

# The Influence Of Interpersonal Communication On The Effectiveness Of Learning Process In Improving The Outcome Of Islamic Education Subject

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**Abstract:** The purpose of this study is to assess and analyze the influence of Interpersonal Communication on Teaching Effectiveness in improving learning outcomes in Islamic education subject. The method used in this study is a quantitative analysis. The population in this study are 30 teachers of religion subjects at Formal Education Foundation of Musaddadiyah Garut. Data collection techniques used were questionnaire, interview, observation and documentation, while the data analysis techniques used to answer the research hypothesis is statistical analysis with path analysis model (Path Analysis).

**Index Terms:** Interpersonal Communication, Effective Teaching, learning outcomes

## 1 INTRODUCTION

THE problems that exist in the field of education is the study results, especially on the subjects of Islam that has not been increased as well as the teaching process running yet effective. One contributing factor is the implementation of Interpersonal Communication is not optimal. As the case instituted formal education foundation Al-Musaddadiyah Garut, weak implementation of interpersonal communication lead to effective teaching process running yet so it has implications for the learning outcomes that have not been increased, particularly on the subjects of Islam. In order to optimize the educational process, it is deemed necessary to the study of factors that support the educational process by taking into account important aspects for the implementation of the educational process as well. Because education is inseparable from the process of interaction between educators with learners, the interpersonal communication is one of the main aspects that must be considered in order to achieve educational goals. Communication in an education is a very important thing, because communication is a tool to convey ideas, ideas to others, in this case from the teacher to the student. Without effective communication process, defined educational goals can not be achieved as well. Conversely, if the communication process runs effectively, the purpose of education is very likely to be understood by all, and all the problems that arise will be easier to overcome. Learning in terms of the process, can be regarded as a communication event. In the process involves communication components that facilitators / teachers as communicators and learners as a communicant, messages or teaching material, the channel used (can be interpersonal channels or other channels), as well as the effects / reactions that change the behavior of learners. Often some less effective in achieving the learning process due to the weakness of the learning objectives communication system, where teachers just use patterns komunikasi one direction only, whereas in the learning process required two-way communication patterns.

For this reason teachers as communicators need to develop effective communication patterns and supported by the maximum use of the medium of instruction in the teaching and learning process. Good learning outcomes Brazilians one goal in learning activities, to achieve that goal dipelukan good communication between learners with educators and supported the use of the medium of instruction, considering both factors tersebut Brazilians supporting factor in achieving learning outcomes effectively and efficiently. The success of learners in learning is not only determined by internal factors, but also be determined by external factors. Among the external factors that influence the success of the students were allegedly salahsatunya interpersonal communication processes run smoothly and penggunaan appropriate learning media, which is expected to help increase the effectiveness of learning so that the impact on learning outcomes.

## 2 LITERATURE REVIEW

Understanding interpersonal communication is face to face interaction between two or more persons, in which the sender can deliver messages directly and the recipient can receive andanggapi directly anyway. (Suranto AW: 2011) Based on statement above, it can be concluded that the communication as a delivery of a message by using certain symbols by someone to change attitudes or behavior of others to attempt to obtain a response. Communication is a process, an ongoing continuity. In continuity / the process there must be people who convey a specific message and no other person receiving the message. So, in communication there are three main elements, namely elements transmitter, receiver elements, and elements of the message. In principle, communication behaviors play an important role in the delivery of a message. The dimensions of interpersonal communication as stated Suranto (2011: 4) that there are four dimensions of interpersonal communication (which can be used as a parameter), namely:

1. dimensional components of communication
2. the dimensions of the communication process
3. dimensional communication purposes

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In education, the quality or the quality of service should refer to two things, namely the process and product. The learning process is effective and if the quality of the learning process goes well. That is, the purpose of education can be achieved by learners through the learning process in schools. The teacher in the learning process plays an important role in creating the effectiveness of the learning process so that the learning objectives can be achieved optimally. Meaning effectiveness has different meanings, depending on the viewpoint and interests of each. It is as stated by Chung and Maginson (in Mulyasa, 2002: 82) that: *effectivitas* means different to Differ people. In Indonesian Dictionary (2007: 218) noted that effective means no effects due to, influence, impression, efficacious or effective, can bring results. So effective is the compatibility between people who carry out the task and the intended target. On the basis of the understanding, that the effectiveness of the implementation of all tasks related to the principal, the achievement of objectives, timeliness and partisipasi active presence of members. Thus, the effectiveness here means how teachers perform basic tasks successfully to realize the goals to be achieved. Effectiveness issues are usually closely related to the comparison between the level of achievement of the goals with a plan that has been prepared in advance, or the ratio of tangible results with the results of the planned The dimensions of Teaching Effectiveness by Sanjaya (2006: 35) covers several aspects:

1. Plan for the implementation of learning
2. Implementation of learning.
3. Evaluation of learning.

Quality of learning outcomes according to Purwanto (2011: 29) is closely linked to Taksanomi Bloom. Bloom's Taxonomy is very recognizable in Indonesia than Taxonomy Gagne, and Merrill. Taxonomy here interpreted as a method of classification gradually instructional purposes, and progressively to a higher level. This taxonomy prepared by a team led by Benjamin S. Bloom and Krathwool. Here instructional objectives are classified into three groups or regions subdivided into more specific level. Based on the special rate that is developed in general purpose and specialized instructional or basic competencies into indicators, making it easier to measure the degree of success or achievement of one's learning. This means that each region to discuss various different education. Until now, the taxonomy is widely used as a basis for the development of instructional objectives in various training and educational activities. Each content of the region can be described as follows:

### 1. Cognitive area (comprehension).

Cognitive region is a goal-oriented cognitive thinking skills, including: level of knowledge, level of understanding, application rate, level of analysis, synthesis rate, level of evaluation.

### 2. Affective Region (attitudes and behaviors)

Affective region is a destination that is associated with feelings, emotions, system of values and attitudes of the heart (attitude), affective area include: Level accept (receiving), response rate (responding), Level assessing (evaluating), level of organization (organizing), Level characterization (characterizing).

### 3. Psychomotor area

psychomotor area is a region-oriented motor skills associated with limb. Psychomotor region include: perception (perception), Readiness perform an activity (sets), mechanism (Mechanism), Response guided (guided response), Skill (complex over response), Adaptation (Adaptation), Origination (origination).

## 3 RESEARCH METHODOLOGY

The method used in this research is descriptive method of analysis. The technique used is a survey technique is the collection of information through a data field that describes the factors associated with interpersonal communication variables to Efektifitas instruction to improve learning outcomes on Islamic subjects. The population in this study were teachers of religion in the neighborhood of Al-Formal Education Foundation Musaddadiyah Garut totaling 30 people. Measuring instruments used in data collection in this study is a questionnaire that has been prepared in a structured, which contains several items of alternative answer the following question. Item questionnaire was designed based on the measurement level is ordinal variables and answer category consists of five levels using a scale semantic difference. Furthermore, to facilitate the measurement of the study variables, the variables are operationalized as can be seen in the following table:

**Table 1.1**  
*Matrix Operationalization of Research Variables*

No	Variable	Dimension	Indicator
1.	Interpersonal Communication (Suranto AW 2011)	1. Components communication	a. Communicators b. message c. channel d. communicant e. response
		2. process communication	a. The desire to communicate b. Encoding by the communicator c. delivery message d. receiving messages e. Decoding by the communicant f. feedback
		3. Purpose communication	a. Expressing concern b. Finding yourself c. Influencing attitudes d. Remove any loss of communication e. Provide assistance.
2.	Teaching Effectiveness (Y) (Wienna Sanjaya, 2006)	1. Lesson Plan	a. Clarity formulation of learning materials b. The selection of teaching materials c. Organizing teaching materials d. Selection of sources / media learning e. Clarity learning scenarios f. Breakdown of learning scenarios
		2. Implementation of learning	a. Initial Activity b. core activities c. end activitie
		3. Evaluation of learning	a. Evaluating activities b. assessing the work c. Follow up assessments
3.	Learning Outcomes (Z) (Purwanto 2011)	1. Cognitive Domains	a. Knowledge Level b. level of understanding c. Application level d. level Analysis e. level synthesis f. valuation
		2. Affective Domains	a. Receive level b. level Responses c. Assessing levels d. level of organization e. level characterization
		3. Sphere psychomotor	a. Skill Level b. The level of gestures

