

P-ISSN : 2716-5132
E-ISSN : 2723-0783

INTERPERSONAL COMMUNICATION RELATIONSHIP AND EMOTIONAL INTELLIGENCE WITH TEACHER ACHIEVEMENT MOTIVATION IN MTs STATE REGENCY OF LANGKAT

Candra Wijaya¹, Nurika Khalila Daulay², M. Ismail Tumbor Sihotang³

¹State Islamic University of North Sumatra, Medan, Indonesia

²State Islamic University of North Sumatra, Medan, Indonesia

³State Islamic University of North Sumatra, Medan, Indonesia

Corresponding author :

candrawijaya@uinsu.ac.id, nurikakhaliladaulay@uinsu.ac.id, tumborsihotang1991@gmail.com

ABSTRACT

This study aims to determine the relationship between interpersonal communication and emotional intelligence with teacher achievement motivation at MTs Negeri Stabat Langkat Regency. The formulation of the problems posed in this study are: 1) Is there a relationship between interpersonal communication and teacher achievement motivation at MTs Negeri Stabat Kab. Depart? 2) Is there a relationship between emotional intelligence and teacher achievement motivation at MTs Negeri Stabat Kab. Depart? 3) Is there a relationship between interpersonal communication and emotional intelligence with teacher achievement motivation at MTs Negeri Stabat, district. Depart? The type of research used is quantitative using a correlational approach, namely research that seeks to see the relationship between variables. The study population was all teachers of MTs Negeri Kab. Langkat numbered 41 people. Because the population is 41 people, the entire population is used as a research sample and is called *total sampling*. Data were analyzed using data analysis techniques with multiple linear regression. After the research data were analyzed, the following results were obtained: 1) There is a positive and significant relationship between teacher interpersonal communication (X_1) and teacher achievement motivation (Y) at MTs Negeri Stabat with a strong correlation level at the correlation coefficient value of 0.717. Meanwhile, the value of the ridge strength that occurs between the two variables is 0.717 or 71.7%. 2) There is a positive and significant relationship between teachers' emotional intelligence (X_2) and achievement motivation (Y) at MTs Negeri Stabat with a strong correlation level at the correlation coefficient value of 0.704. While the value of the strength of the relationship that occurs between the two variables is 0.704 or 70.4%. 3) There is a positive and significant relationship between teacher interpersonal communication (X_1) and teacher emotional intelligence (X_2) with teacher achievement motivation (Y) at MTs Negeri Stabat at a correlation level of 0.717. Meanwhile, the value of the strength of the relationship that occurs between the two variables is 0.717 or 71.7%. Thus it can be concluded that there is a positive and significant relationship between interpersonal communication and teachers' emotional intelligence with teacher achievement motivation at MTs Negeri Stabat Kab. Leave. This means that the higher the interpersonal communication and emotional intelligence of the teacher, the better the achievement motivation of the teacher.

Keywords: *Interpersonal communication, emotional intelligence, achievement motivation.*

INTRODUCTION

Teachers are professional educators with the main task of educating, teaching, guiding, assessing and evaluating students in formal education, basic education and secondary education who play a major role in implementing functions and efforts to achieve national goals. According to Sagala (2011: 21) teachers are all people who are authorized and responsible for the education of students, either individually or classically, at school and outside of school. It must be admitted that the desire of teachers

to show good performance is not all the same. Many teachers by nature do not have a deep desire to teach. So that it can be ascertained that the teacher is only teaching but has no achievement or excellence in teaching. The results of interviews with researchers to several teachers at Madrasah Tsanawiyah Negeri Stabat Kab. Langkat, concluded that the achievement motivation of some teachers is still low because the principal is still not maximal and is still trying to provide support, encouragement, or motivation and direction for teachers to be able to achieve. For example, in sending teachers with achievement at the provincial level. The school principal does not explicitly appoint the teacher who will represent the school in the outstanding teacher competition. The leadership of the principal has not supervised the teacher as his subordinate and to adapt to changes for future success such as arousing enthusiasm, inspiring others, respecting and being admired by his subordinates. Teachers' achievements at Madrasah Tsanawiyah Negeri Stabat, Langkat Regency have not been as expected, such as making innovations for learning. This is because the principal's leadership is not optimal. Principals pay less attention to the characteristics of teachers, this is due to the limited time the principal works alone without the assistance of representatives and staff so that time to understand the characteristics of subordinates is less. However, the demands for increasing teacher competence have not been met according to the expected standards, because there are still many teachers who have not been able to keep up with technological developments in an effort to carry out the learning revolution. The success of education in schools is very much determined by the success of a school principal in managing the teaching and education staff available at the school.

