THE EFFECT OF INTERPERSONAL COMMUNICATION INTENSITY ACADEMIC COUNSELOR AND STUDENT LEARNING MOTIVATION IN STIKES MEGA REZKY MAKASSAR

Abdul Malik Iskandar

As a lecturer of STIKes Mega Rezky Makassar. State South Sulawesi Indonesia

ABSTRACT

Abdul Malik Iskandar. The Effective of Personal Communication Intensity of the Academic Counselor toward the Students Learning Motivation at STIKES Mega Rezky Makassar.

The purpose of the research is to find out (1) the Personal communication Intensity of the Academic counselor with the students at STIKes Mega Rezky Makassar, (2) The students learning motivation at STIKes Mega Rezky Makassar, (3) the effect of Personal communication intensity of the academic Counselor Toward the students Learning Motivation at STIKes Mega Rezky Makassar.

This research executed at STIKes Mega Rezky Makassar on March to May, 2010. The number of the population 580 students. The number of the sample 174 students. The technique of the sample is “proportional Sampling”, where the technique of taking sample is proportional consideration from number of population in the class, by using Monogram King Method by assumption the population per unit is not more than 2000 students. The data collecting methods are rating scale questionnaire, interview, and observation. The Hypothesis is examined by using the simple regression.

The result of the research shows that the description of interpersonal communication intensity of the Academic Counselor with the students in high category. And the description of the student learning motivation at STIKes Mega Rezky Makassar in high category. The Factors are caused by the success wish, interesting activity in learning, concerned with the future the competition wish in the class. There is the significant effect the interpersonal communication intensity toward the student learning motivation. Thus, for increasing the students learning motivation needed interpersonal communication between academic counselor and students should be done more active and serious, specially for academic matter of the students.

Key Words: Intensity, Interpersonal Communication, Academic Counselor, Motivation
INTRODUCTION

As humans beings social, people always want to connect with the others. They want to know their surroundings, even want to know what is going on inside of him. Curiosity forces the human need to communicate. In social life, people who have never communicated with the others will undoubtedly be isolated from their society. The Effect of the isolation will cause mental depression, and eventually people will lose balance (Cangara; 2007).

The effective communication is characterized by interpersonal relationships. Secondary communication failure occurs, if we understand the message, but the relationship between the communicant becomes damaged. "Effective Interpersonal communication includes many elements, but the interpersonal relationships perhaps most importantly," Anita Taylor et al wrote in Rahmat (2004: 119).

Education is communication within the meaning of that in the process involved two components consisting of human, namely teachers as communicators and learners as communicant. The difference between communication and education depend on the purpose itself or the effect which is expected. In terms of expected effects, communication is the general goal, while educational itself is the specific goals. Thus, communication between the student and academic counselor is a learning process because they have a clear goal and specific. This specificity is what gives rise to the term in the communication process - specific terms such as propaganda, information, and education indoctrination. In an atmosphere of classroom teaching and learning process is often involved face-to-face conversation between teachers and students, then there was the process of interpersonal communication. In interpersonal communication is expected to provide its own motivation in students, both internally and externally.

Teaching is essentially a process of communication, for the purpose, content, materials, teaching methods, media and tools used to evaluate the teaching method is communication activity (Ahmad, 1990). The communication process must be created and manifested through delivery and exchange messages by academic counselor and student can be delivered through face to face meeting The information Process between the faculty member and the students can be done both informally and informal or interpersonal communication.
The results of an interview with one of the faculty members explained that most students are not motivated to follow the learning process. At the time of giving the task some of the students did not complete the task on time. In fact there are some people who just copy the way 'copy and paste'.

Based on the fact that has been described that students are going to additional role to the teachers not only for teaching but also being advisors from their many problems. As a faculty mentor serves as a labor college friends in an effort to minimize the distance between teachers and students. The role of communication patterns in the form of such communication is interpersonal communication.

Interaction between teachers and students as the academic advisor is very important in order to direct and guide the students in the lecture. This interaction can be done when it is formed proximity and familiarity with student academic advisor.

According Purwanto (2006: 23) that one of the goals is to develop interpersonal communication motivation. Through interpersonal communication one can motivate others to do good and positive. Motivation is a strong push from within a person to do something. Basically, a person tends to do things because other people are motivated in different ways, such as providing intensive financial or nonfinancial, such as granting recognition or reward his performance and give to others.

