



THE EFFECT OF TEACHER COMMUNICATION ABILITY AND LEARNING MOTIVATION ON STUDENT LEARNING OUTCOMES IN ECONOMIC LESSONS FOR CLASS XI IPS SMA EKASAKTI IN PADANG ACADEMIC YEAR 2015/2016

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ABSTRACT

This research was motivated by the problem of the low learning outcomes of Economics subjects of class XI Social Sciences at SMA Ekasakti Padang, where 42.11% got learning outcomes under the Minimum Completeness Criteria, namely 78 with a range of 0-100. The purpose of the study was to reveal the influence of teacher communication skills and students' learning motivation towards the learning outcomes of the Economics subject of class XI Social Sciences at SMA Ekasakti Padang. The results of data analysis show: (1) Teacher communication skills have a significant and positive effect on student economic learning outcomes at SMA Ekasakti Padang as seen from $\text{sig } 0.046 < 0.05$ (2) Motivation to learn has a significant and positive effect on student economic learning outcomes at SMA Ekasakti Padang. seen from $\text{sig } 0.039 < 0.05$. (3) Teachers' communication skills and learning motivation together have a significant and positive effect on economic learning outcomes for Ekasakti Padang High School students, as seen from $\text{sig } 0.008 < 0.05$. So it can be concluded that the teacher's communication ability and learning motivation affect learning outcomes, the higher the teacher's communication skills in the teaching and learning process and the better the learning motivation, the higher the learning outcomes.

Keywords: Teacher Communication Ability, Student Learning Motivation, Learning Outcomes

INTRODUCTION

Education is an absolute necessity for all human beings, with human education having the knowledge, values and attitudes in acting to support the growth and development needed by themselves, society, nation and state. In accordance with the National Education Goals No. 20 of 2003 concerning the National Education System states:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence personality, noble character and skills needed by themselves, society, nation and state".

Therefore, the teaching and learning process is an activity where teachers and students have an equal role in achieving learning objectives, especially the achievement of good learning outcomes. In order for the learning process to produce the expected results, both students and teachers need to have the attitudes, abilities, willingness and skills that support learning outcomes.

The low student learning outcomes that cause the factors that influence a person's learning outcomes are classified into factors from within students, namely physiological and psychological factors as well as factors from outside students, namely social and non-social factors.

Based on interviews that the author conducted with the economics subject teacher at SMA Ekasakti Padang, the authors found several phenomena regarding teacher communication in the learning process, such as the lack of communication between teachers and students in the ongoing learning process, the presence of students talking to each other with their classmates, even there are students who work on assignments in other subjects during the economics lesson when the teacher is explaining the learning material.

Another factor that affects learning outcomes is learning motivation, learning motivation is feelings/wills/desire that affect willingness/individual so that they want to behave and act well. Thus, it can be said that learning motivation is basically feelings and desires that encourage people to act and work hard. in order to achieve the goals to be achieved.

Based on the background described above, the researcher is interested in knowing how the teacher's communication skills and learning motivation are during the teaching and learning process in economics subjects. Based on the observations above, the researcher is interested in researching this problem with the title "The Influence of Teacher Communication Skills and Student Learning Motivation on Learning Outcomes of Economic Subjects for Class XI Social Sciences at Ekasakti High School in Padang in the academic year 2015/2016".

METHOD

The type of research used in this study is a descriptive correlational type of research. According to Arikunto (2010:313) "correlational descriptive is a study designed to determine the level of the relationship between variables, where variables are everything in any form determined by the researcher to be studied in order to obtain information about it, then draw conclusions" .

The population in this study were all students of class XI IPS SMA Ekasakti Padang as many as 38 students who were divided into 2 classes.

Based on the above opinion and considering the number of class populations taken for research are far below one hundred, the researchers took action to use the census method, namely all populations were sampled because the population was small.

RESULTS AND DISCUSSION

Overview of the Research Site

Ekasakti High School is part of the educational facilities under the management of the Indonesian Higher Education Foundation, with the Deed of Establishment No. 65 / YPTI, January 15, 1975. Besides other educational facilities such as Kindergarten Education and Higher Education, Ekasakti University. The Foundation's commitment is to improve the quality of SMA Ekasakti by completing facilities and infrastructure that can support the smooth teaching and learning process in accordance with the curriculum set by the government, with the Decree of Establishment: No. B / 130 / 1 / Menp, January 21, 1979.

Research Results

1. Descriptive Analysis of Percentage

The data obtained from filling out the questionnaire was then analyzed through two stages, namely descriptive analysis of percentages and inferential statistical tests. Descriptive percentage analysis aims to provide an explanation of each variable while inferential statistical tests are used to test hypotheses.

