



Influence of Communication Teacher Against Social Interaction and Learning Outcomes

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Abstract

Learning the history of Islamic culture cannot be separated from the influence of communication and social interaction skills possessed by teachers in delivering learning material to their students. In fact, this research aims to determine the influence of teacher communication on social interactions and learning outcomes of junior high school students in Indonesia. This research uses quantitative methods with an Ex-Post Facto approach. The data source was taken using a questionnaire or questionnaire. The population in the study was class VII students for the 2022/2023 academic year, totaling ninety-four students. The sample for this research consisted of seventy-six students. The sampling technique uses random sampling technique. The results of the descriptive analysis of Islamic culture history teacher communication are classified in the high category with a percentage of 56.05%. Social interaction is in the high category with a percentage of 50%. Learning outcomes are classified in the high category with a percentage of 34.21%. The results of a simple regression analysis between teacher communication and social interaction show a determinant coefficient with an R square of 0.493×100 , namely 49.3%. The variable teacher communication on learning outcomes shows a coefficient of determination with R square 0.064×100 , namely 6.4%, therefore H_a is accepted and H_0 is rejected. The social interaction variable on learning outcomes shows a determinant coefficient with an R square of 0.000×100 , which is 0%, meaning it has no effect.

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INTRODUCTION

Humans are social creatures, meaning creatures that are characterized by interdependence and influence on each other in living together. Humans have physical and spiritual potential, so they can be educated and educate themselves (Aqobah et al., 2020; Biringan, 2021; Anisah et al., 2021). This means that humans cannot live alone without the help of other individuals and by nature humans will always live together. So humans interact with each other through communication.

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Communication is a process where someone tries to provide understanding by transferring messages (Enli & Skogerbø, 2020; Hadiono, 2016; Ismaya et al., 2022). Communication is very important to achieve a purpose conveyed by the communicator to the communicant. In particular, in the world of education, especially in Indonesia, it is stated in Law Number 14 of 2005 concerning teachers and lecturers which states that teachers and lecturers must have four competencies, namely pedagogical competence, personality competence, social competence and professional competence (Abdillah et al., 2023; Sholikah, 2017; Trisoni, 2016).

Communication in the learning process is proportional, namely a harmonious and balanced communication between teachers and students in the learning process, in this communication there is only a limit to conveying messages from teachers as educators and students as students in learning process activities (Lin et al., 2012; Rachman et al., 2021). In Law Number 20 of 2003 it is stated that learning is a process of interaction between students and educators, with various learning resources in a learning environment (Abdullah, 2022; Dalyono & Lestariningsih, 2017; Wartoyo, 2022). Social interaction is a relationship between one individual and another, one individual can influence another individual or vice versa, so there is a reciprocal relationship. These relationships can be between individuals and individuals, individuals and groups or groups and groups (Pasaribu, 2019; Pebriana, 2017).

What makes students interested in learning is that a teacher is able to communicate and interact well in delivering learning (Buchari, 2018; Isnaeni & Hildayah, 2020; Rasam & Sari, 2018; Tafonao, 2018). It cannot be denied that learning the History of Islamic Culture is one of the materials that is required for teachers to be able to convey it well (Faradhiba & Inayati, 2023). Learning the history of Islamic culture is one part of the learning in madrasas. The aim of learning the history of Islamic culture is to foster students' appreciation and respect for historical heritage as evidence of past Muslim civilization, and train students' critical powers to understand historical facts in a comprehensive manner. Based on a scientific approach and developing students' abilities to take inspiration from historical events (Hasmar, 2020; Nurdin, 2020; Rusydi, 2021).

Based on initial observations, researchers found that in junior high schools that taught Islamic Cultural History, student learning outcomes were low. Learning outcomes are the result of an interaction of learning actions and teaching actions. From the teacher's side, teaching ends with a process of evaluating learning outcomes, from the student's side. So the learning outcome is the end of teaching from the peak of the learning process (Hendriana, 2018; Rohani, 2021).

METHODS

This research uses quantitative methods with an Ex-Post Facto approach. Quantitative research methods can be defined to research certain samples, collect data using research instruments and process quantitative data with the aim of testing the hypotheses that have been obtained (Koriaty, 2018; Sulaki et al., 2019; Winitri et al., 2020). The research design model is in the image below.