#### 4 RESULT AND DISCUSSION

The formulation of the proposed hypothesis is: "There is the influence of interpersonal communication (X) of the effectiveness of teaching (Y) in improving learning outcomes Lesson In Islam (Z)". To answer the hypothesis proposed, then tested, using path analysis testing. Based on the test results obtained by the value of the path coefficient of 19.494. Explanation for the magnitude of the effect of each variable are presented in the following table:

**Table 1.2**  
*Simultaneous Effect of Interpersonal Communication variable (X) for Teaching Effectiveness (Y) to improve learning outcomes (Z)*

No	Item	Value
1.	Factors of Determination ( $R^2$ )	0.380
2.	Epsilon ( $\epsilon$ )	0.620
3.	$F_{stat}$	5.3020
4.	$F_{crit}$	2.96
5.	The degree of influence of Interpersonal Communication (X) of the Teaching Effectiveness (Y) in improving learning outcomes (Z)	Significant

To find out more about the effect of variable X to Y and Z, then the test is done by looking at the ratio between  $F_{stat}$  and  $F_{crit}$ . Based on the obtained value of  $F_{stat}$  test is greater than the value of  $F_{crit} = 5.3020$   $F_{stat} > F_{crit} = 2, 96$ . From the values obtained  $H_0$  rejected the decision, so the variable interpersonal Communications (X) has a positive and significant impact on teaching effectiveness variable (Y) and variable learning outcomes Lesson In Islamic education subject (Z). Significance values above test results, supported also by the amount of the value of coefficient of determination ( $R^2_{YZX}$ ) at = 0.380. This value indicates that interpersonal communication (X1) and the use of the medium of instruction (X2) effect on teaching Efektifitas (Y) and learning outcomes Lesson In Islam (Z) by 38%, while the rest ( $P_{YZ\epsilon}$ )<sup>2</sup> at = 0.620 or by 62%, influenced by other variables outside interpersonal communication variables and the use of teaching aids are not incorporated into the model. The results of these tests show that with good interpersonal communication, would give effect to the effectiveness of teaching, so that will affect also to improving learning outcomes Lesson in Islam. This is in line with what is proposed by Mulyasa (2007: 107) which says that: Learning must provide a varied experience, learning should pay attention to the interests and abilities of learners. The use of appropriate methods will also determine the effectiveness and efficiency of learning. Learning should be done with a variety of methods to help students to achieve the learning objectives, so that school learning is flexible and not rigid and have to emphasize on creativity, curiosity, guidance and direction towards maturity. It must be understood that good interpersonal communication will only be created from a harmonious relationship, as well as the use of good teaching media will support the effectiveness of teaching. It logically understandable that the communication process can not escape from everyday life, even in the teaching process is inevitable process of interaction between teachers and learners, will have implications for the effectiveness of teaching, which in turn is expected to improve learning outcomes. While epsilon happens in the amount of 0.620, indicating that interpersonal communication is not fully affect the effectiveness of teaching in improving learning outcomes Lesson In Islam, so the problem komunikasi it should be reviewed and revised to a more significant impact on the effectiveness of learning, because if effective teaching process, it will affect both also on learning outcomes Lesson In Islam. Epsilon factors supposed to influence the effectiveness of teaching to the variables that are not included in this study include: variable and variable kreativitas teacher motivation. To determine the influence of the factors mentioned above for proof epsilon need to do further research.

#### 4 CONCLUSION

The results of testing the hypothesis in this study concluded that the variables Interpersonal Communication and influence positively and significantly to the effectiveness of teaching in order to improve the results of Study Subjects In Islam. This is shown by the coefficient of determination indicates that the Effect of Interpersonal Communication in a real and positive impact on teaching effectiveness in improving learning outcomes has a relatively large value Then from the results of the study found some other important issues, which are: First, the communication variables Interpersoanal, in dimensions affect the attitudes that are able to change the attitude of students to be better. This is because the implementation of

the communication patterns that have not been going well so it has implications for the learning process less effective. Second, the variable Teaching Effectiveness still found problems in each dimension. The problem, among others, are on the dimensions of the lesson, namely the existence of preparation should be made educators, in formal educational environments Yayasan Al-Musaddadiyah still have not made arrangements to teach, so that it is less effective implementation of learning. On Variable Learning Outcomes in Subjects Islam problems found in the dimensions of cognitive and affective domains, namely regarding the ability of students who have not been able to associate the material with real-life examples in the field and attitudes of students who have not experienced a change after going through a learning process.

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