Table 1. Descriptive Statistics of All Indicators of Teacher Communication Ability

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Kemampuan_Komunikasi	38	62	89	77.84	7.243	52.461
Valid N (listwise)	38					

Table 2. Descriptive Statistics of All Learning Motivation Indicators

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Motivasi_Belajar	38	71	103	86.47	9.734	94.743
Valid N (listwise)	38					

Table 3. Descriptive Statistics of Learning Outcomes (Y) of Students in Economics Subject at Ekasakti High School, Padang

Statistics		
Hasil_Belajar		
N	Valid	38
	Missing	0
Mean		74.95
Median		75
Mode		73
Std. Deviation		3.187
Variance		10.159
Minimum		70
Maximum		84

Table 4. Distribution of Student Learning Outcomes

Hasil_Belajar					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	5	13.2	13.2	13.2
	73	11	28.9	28.9	42.1
	75	10	26.3	26.3	68.4
	77	1	2.6	2.6	71.1
	78	8	21.1	21.1	92.1
	80	2	5.3	5.3	97.4
	84	1	2.6	2.6	100
	Total	38	100	100	

2. Data Analysis
 - a. Normality test

Normality test is a test of the normality of the data distribution. This test uses the Kolmogorov-Smirnov method with $\alpha = 0.05$. If the significant level is greater than $\alpha = 0.05$, then the data is normally distributed. Meanwhile, if the significant level is smaller than $\alpha = 0.05$, then the data is not distributed normally.

Table 5. Normality Test

		One-Sample Kolmogorov-Smirnov Test		
		χ_1	χ_2	Y
N		38	38	38
Poisson				
Parameter	Mean	77.84	86.47	74.95
ab				
Most	Absolute	0.122	0.098	0.268
Extreme	Positive	0.095	0.094	0.256
Difference	Negative	-0.122	-0.098	-0.268
s				
Kolmogorov-Smirnov	Z	0.75	0.602	1.35
Asymp. Sig. (2-tailed)		0.627	0.862	0.058
a. Test distribution is Poisson.				
b. Calculated from data.				

From table 5, it can be seen that each of the data variables, namely communication skills (X1), learning motivation (X2) and learning outcomes (Y) are distributed normally, because the significant level is greater than = 0.05. From the table obtained Asymp. Sig. (2 tailed) Sig X1 = 0.627, X2 = 0.862 and Sig Y = 0.058, so it can be concluded that the significance value of all variables is greater than alpha 0.05.

b. Homogeneity Test

Homogeneity test is a test carried out to see whether the data obtained comes from a homogeneous sample. The homogeneity test of the population variance was carried out by using the homogeneity of variance test.

Table 6. Homogeneity Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
X1	4.164	10	18	0.984
X2	3.735	10	17	0.739

Based on table 6, it is known that the significance for each variable is greater than the 0.05 significance level, namely for X1 of 0.984 and X2 = 0.739. Based on this score, it can be said that the distribution of data comes from a homogeneous sample and fulfills the requirements for further analysis.

c. Multicollinearity Test

Regression models that have multicollinearity cases are those that have a variance inflation factor (VIF) value greater than 10 (ten). The following is a summary of the independent analysis between the independent variables:

Table 7. Multicollinearity Test

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	X_1	0.994	1.006
	X_2	0.994	1.006

Based on table 7, it can be seen the results of the calculation of the VIF and tolerance values. The VIF value for the communication ability variable (X1) is 1.106 and the VIF value for the learning motivation variable (X2) is 1.106, then the tolerance value for the X1 variable is 0.994 and X2 is 0.994.

d. Multiple Regression Analysis

Hypothesis testing in this study used multiple regression analysis with the independent variables being teacher communication skills (X1) and learning motivation (X2) and the dependent variable being learning outcomes (Y).

In the analysis, the regression coefficients for the formation of the regression equation were obtained, the multiple correlation coefficients were tested for significance by testing the F test and the partial correlation coefficients were tested for significance using the t test.

Table 8. Regression Analysis of Teacher Communication Ability and Learning Motivation

Keterangan	Hasil Analisis
Konstanta	21.352
Koefisien regresi kemampuan komunikasi	0.155
Koefisien regresi motivasi belajar	0.108
Fhitung	4.031
R	0.325
R ²	0.216
T Kemampuan Komunikasi	1.939
T Motivasi Belajar	2.139
r Parsial kemampuan komunikasi	0.079
r Parsial motivasi belajar	0.079

From table 8 above, the multiple linear regression model can be formulated as follows:

$$Y = a + bX_1 + bX_2 + e$$

$$Y = 21,352 + 0,155X_1 + 0,108 X_2 + e$$

Every 1 point increase in communication will be followed by an increase in learning outcomes of 0.155 and every 1 point increase in learning motivation will be followed by an increase in learning outcomes of 0.108.

