by the value of the correlation coefficient which shows a number with a value of -0.421 sig 0.05 where $p < 0.05$. This means that the higher the interpersonal communication, the better the teacher's teaching motivation. On the other hand, the lower the interpersonal communication, the lower the teacher's teaching motivation.

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