An important factor that also affects teacher achievement is the leadership of the principal, namely the way a leader influences the behavior of subordinates so that they are willing to cooperate and work productively to achieve organizational goals. The principal is the leader who is one of the components of education that is influential in increasing teacher motivation in achievement. The results of the research by Aihua Tao and Xing Li (2014: 122) state that the teaching reform of the history of psychology teachers is very helpful for increasing achievement motivation and student personality. Increasing student achievement motivation lies in the method. Abdullah (2014: 150) the desire of teachers to be serious in carrying out their duties can be seen, namely: (1) doing work in an innovative way; (2) have a hard working attitude; (3) likes challenges; (4) is responsible for the work; (5) dare to take risks. All of these teachers' desires are very good and noble to educate their students to achieve achievements in the intracurricular and extracurricular fields. So teacher achievement motivation is an impetus that arises by stimuli from within and from outside so that someone wants to make changes in behavior / activities that are better and increase. Colquitt (2009: 125) describes that achievement motivation is influenced by factors that include organizational culture, organizational

P-ISSN : 2716-5132
E-ISSN : 2723-0783

structure, leadership style and behavior, leadership power and influence. influence), communication (communication), personal and cultural values (personality and cultural values), abilities (abilities). As a factor that indirectly affects personality and cultural values is emotional intelligence. Based on the expert's opinion, various factors can be seen that can determine teacher achievement motivation. Opinions regarding the determinants of teacher achievement motivation have encouraged researchers to conduct research on teacher achievement motivation models seen from interpersonal communication and teacher emotional intelligence. Every teacher needs to establish harmonious relationships and cooperation with other teachers to achieve certain goals. When we are at work, interpersonal communication is needed as an effort to maintain the quality of human relationships, both internal and external. According to Aw (2011: 91) interpersonal communication is communication made with other people and is a method of communication that is often used by humans at work, socializing and in society.

Good interpersonal communication can lead to the creation of synergistic cooperation. This means that interpersonal communication can lead to the formation of cooperation, and in the next turn it can function to maintain the quality of the cooperation. Of course to be able to design and implement interpersonal communication requires communication skills or skills. When the teacher communicates, emotional also affects the message to be conveyed. According to Aw (2011: 33) emotional atmosphere is one of the factors that can influence the level of positive interpersonal relationships. The harmony of the emotional atmosphere when communication is taking place, is indicated by relevant expressions. Research results Tiur Asi Siburian (2013: 137) stated that: more effective interpersonal communication, organizational culture, job satisfaction and higher achievement motivation , the higher the interpersonal communication teacher at Humbang Hasundutan High School. Therefore, to optimize high school teacher affective commitment, there is a need to increase the effectiveness of interpersonal communication, organizational culture, job satisfaction and achievement motivation. Ginanjar (2007: 5) says that emotional intelligence is activating our deepest values, then changing them from something we think about to something we live. The heart knows things the mind cannot know. The heart is a source of energy and deep feelings that demand that we learn, collaborate, lead and serve. Furthermore, Ginanjar (2007: 6) divides the indicators of emotional intelligence, namely: 1) elements of conscience; 2) self-awareness; 3) motivation; 4) work ethic; 5) confidence; (6) integrity; 7) commitment; 8) consistency; 9) persistence; 10) honesty; 11) durability; 12) openness. So the heart is a source of energy and deep feelings that require us to learn to work together, lead and provide the best service. Explanations and descriptions of the background to the problem must be studied by linking to carry out research on "The Relationship of Interpersonal

P-ISSN : 2716-5132
E-ISSN : 2723-0783

Communication and Emotional Intelligence with Teacher Achievement Motivation at Madrasah Tsanawiyah Negeri Stabat, Langkat Regency".