Interpersonal communication is the communication between individuals between face-to-face that allows each participant capturing the reactions of others directly, both verbally and nonverbally. The special shape and interpersonal communication is dyadic communication involving only two people, such as a husband - wife, teacher - student, doctor-patient, faculty academic advisor - students and so on. Dyadic communication is interpersonal communication that takes place between two people who are communicators convey a message and another communicant receiving the message. The dialogue occurs in intense concentration on the communicant communicator that was it. These characteristics are the dyadic communication - communicating parties send and receive messages simultaneously and spontaneously, both verbally and nonverbally.
Interpersonal communication that occurs between the faculty as an academic advisor to the students is very important to direct, guide, help solve the problems that face it. Involvement of Academic Advisor for the student as a communicator is expected to be a medium to present a message to the communicant. Usually the Academic Advisor who is dominating in the communication process. The process of communication that occurs between Academic Advisors and students, there are usually the interference and the obstacles, because students often do not fully address the issues faced with the truth. This disorder happens to many students who are experiencing the problems, both academic and non-academic issues, or both issues in the campus and outside the campus.

Based on these problems, the authors are interested in research on the "Effect of intensity of interpersonal communication Academic Advisor for Student Learning Motivation STIKes Mega Rezky Makassar". With a focus on the issue: Is there any an effect between interpersonal communication intensity with academic counselor for student learning motivation at STIKes Mega Rezky Makassar?

LITERATURE REVIEW

1. Interpersonal Communication

Interpersonal communication is the communication that takes place between two or more people in person, as stated R. Wayne Pace in Hafied (2007) that "interpersonal communication is communication involving two or more people in a face to face setting."

By their the nature, interpersonal communication can be divided into two group, namely dyadic communication and small group communication. Communication is the process of students' communication takes place between two people in face to face situations. While the small group communication is an ongoing process of communication between three or more people in person.

Small group communication by many regarded as the type of interpersonal communication because: First, its members are involved in the communication process that takes place face to face. Second, the conversation takes place dismembered in which all participants can talk in the same position, in other words there is no single speaker who dominate the
conversation. Third, the source and receiver are difficult to identify. In situations like this all the members can act as a source and as a receiver.

An American communications scholar, MC-Croskey include communications equipment that uses air and light waves as well as telephone and telex as interpersonal communication channels. The channel is the means of conveyance of the stimulate the source creates the to the receiver. Channel include airwaves, light waves and the like "(Mc Croskey in Cangara, 2007: 34)

Eka (download 10/16/2008) says that interpersonal communication (between individuals) is the communication between people - the face-to-face participants let anyone catch the reactions of others directly, both verbally and nonverbally. The special shape and interpersonal communication is dyadic communication that only involves two people, such as doctors with patients, teachers and students, and so on.

According Purwanto (2006: 20) interpersonal communication is the communication between a person with others within a society or an organization (business and non-business), using certain communication media and comprehensible language (informal) to achieve a particular goal.

Based on this definition, there are at least four important things to consider, among other things: 1) Face to face (face to face) .2) Communications made by two or more persons. 3) Using a particular medium, such as telephone, mobile phone, or the language used is informal (non-standard), can use the local language, lingua franca, or a mixture. 4) The objectives can be personal (private) when communication occurs in a community, and for the execution of job duties when communication occurs in an organization.

Interpersonal communication is defined by Joseph A. DeVito in his book "The Interpersonal Communication Book". (Devito, 1989 in Effendy, 2003). "The process of sending and receiving messages between two people or among a small group of people, with some effects and some immediate feedback."

By definition DeVito, the interpersonal komunikaisi can take place between two people who are being both - be a pair as a couple that was having a conversation, or two people in a
meeting, for example, the presenter of one paper with seminar participants.

2. Motivation

According to Hamzah (2008: 3-4) that the term motivation comes from the word motive which can be interpreted as the power contained within the individual, which causes the individual to act or acts. Motive can not be observed directly but can be interpreted in behavior, such as excitement, encouragement, or a power appear a certain behavior.

Motifs can be divided into three kinds, namely (1) the biogenetic motif, ie motifs derived from an organism needs for continued life, such as hunger, thirst, the need for rest, sexuality, etc., (2) socio-genetic motive, namely developing a growing motif derived from the culture where people are located. So this pattern does not develop by itself, but is influenced by local cultural environment. For example, the desire to listen to music, eating chocolate cake, etc., (3) theological motif, the motif of man is a creature who has belief, so there is an interaction between humans and god, as in the daily worship and live up to the demands of his religion.

