

THE EFFECTIVENESS OF NON-VERBAL COMMUNICATION IN IMPROVING STUDENTS' LEARNING MOTIVATION AT SMP DWIJENDRA DENPASAR

I Made Sutika¹, I Made Astra Winaya², Ida Ayu Putu Sri Mas Sunariyanti³

^{1,2,3}Dwijendra University , Denpasar, Indonesia

¹madesutika61@gmail.com

²astrawinayadwijendra@gmail.com

³dayusrimassunariyanti@gmail.com

ABSTRACT

The realization shows that the students' learning motivation can be considered as low which has been caused by students' boredom, the presentation of material is less interesting, and they lead to students' learning achievement. One of teacher efforts to improve students' motivation is the implementation of effective non-verbal communication in learning process. This research aims at analyzing the effectiveness and correlation between non-verbal communication and students' learning motivation at SMP Dwijendra Denpasar. This research implemented show-ball sampling non discriminative exponential; the data collection has been started from minor to major data. The first subject gave relevant reference until the data were met in total of 71 sample. Technique of data collection implemented was questionnaire. The result of descriptive analysis of the questionnaire of the implementation of non-verbal communication can be categorized as effective and fairly motivated. The effectiveness or correlation of non-verbal communication towards learning motivation was analyzed product moment (r) test with confident interval amounted of 95% or significance level amounted of 0,05 using SPSS 25. $r_{count} = 0.840$ and sig. value = $0,00 < \alpha = 0,05$. It can be concluded that non-verbal communication was effective and correlated to improve students' learning motivation at SMP Dwijendra Denpasar. This research contributes the statement on teacher's ability in implementing non-verbal communication effectively can improve students' learning motivation.

Keywords: Non-verbal communication, Students' learning motivation

1. INTRODUCTION

In the whole process of education, learning activities are the main or core activities, because education is obtained by students through the learning process (Simorangkir, et, 2014). Learning is not only seen as gaining knowledge but it should be seen as a process of changing personal behavior as a whole to get the new responses needed to interact with the environment efficiently.

Many factors affect effectiveness in the learning process because it is a system, one of them is the teacher (Vanessa Sucia, et, 2016). The teacher in presenting material in less systematic, monotonous techniques, did not activate his psychomotor movements would be caused students' less motivation in the learning process (Akhmad Munaya Rahman, et, 2019, Winaya, 2019). The communication skills of a teacher in stimulating students are very important to master in the learning process to increase students' motivation (Mohamad Abdi, 2018). This is in line with Skinner's view of operant conditioning theory (in Damyati, Mudjiono: 2006) stated that in arranging learning programs the important thing to pay attention is

the selection of discriminatory stimuli and the use of reinforcement (Khairul Nisa, and Sujarwo , 2021). This means that strengthening the stimulus and response in increasing learning motivation is carried out by selecting a variety of stimuli by activating psychomotor movements so that students can anticipate boredom in the learning process (Winaya, 2020).

In relation with improving the students' learning motivation, one of the competencies that the teachers need to have is the ability to apply non-verbal communication (Tri Indah Kusumawati, 2016). According to Boove, Thill (in Sri Haryani, 2001) non-verbal communication is a collection of terms, gestures, intonation, attitude and so on that make it possible to communicate. Non-verbal communication classify are hand condition, head gesture, physical appearance, leg position, facial expression, facial gaze, touch, paralanguage, physical appearance, smell, spatial orientation and personal movement (Redi Panuju, 2018). In accordance with this as a teacher, varying body gestures in the learning process will be able to strengthen the stimulus and response relationship therefore they are correlated effectively in increasing students' learning motivation (Zafar Sidik, and A Sobandi, 2018).

The theory underlying this research is the stimulus response theory (S – R), this response stimulus assumes that this behavior will be understood through an analysis of the stimuli given and could influence the reactions occurred. According to Skinner (in Harfied Cangara, 2016) stated that the importance of the elements of stimulus (stimulus) and response (response) if an organism is stimulated by an external stimulus then people tend to react. In learning behavior there is a close relationship between behavioral reactions and the stimulus. The strength of the stimulus will affect effectively the response made by the organism (Sriwidodo, et, 2010).