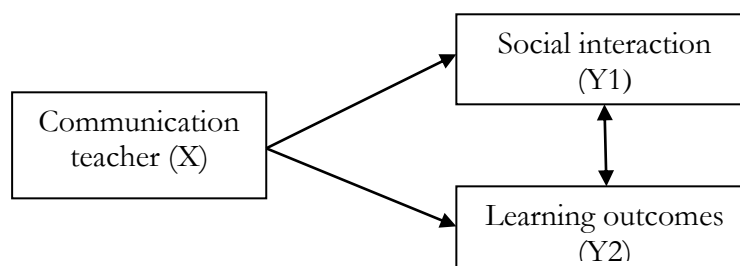


Fig 1. Research Design Model

The population of this research was all class VII students, namely 94 students. To find out the research sample, the researcher used the Slovin formula to obtain a sample of 76 samples and used a random sampling technique. This research uses quantitative data using a questionnaire. The analysis technique uses simple linear regression analysis, data analysis is carried out using quantitative analysis software SPSS version 25.0 for Windows (Aini et al., 2019; Asril, 2021; Yuslia et al., 2021).

RESULT AND DISCUSSION

Teacher Communication

In this section the researcher will describe the results of the analysis in general based on the research objective to determine the influence of teacher communication on social interaction and learning outcomes, described as follows, the teacher communication questionnaire consists of 14 items, where the lowest score is 30 and the highest score is 55. Statistical analysis shows that the average the average score is 44.23, the mode is 42, the median is 44 and the standard deviation is 4.5. The frequency distribution of teacher communication can be seen in table 1.

Table 1. Frequency Distribution Presentation and Percentage of Teacher Communication Variable (X)

No.	Interval Class	F	% Absolute Frequency	% Relative Frequency
1	30-36	2	2,63%	48.68%
2	37-43	35	46,05%	
3	44-50	35	46,05%	46,05%
4	51-57	4	5,26%	5,26%
Amount		76	100%	

Table 1 shows that 46.05% of teachers' communication scores are in the average interval class of 46.05%, 48.68% are below the average value and 5.26% are above the average value. These findings are illustrated in figure 2.

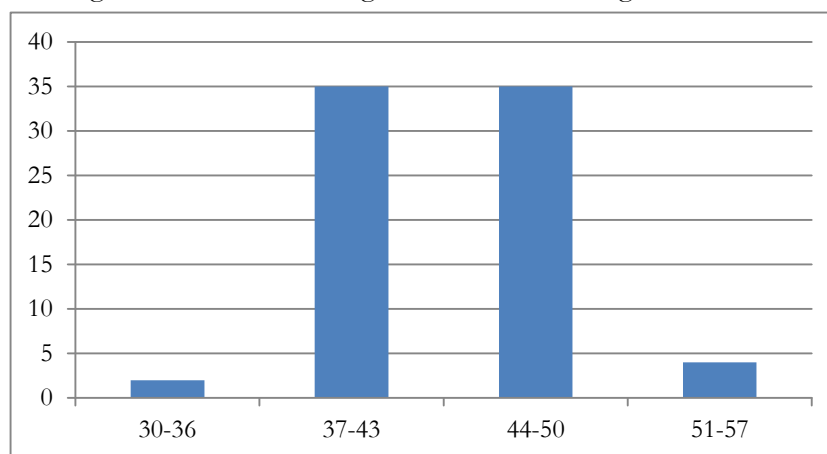


Fig 2. Teacher Communication Variable Score (X)

Figure 2 shows that the differences in mean, median and mode do not differ by more than the standard deviation. This means that teacher frequency and communication are normally distributed. Furthermore, the level of achievement of respondents in each indicator of teacher communication is presented in table 2.

Table 2. Teacher Communication Indicators

No	Indicator	Scores				%	Category
		Ideal	Mean	Max	Min		
1	Verbal Communication	32	25,64	32	17	80,13%	Good
2	Non Verbal Communication	24	18,59	23	12	77,46%	Average

Total	56	44,23	55	29	78,99%	Average
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Table 2 shows that the indicator with the highest percentage and good category (80.13%) is the verbal communication indicator, while the indicator with the lowest percentage (77.46%) is the non-verbal communication indicator. This finding shows that teacher communication still needs to be improved because seen from the overall teacher communication indicators, 78.99% is included in the average category.

Social interaction

The Social Interaction Questionnaire consists of 12 items, where the lowest score is 25 and the highest score is 48. Statistical analysis shows the average score is 36.93, the mode is 39, the median is 37 and the standard deviation is 3.79, the frequency distribution of social interactions can be seen in table 3.

Table 3. Frequency Distribution Presentation and Percentage of Social Interaction Variable (Y₁)

No.	Interval Class	F	% Absolute Frequency	% Relative Frequency
1	25-30	2	2,63%	47,36%
2	31-36	34	44,73%	
3	37-42	38	50%	50%
4	43-48	42	2,63%	2,63%
Amount		76	100%	

Table 3 shows that 50% of social interaction scores are in the average interval class of 50%, 47.36% are below the average value and 2.63% are above the average value. These findings are illustrated in figure 2.