From the point sources that create patterns divided into two parts, namely the motive intrinsic and extrinsic motives. Intrinsic motives that do not require motifs onset stimuli from the outside because it already exists in individual itself, which is in line with their needs. While the extrinsic motives, motives that emerge due to stimuli from outside the individual, for example, in education there is a positive interest towards educational activities comes from seeing the benefits.

The nature of the basic motivation is the impetus that drives a person to act and behave. The drive is in a person who moves to do something that fits with the urge in him. Therefore, the act of a person based on a particular motivation to contain the theme according to the underlying motivation, (Hamza: 2008).

METHODS

Subject and Time of Research

This research will be carried out for students of Health Sciences Institute (Stikes) Mega Rezky Makassar, which is located on Jalan Antang Raya No. 43 Makassar, Sulawesi Selatan, Indonesia telephone (0411) 492401-496401
The research was executed for three months from March through May 2009. In that time period have done all phases of research ranging from observations, interviews, distributing questionnaires, data collection, data analysis, process consulting to research writing.

**Type of Research**

This type of research is the quantitative. The survey was conducted by selecting a sample population and that are targeted to the start of direct observation (observation), interviews (interview), to the questionnaire or the questionnaire as the main instrument of research. Direction of research has focused on the intensity of application of interpersonal communication academic adviser to students' learning motivate for students of STIKES Mega Rezky Makassar.

**Population and Sample**

1. **Population**

   The population in this study include two courses namely Nursing undergraduate Program S1 and Midwifery Diploma students STIKES Mega Rezky Makassar in the academic year 2006/2007 as many as 271 people, and the Academic Year 2007/2008 as many as 309 orang. So the total population of 580 people.

   **Source:** Academic affairs of STIKES Mega Rezky Makassar, 2009

2. **Sample**

   Withdrawal sampling technique used is the "Proportional sampling", by the sample determination techniques implemented with consideration of proportion (number of) classes in the population. Determination of the number of samples based on the method of monogram king assuming because of the number of population per unit of no more than 2,000 individuals (Bulaeng, 2000).

   Formulation of the sample research based monogram King with an error rate of 5% is as follows:

   \[ S = R \cdot N \]

   Description: \( S \) = Samples
N = 580 R = Ratio

R = 30% x 580 N = Total Population

= 174

Research Variables and Operational Definition

1. Research Variables

In this study, there are two variables that were examined, the independent variables and the dependent variable.

The independent variable (X) is the "Personal Communication with Intensity indicators: (1) frequency (2) duration, (3) Quality: Openness, Empathy, Support, Positive Sense, Equality, and the dependent variable (Y) is the motivation to learn the indicators: (1) the desire to succeed, (2) encouragement for learning, (3) the hopes and aspirations of the future, (4) appreciation of learning, (5) are interesting in learning activities, (6) a conducive environment.

2. Operational Definition of Variables

1. Intensity of Interpersonal Communication

What is meant by the intensity of interpersonal communication in this study were scores of interpersonal communication between the Student Academic Advisor as child guidance, which is an indicator of the size of the frequency, duration, and quality of openness, empathy, support, positive sense, equality and equity. Frequency is going to measure the level of communication frequency, quality is the quality of the message, which is associated with advisory or not, the duration is the length of the meeting devoted communication.

2. Motivation to learn

Motivation in question in this research is that students' motivation score was developed based on the following indicators: (1) the desire to succeed, (2) encouragement for learning, (3) the hopes and aspirations of the future, (4) the award in learning, (5) are interesting in learning activities, (6) a conducive environment.
Data Collection and Analysis Techniques

Data collection techniques used in this research is to use Scale Rating / Rating Scale, questionnaires, observations and interviews. The data obtained in this study were analyzed using two methods of analysis, namely: Descriptive Analysis and Inferential Analysis.

Result of the Research

The results of the data analysis are presented in the following table statistical hypothesis testing in research carried out by using simple regression analysis. This analysis was used to examine the effect of independent variable intensity of interpersonal communication on the dependent variable is the motivation to learn.

From the output, the conclusions that can be expressed below:

1. Correlation coefficient is 12:12. This value can be interpreted that there is an influence of interpersonal communication intensity Academic Advisor to the motivation to learn in Stikes Mega Rezky Makassar.