RESEARCH METHODOLOGY

This research method is a quantitative descriptive correlational study by describing: (1) the relationship between interpersonal communication and achievement motivation, (2) the relationship between emotional intelligence and achievement motivation, and (3) the relationship between interpersonal communication and emotional intelligence together with achievement motivation. Source of data in this study are teachers MTs Stabat District langkat North Sumatra Province , d ith the number of samples in this study as many as 41 people. Descriptive statistics were used to describe the data for each variable. The use of descriptive statistics aims to find the highest, lowest, mean, median, mode and standard deviation scores, then compiled a list of frequency distributions and in chart form. Furthermore, it is used to determine the tendency of each formula variable used according to Sudjana (2005: 18).

RESULT AND DISCUSSION

CONCLUSION

REFERENCE

- Ahmadi, Abu and Ahmad Rohani. 1991. *Guidance and Counseling in Schools* . Jakarta: Rineka Cipta.
- Agustian, Ary Ginanjar. 2005. *The Secret to Success in Building Emotional and Spiritual Intelligence ESQ*. Jakarta: Arga Publishing.
- Arikunto, Suharsimi, and Cepi Safruddin Abdul Jabar. 2014. *Evaluation of Educational Programs: Practical Theoretical Guidelines for Students and Educational Practitioners*. Jakarta: Earth Literacy.
- Astuti, Retno Dwi. 2016. "Classroom Teachers' Understanding of Social Personal Guidance Service Materials for Isolated Students", in the *Journal of Teacher and Elementary School Education*, Vol. XXI, No. 5.
- Asti, Putri, Jenny Ratna Seminar, and Agus Rahmat. 2018. "Construction of the Identity of Counseling Guidance Teachers as Educational Communicators", in the journal *Communication Studies*, Vol. VI, No. 1.
- Ferdiansyah, Muhammad. 2013. "The role of homeroom teacher in the implementation of counseling guidance and its impact on the handling of students with problems", in the *Counselor Journal*, Vol. II, No. 1.

- Goleman, Daniel. 1996. *Emotional Intelligence*, trans. T. Hermayana. Jakarta: Gramedia Pustaka Utama.
- Kasman, Rusdi. 2013. "Personal-Social Guidance Program to Improve Students' Moral Intelligence (Development Study at Public Senior High School 1 Setu Bekasi), in the *Psychopedagogia Journal: Guidance and Counseling Journal*, Vol. II, No. 1.
- K. Sulfikar. 2019. "The Concept of Personal-Social Guidance in Developing Positive Attitudes of Students", in *Islamic Counseling Journal*, Vol. III, No. 2.
- Lubis, Saiful Akhyar. 2017. *Islamic Counseling in the Pesantren Community*. Bandung: Citapustaka Media Perintis.
- Mustajab, Rahmad. 2018. "Counseling Guidance Teacher Strategies in Developing Students' Emotional Intelligence through Improving Counseling Services at Pelepat Hilir Junior High School", in the *Journal of Educational Experts*, Vol. XVI, No. 2
- Noviati, Nur Pratiwi, and Sri Hartati. 2009. "Counseling as an Effort to Improve Transformational Leadership", in the *Journal of Psychological Intervention*, Vol. I, No. 1.
- Rahma, Wahyuni. 2017. "The Effect of Using *Window Shopping* Cooperative Methods on Classical Guidance Participation", in the *Indonesian Education Research Journal*, Vol. II, No. 2.
- Sihabuddin, Mukh. 2015. "The Role of Parents in Student Counseling Guidance", in the *Journal of Education*, Vol. III, No. 2.
- Prasetyaningtiyas, Noviana, Sugiharto Suharso. 2012. "Barriers to BK Services Outside Class Hours and Efforts to Overcome Them in SMA Kabupaten Brebes". In the *Indonesian Journal Journal of Guidance and Counseling*, Vol. I, No. 2.
- Syafaruddin. 2017. *Educational Organizational Management: Science and Islamic Perspectives*. Medan: Perdana Publishing.
- Sukardi, Dewa Ketut. 2000. *Introduction to Guidance and Counseling Program Implementation in Schools*. Jakarta: Rineka Cipta.
- Winkel, WS 1997. *Guidance and Counseling in Educational Institutions*. Jakarta: Grasindo.
- Yusuf, Syamsu. 2004. *Developmental Psychology of Children and Adolescents*. Bandung: Rosdakarya.

About the Author

Andi Suhendra Siregar is a teacher and education practitioner and is continuing his studies at the magister level at the State Islamic University of North Sumatra.