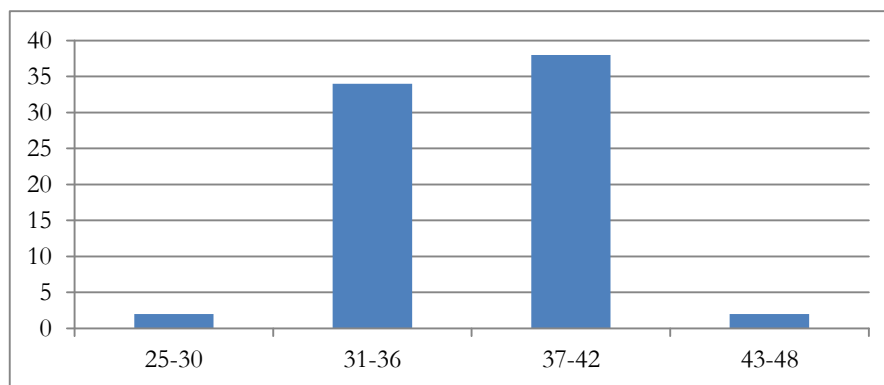


Fig 2. Social Interaction Variable Score (Y₁)

Figure 2 shows that the differences in mean, median and mode do not differ by more than the standard deviation. This means that the frequency of social interactions is normally distributed. Furthermore, the level of achievement of respondents in each indicator of social interaction is presented in table 4.

Table 4. Social Interaction Indicators

No	Indicator	Scores				%	Category
		Ideal	Mean	Max	Min		
1	Social contacts	24	19,23	24	14	80,12%	Good
2	Communication	24	17,68	24	8	73,67%	Average
Total		48	36,91	48	22	76,90%	Average

Table 4 shows that the indicator with the highest percentage and good category (80.12%) is the social contact indicator, while the indicator with the lowest percentage (73.67%) is the communication indicator. This finding shows that social interaction still needs to be improved because seen from the overall social interaction indicators, 76.90% is included in the average category.

Learning outcomes

The learning outcome scores of 76 class VII students, where the lowest score is 10 and the highest score is 100. Statistical analysis shows the average score is 68.53, the mode is 100, the median is 66 and the standard deviation is 22.80, the frequency distribution of learning outcomes can be seen in table 5.

Table 5. Frequency Distribution Presentation and Percentage of Learning Outcomes Variable (Y₂)

No.	Interval Class	F	% Absolute Frequency	% Relative Frequency
1	10-32	6	7,89%	23,67%
2	33-54	12	15,78%	
3	57-77	26	34,21%	37,21%
4	78-100	32	42,10%	42,10%
Amount		76	100%	

Based on table 5, it can be seen that 37.21% of the social interaction values are in the average interval class of 37.21%, 23.67% are below the average value and 42.10% are above the average value. These findings are illustrated in figure 3.

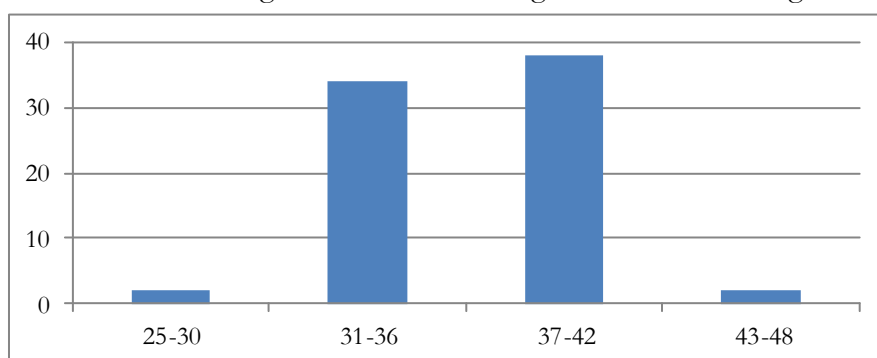


Fig 3. Learning Outcomes Variable Score (Y₂)

Figure 3 shows that the differences in mean, median and mode do not differ by more than the standard deviation. This means that the frequency of learning outcomes is normally distributed. Furthermore, the level of achievement of respondents in each learning outcome indicator is presented in table 6.

Hypothesis Testing

The hypothesis was carried out using a simple linear regression formula with the help of SPSS 25.0 for windows to determine whether there is an influence: i) teacher communication on social interaction. ii) teacher communication regarding learning outcomes. iii) social interaction on learning outcomes. The results of the simple linear regression analysis will then be used as a hypothesis test. The hypothesis in this research is.