The strength of the stimulus here is the teacher's ability in the learning process using non-verbal communication so that student responses become stronger, namely the strength of student motivation in learning activities. (Firdaus, et, 2020). Verbal and non-verbal communication, although the two forms are different, in practice complement and complement each other (Bambang Kristianto Wibowo, et, 2013). Newspapers and magazines will be more effective if they are supported by pictures, as well as teacher explanations in the learning process will be more effective. effective when equipped with body movements. (Kadek Mahedy Surya, at, 2015). According to Usane K Langer (in Deddy Mulyana, 2015) said that one of the basic human needs is the need for symbolization or the use of symbols. A symbol or symbol of something is used to designate something else based on the agreement of a group of people, such as a teacher giving a thumbs up to his students which can be mutually agreed to mean good or good. (Christian Purba, et, 2022).

The interesting thing about non-verbal communication is that Albert Mahrabian's study (in Haefied Cangara, 2016) concluded that the level of confidence in someone's speech is 7% comes from verbal language, 38% from vocals, 55% from facial expressions. Ray Birdwhistell's study (in Deddy Mulyana, 2015) states that 65% of face-to-face communication is non-verbal. How important non-verbal communication is applied by teachers in the learning process to increase student motivation. Motivation is an effort to encourage someone to generate energy to carry out activities in achieving goals (Sudirman AM, 2008). In this communication, you can convince by using several conditions in accordance with the material being

taught, showing emotional involvement that cannot be spoken in words and complementing what is felt. not perfect. (Wicaksono Megandika Wilibrodus, et, 2021) Dimiyati and Mudjiono (2013) say that students learn because they are motivated by their mental strength. Mental strength is in the form of desire, attention, will, ideals, attitudes and individual behavior in achieving learning goals. (Nova Yohana, et, 2012).

In motivational communication students will determine the intensity of the response to the message communicated (Suciati, 2018) what is the level of intensity and how much is the level of student acceptance of the message communicated depending on how well the message is compatible with their motivation (Ade Salahudin Permadi et, 2020) Thus the contents of the message and the delivery technique must be calculated effectively by the teacher so that the intensity becomes high and the student acceptance rate increases, the stimulus and response relationship gets stronger (Moh Arifin Nurmantoro, et, 2017).

Based on the description above, the main issues that need to be answered are; What is the level of effectiveness of non-verbal communication and student learning motivation and the correlation between non-verbal communication and student learning motivation at SMP Dwijendra Denpasar. The purpose of this research is to analyze descriptively the effectiveness of non-verbal communication and student learning motivation and to test the correlation or effectiveness of non-verbal communication theories in increasing student learning motivation.

2. RESEARCH METHODOLOGY

This is an explanatory research (Anas Sudijono, 2018) because this research tests hypotheses in which the unit of analysis is individuals as sample members and explains the relationship between the independent variable; non-verbal communication (X) and the dependent variable; student learning motivation (Y).

The population in this study were Dwijendra Middle School students and the sampling design was snowball sampling (Sugiyono, 2013); sampling starts with the smallest number and then enlarges, which is rolling like a snowball. The type of snowball sampling used is exponential non-discriminatory; the first subject is recruited, then the subject provides references regarding subjects with similarities, and so on until the required number of samples is sufficient. In this case, 71 people become sample in this study.

Questionnaire was used in collecting the data to measure non-verbal communication with learning motivation. The indicators are arranged in the form of questions using the Gutman scale with four alternative answers from the lowest score 1 to the highest score 4.

Table 1. The Instrument of Non-Verbal Communication Questionnaire

Variable	Indicator	Item Number
Non-Verbal Communication	-Hand gestures, head movements, body postures and foot positions	1, 2, 3
	-Facial expressions	4, 5
	-Touch, sound intensity and	

	intonation -Physical appearance, classroom orientation and distance -Punctuality, silence	6, 7 8, 9 10, 11
	Total	11

Table 2. The Instrumen of Learning Motivation Questionnaire

Variable	Indicator	Item Number
Learning Motivation	-Concentration, feeling intensity, mental readiness, behavior	1, 2, 3, 4, 5
	-Needs	6, 7
	-Goal, self-assessment	8, 9
	-Awareness, hope	10,11
		11
	Total	11

Furthermore, the items were tested for validity and reliability with the SPSS 25 program which carried out by comparing the r-count of each item (corrected item total correlation) with a predetermined value of 0.3. If the r-count is greater or equal to 0.3 is said to be valid. It is said to be reliable if the alpha is greater or equal to 0.6.