3. Hypothesis Test

a. First Hypothesis

Based on data processing, it can be seen that the tcount for the communication ability variable (X1) is $1,939 > t_{table} 1,684$ (sig $0,046 < 0,05$), then H_a is accepted. Thus, it can be concluded that the teacher's communication skills have a positive and significant effect on economic learning outcomes for students in class XI IPS SMA Ekasakti Padang.

b. Second Hypothesis

Based on data processing, it can be seen that the tcount value for the learning motivation variable (X2) is $2.139 > t_{table} 1.684$ (sig $0.046 < 0.05$), then H_a is accepted. Thus, it can be concluded that learning motivation has a positive and significant effect on economic learning outcomes for students in class XI Social Sciences at SMA Ekasakti Padang.

c. Third Hypothesis

Based on data processing, it can be seen that the F-count value is 4.031 (Sig $0.008 < 0.05$), meaning that together there is a significant influence between teacher communication skills (X1) and learning motivation (X2) on student learning outcomes (Y). If the value of the F-count is compared with the F-table, the F-count value is $>$ from the F-table ($4.031 > 2.69$). This means that the proposed hypothesis can be accepted, the teacher's communication skills and learning motivation together have a positive and significant influence on the learning outcomes of Economics subjects.

d. Determinant Coefficient (R²)

Based on data processing, it can be seen that the R Square value is 0.216. The results of the R Square above indicate that communication skills and learning motivation contribute to the value of student learning outcomes by 21.60%, while the remaining 78.40% is contributed by other factors not examined in this study.

Discussion

1. The Effect of Teacher's Communication Ability on Learning Outcomes in Economics in Class XI Social Sciences at SMA Ekasakti Padang

The purpose of the first study was to determine the effect of teacher communication skills on student learning outcomes at SMA Ekasakti Padang. From the results of the first hypothesis test that has been carried out, it can be seen that the teacher's communication skills have a significant and positive effect on the learning outcomes of Economics students at SMA Ekasakti Padang with a sig value of $0.046 < 0.05$, so the hypothesis is accepted.

The results of this study are in line with research conducted by Risky Akbar (2012), which states that there is a significant influence between teacher communication skills on economic learning outcomes in Class XI students majoring in Social Studies at SMA

Adabiah Padang with sig. 0.000 <0.05 with the influence of the teacher's communication ability variable of 37%.

2. The Effect of Learning Motivation on Learning Outcomes in Economics in Class XI Social Sciences at SMA Ekasakti Padang

The second research objective was to determine the effect of learning motivation on student learning outcomes at SMA Ekasakti Padang. From the results of the second hypothesis test that has been carried out, it can be seen that learning motivation has a significant and positive effect on student learning outcomes in Economics subjects at SMA Ekasakti Padang. with a sig value of 0.039 < 0.05 then the hypothesis can be accepted.

The influence of learning motivation is in line with research conducted by Furqan Hanif (2006) entitled The Effect of Family Economic Ability and Student Learning Motivation on Economic Learning Outcomes of Class XI IS SMA Negeri 12 Sijunjung. The results of his research stated that there was a significant influence between learning motivation on students' economic learning outcomes with sig 0.000 <0.05.

The results of this study are also in line with the theory of Dimiyati (2009:239) which states "weak motivation can weaken learning activities and make the quality of learning outcomes low". Furthermore, Hamalik (2008:164) states "motivation determines the level of success or failure of student learning actions".

3. The Influence of Teacher Communication Skills and Learning Motivation on Learning Outcomes in Economics in Class XI Social Sciences at SMA Ekasakti Padang

The third research objective was to determine the joint effect of teacher communication skills and learning motivation on student learning outcomes at SMA Ekasakti Padang. This study shows that there is a jointly significant effect between teacher communication skills and learning motivation on student learning outcomes (the hypothesis is accepted). In other words, the variables of teacher communication skills and learning motivation can be used as good and real factors to determine or contribute to learning outcomes.

The results of the multiple regression analysis have a coefficient value (R Square) of 0.216. Thus it can be interpreted that the variables of teacher communication skills and learning motivation if tested simultaneously then the effect on learning outcomes is 21.60%, and the remaining 78.60% is contributed by other variables not examined in this study. Other variables that were not examined were internal factors (health, intelligence, interests) and external factors (family and community environment).

CONCLUSIONS

Based on the results of research and discussion, conclusions that can be drawn from the influence of teacher communication skills and learning motivation on economic learning outcomes of Ekasakti Padang High School students are as follows:

1. Teacher communication ability and learning motivation simultaneously affect the economic learning outcomes of Ekasakti Padang High School students with the contribution level of

the two independent variables to the dependent variable being 21.60% and the remaining 78.40% influenced by other factors not discussed in this research.

2. Teacher communication skills have a positive and significant effect on student learning outcomes. The results of this study indicate that the better the teacher's communication skills, the better the economic learning outcomes of Ekasakti Padang High School students.
3. Learning motivation has a significant effect on student economic learning outcomes. The results of this study indicate that the higher the student's learning motivation, the higher the student's economic learning outcomes at Ekasakti Padang High School will be.

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