Ha: there is an influence of teacher communication on social interaction

H₀: there is no influence of teacher communication on social interaction

Then, to see how much influence teacher communication has on social interaction, an analysis was carried out using a simple linear regression formula with the results themselves $0.000 < 0.05$ (5% significant level) so that Ha is accepted and H₀ is rejected, meaning that there is an influence of teacher communication on social interaction. To see how big the effect is, look at the summary table with a large R square amounting to 0.493×100 , namely 49.3%. For more details on the data above, you can see the table below.

Table 6. Model Summary^b

R	R Square	Adjusted R Square
.702 ^a	.493	.486

a. Predictors: (Constant), kg

b. Dependent Variable: is

Based on the results of the hypothesis test, it is stated that the alternative hypothesis (Ha) is "accepted", namely that there is an influence of teacher communication on social interaction at the Darul Makmur Private Tsanawiyah Madrasah. To see the influence value, analysis was carried out using a simple linear regression formula with results of $0.000 < 0.05$ (5% significant level). For this reason, this research is in line with Oemar Hamalik's theory that teachers must be able to communicate well with students, because teachers have an important role in delivering material and providing guidance to students so that material and guidance is delivered well, teachers must have interaction skills through communication with participants.

Ha: there is an influence of teacher communication on learning outcomes

H₀: there is no influence of teacher communication on learning outcomes

To see how much influence teacher communication has on learning outcomes, an analysis was carried out using a simple linear regression formula with the results themselves being $0.028 < 0.05$ (significant level 5%) so that Ha was accepted and H₀ was rejected, meaning that there was an influence of teacher communication on learning outcomes. To see how big the effect is, look at the summary table with the R values *square* amounting to 0.064×100 , which is 6.4%. For more details on the data above, you can see the table below.

Table 7. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F	df 1	df 2	Sig. F Change
1	.253 ^a	.064	.051	22.654	.064	5.057	1	74	.028

a. Predictors: (Constant), Teacher Communication

b. Dependent Variable: Learning outcomes

Based on the results of the hypothesis test, it is stated that the alternative hypothesis (Ha) is "accepted", namely that there is an influence of teacher communication on social interaction. To see the influence value, analysis was carried out using a simple linear regression formula with results of $0.028 < 0.05$ (5% significant level). This is in line with Shah's theory, namely that good communication will convey messages from the communicator, namely the teacher, to the communicant, namely the student, so that it can have a big influence on student learning outcomes. Basically, the purpose of communication is to change individual behavior after receiving a message. For this reason, communication between teachers and students in the learning process is very important because if communication goes well it will change student behavior so that it will have an impact on the student's own learning outcomes.

Ha: there is an influence of social interaction on learning outcomes

H₀: there is no influence of social interaction on learning outcomes

To see how much influence social interaction has on learning outcomes, an analysis was carried out using a simple linear regression formula with the results themselves being $0.878 > 0.05$ (5% significance level) so that Ha is rejected and H₀ is accepted, meaning that there is no influence of social interaction on learning outcomes. To see how big it is, look at the summary table with a large R *square* equal to 0.000×100 , which is 0%. For more details on the data above, you can see the table below.

Table 8. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.018 ^a	.000	-.013	22.95775

a. Predictors: (Constant), is

b. Dependent Variable: results

Based on the results of the hypothesis test, it is stated that the alternative hypothesis (H₀) is "accepted", namely that there is no influence of social interaction on learning outcomes at the Darul Makmur Private Tsanawiyah Madrasah. To see the influence value, analysis was carried out using a simple linear regression formula with results of $0.878 > 0.05$ (5% significant level).

CONCLUSION

This research has revealed that there is an influence of teacher communication on social interaction. It is known that the value of the determinant coefficient is large with a large *R square* 0.493×100 , which is 49.3% this concludes that there is an influence between variable (X) and variable (Y₁) of 49.3%. Therefore H_a is accepted and H₀ is rejected. There is an influence of teacher communication on learning outcomes. It is known that the value of the determinant coefficient is large with a large *R square* 0.064×100 , which is 6.4%. With this it is concluded that there is an influence between variable (X) teacher communication on variable (Y₂) results of studying the History of Islamic Culture. Therefore H_a is accepted and H₀ is rejected. There is an influence of social interaction on the results of learning the history of Islamic culture. It is known that the value of the determinant coefficient is large with a large *R square* 0.000×100 , which is 0%. This concludes that there is no influence between the variables (Y₁) social interaction on Variable (Y₂) results of studying the History of Islamic Culture.

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