The results of testing the items from the two variables show that all are valid and also reliable because they are above the r-test of 0.3 with the lowest r-count score being 0.360 and the highest being 0.847. Meanwhile, the alpha score of the two variables is above the r-test of 0.6; those are 0.894 non-verbal communication variables and 0.906 learning motivation variables.

3. RELATED RESEARCH/LITERATUR RESEARCH

Based on the results of searching the research of previus research and searching some literature that has relevance to the research in question is to be able to provide inspiration for the research conducted. Research The Effectivennes of Non Verbal Communication in Improving Students Learning Motivation at SMP Dwijendra

Denpasar. The result of research and literature reviewed in support of this research is as follows. Tri Indah Kusumawati (2016) verbal and non verbal communication, In relation with improving the students' learning motivation, one of the competencies that the teachers need to have is the ability to apply non-verbal communication. Winaya (2018) communication of theory. Non-verbal communication classify are hand condition, head gesture, physical appearance, leg position, facial expression, facial gaze, touch, paralanguage, physical appearance, smell, spatial orientation and personal movement Used K Langer (In Deddy Mulyana, 2015) introduction communication of science. Nova Yuhana (2012) verbal and non verbal communication behaviour of children with mental retardation Skinner (in Harfied Cangara, 2016) stated that the importance of the elements of stimulus (stimulus) and response (response) if an organism is stimulated by an external stimulus then people tend to react. Nur Rahimah Simorangkir, at (2014) contribution of teacher'spersuasive communication and student's self-confidence to the student's learning motivation. The study population was the eighth grade students of SMP Islam AI-Ulum Integrated Medan. Muhammad Abdi (2018) correlation between learning motivation and Mathematical communication ability of Grade VIII students at State Junior High School 4 Tambang. Vianesa Sucia (2016) The teacher's communication style, learning motivation of students, theory of subject-specific motivation Khairun Nisa and Sujarwo (2021) effectiveness of teacher communication on early childhood learning motivation.

4. RESULTS AND DISCUSSION

4.1 Results

The effectiveness of non-verbal communication on learning motivation would be figured out by using measuring instruments that had been distributed. Respondents' responses ranged from 1 as the lowest score, up to 4 as the highest. Range = 4-1 = 3 Interval = 3:4 = 0.75. Then, it was taken to set the following criteria.

3,26 – 4,00 = Highly effective/very good
2,51 – 3,25 = Effective/good
1,76 – 2,50 = fairly effective/average
1,00 – 1,75 = Less effective/poor

The results of the descriptive analysis showed that the non-verbal communication applied by the teacher in the learning process was categorized as effective. It was indicated by the average value of 2.72 of respondents' responses to all questionnaire items in the range of 2.51 - 3.25. Students' learning motivation in taking lessons in class was also categorized as good because the respondents' responses to all questionnaire items within the average value of 2.73 as seen in the range of 2.51 - 3.25.

The next analysis was conducted by using the product moment formula (r test) to test the hypothesis about the effectiveness or correlation between non-verbal communications (X) in improving students' learning motivation (Y). Then, it would be standardized to change from ordinal data to interval data.

The analysis was performed with the assistance of SPSS Ver. 25. The results showed that the value of r count = 0.840 and a significant value = 0.00 was smaller than alpha = 0.05, then Ha (alternative hypothesis) was accepted and Ho (null

hypothesis) was rejected, meaning that non-verbal communication was effective or correlated in improving students' motivation at SMP Dwijendra Denpasar. Thus, the non-verbal communication variable had a significant correlation to the dependent variable, namely student learning motivation.

4.2 Discussion

Based on the results of research that non-verbal communication is effective or correlated in increasing student learning motivation, it means that the results obtained in the research are in accordance with the theoretical framework, namely stimulus response (S-R) Skinner (in Harfied Cangara, 2016) The stimulus response approach assumes behavior it is understood through an analysis of the given stimulus and influences the reactions that occur.

Learning behavior has a close relationship between behavioral reactions and stimulation. One of the basic human needs is the need for symbolization, the use of symbols based on group agreement. Susane K Langer (in Deddy Mulyana, 2015) Thus non-verbal communication is communication using symbols or symbols with appropriate body gestures in stimulating students to increase their learning motivation.

5. CONCLUSION

Based on the results of the research, it can be concluded that non-verbal communication is effective or significantly correlated in increasing students' motivation to learn at SMP Dwijendra Denpasar. Non-verbal communication applied by teachers in the learning process was categorized as effective. Student motivation in participating in the learning process was categorized as good.

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