2. Coefficient of determination is 0.025 with an adjusted R Square of 0010. To assess the goodness of the model will be better when using the value of the adjusted coefficient of determination (Adjusted R Square), because it provides a better comparison with other determination coefficient equal to the number of variables. The adjusted coefficient of determination also provide a smaller bias, especially in the regression equation with a large number of independent variables. From the output shown that the value of the adjusted coefficient of determination is equal to 0010, which means that any changes or variations of motivation can not be explained by a change or variation of the variable intensity of interpersonal communication. There is a 99.90 percent variable learning motivation changes caused by other variables.

3. To test the overall regression equation, based on the value of F count. On output, the value of F count is equal to 1016 with significant F value is 0. when compared with the value of F table values obtained 0455. It appears that the value of F count is greater than the value of F table. Thus Ho is rejected and Ha accepted and meaningful contribution of independent variables significant in predicting the dependent variable.
4. Regression equation shown in Table An ova Output Coefficient column where the value of the intercept of 66.10 while Coefficient Motivation 0129. thus the regression equation of value interpersonal communication \( Y = 66.10 + 0.129X \). To test the significance of the regression equation we can see the \( t \) value of each coefficient and \( P \) value. From the results of the output shows that the \( t \) value is a constant coefficient of 10 269 with a \( P \) value of 1.35. when compared to the value of count on negligent.

**Discussion of Research Findings**

The research hypothesis suggests that there is a significant influence on the intensity of interpersonal communication motivation of students. It means that students who have a propensity to learn with high motivation influenced by personal communication from academic counselor.

Motivation can be classified into two: (1) intrinsic motivation, internal motivation is arising from within one's own self, such as the system of shared values, hopes, interests, goals, and other aspects that are internally attached to a person, and (2) extrinsic motivation, the external motivation that comes from outside one's self, such as grade-school environment, the rewards in the form of a gift (reward), even fearing the punishment (punishment) is one of the factors that influence motivation).

Observations during the lecture authors found that most teachers still seem less eager to provide guidance to students. There are some professors that more active off campus, some are only present when there is at teaching.

Lecturers were lazy due to the absence of incentives that appeal to him. Incentives to boost meaningful for lecturers. Certain people behave because they want to get something.

In addition to incentives for faculty members, students also need an incentive in the form of awards or honors. Praise lecturers show appreciation and attention to students. students are often hungry for attention and like praise. So rather than paying attention when students do not learn the way of angry and derogatory comments just students, would be more effective teacher attention directed at something that fosters self-confidence and willingness to seek information.
For example, the A at the moment can not answer well, maybe tomorrow she will be presenting this information more fully.

Often positive incentives as above is less potent and even to profit change for students. If that is the case then the teacher should see conditions allow. If conditions force teachers should use negative incentives then it must be the type of incentives that are intended to avoid acquiring unpleasant incentives. For example, the A did not do the work and not because she can not but because I was lazy, then the incentives that can be given is telling him to do the work but in a more servings to catch up. In this condition the faculty expertise necessary to see the character of students. If the character is understood that teachers will provide appropriate incentives.

**Conclusion**

1. The description of Interpersonal communication intensity level between Student with Academic Advisor at STIKES Mega Rezky Makassar is high category. The results of the high category is obtained based on the calculation of the average of all interpersonal communication intensity scores were developed from many kind of questions according to indicators of the intensity of interpersonal communication.

2. Description of the level of student motivation in STIKES Mega Rezky Makassar is also in the high category. The results of the high category based on the results of the calculation obtained an average of all scores of motivation developed in accordance with the indications of kinds of question the motivation to learn. Factors that lead to higher motivation because of the desire to succeed, the urge to learn, the ideals - ideals and expectations of the future.

3. There is a significant effect of the intensity of the Academic Advisory Interpersonal communication on student learning motivation in STIKES Mega Rezky Makassar. Thus, they are needed to increase student motivation to learn effective interpersonal communication, especially communication woke up with the academic problems experienced by students.

**Suggestion**

1. For lecturers as academic advisors are expected to be more active in building interpersonal communication with the students as well as students are expected to be more active also consult with advisers academic academies issue. As a lecturer is expected to develop its role
as a parent of students in this state going to wake up the expected role (role expectation) and the skills of the role (role skill).

2. For the students are expected to not be reluctant to communicate with teachers, especially in academic matters, because the experience of lecturers can provide guidance so that students can increase their motivation to learn.

3. Since there is a significant influence on the intensity of interpersonal communication motivation of students. So the faculty members of STIKES Mega Rezky Makassar more attention or build interpersonal communication with students in conjunction with increasing learning motivation.

REFERENCES


