



Implications of Teacher Interpersonal Communication Ability on Student Learning Motivation in Islamic Religious Education Lessons During Pandemic

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ABSTRAK

Di masa pandemi, keterampilan komunikasi interpersonal guru sangat dibutuhkan untuk menciptakan motivasi belajar siswa. Salah satu kunci keberhasilan guru mengajar adalah kemampuan guru membangun komunikasi dengan siswa. Maka perlu dilakukan penelitian ini dengan tujuan penelitian ini menganalisis pengaruh keterampilan komunikasi interpersonal guru terhadap motivasi belajar siswa dalam pembelajaran Pendidikan Agama Islam pada masa pandemi. Jenis penelitian ini adalah penelitian metode Mix. Jumlah sampel responden adalah 72 siswa. Teknik pengumpulan data menggunakan Random Sampling. Pada uji hipotesis ditemukan bahwa pada uji T ditemukan adanya perbedaan yang signifikan antara kemampuan Komunikasi Interpersonal guru dan motivasi belajar siswa pada mata pelajaran pendidikan agama Islam di masing-masing sekolah dan hasil regresi. Hasil pengujian menunjukkan bahwa terdapat pengaruh antara Komunikasi Interpersonal Guru terhadap motivasi belajar siswa pada mata pelajaran pendidikan agama Islam pada masa pandemi.

ABSTRACT

A During the pandemic, teachers' interpersonal communication skills are needed to create student learning motivation. One of the keys to the success of teaching teachers is the ability of teachers to build communication with students. So this research needs to be done with the aim of this research is to analyze the effect of interpersonal communication skills of teachers on students' motivation in learning Islam Religious Education during the pandemic. This type of research is Mix method research. The number of sample respondents is 72 students. Data collection techniques are using Random Sampling. In the hypothesis test, it was found that in the T test, it was found that there was a significant difference in the teacher's Interpersonal Communication ability and students' learning motivation in Islamic religious education subjects in each school and the results of the regression. The test showed that there was an influence between Teacher Interpersonal Communication on students' learning motivation in the subjects of Islamic religious education lessons during the pandemic.

1. INTRODUCTION

The progress of a country can be started from human resources who have advanced and commendable knowledge and skills and morals can be obtained from education. Education is a conscious and planned effort in preparing human resources and creating a learning atmosphere and learning process so that students actively develop their potential and are able to improve the nation's standard of living (Sa'idah et al., 2019; Usman Fauzan & Aldila Afriansyah, 2017; Widyastuti et al., 2019). Education has an important role at national, local and individual levels (Jailani et al., 2017; Johnes et al., 2017; Juwita et al., 2018). Education has a very important role for individual development, the progress of a country because education can improve the quality of human resources (Asrial et al., 2019; Muslimin et al., 2017; Rohmat et al., 2019). One of the educations that become the process of forming a virtuous personality is religious education. Islamic religious education is important in the implementation of learning activities in schools. Islamic religious education as a process of human formation in the direction that Islam aspires to with a conscious, systematic, sustainable effort in order to develop the potential for religious feelings with Islamic characteristics and skills (skills) in religion and educators are in a central position in education. (Hamidi, 2018; Nasution & Suyadi, 2020; Sugiana, 2019). Islamic Religious Education Learning as a medium for transferring an inclusive and contextual Islamic understanding that is the need for students as

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a whole which is expected to provide permanent changes, both in cognitive, affective and psychomotor, therefore improving the quality of the question instruments in the assessment of Islamic Religious Education is an important thing and need to do (Ahmad & Sukiman, 2019; Hamid, 2018; Priatna, 2018). In the subject of Islamic Religious Education there are several aspects of assessment which are actually seen in terms of the learning process, there are four important affective aspects of characteristics, namely: attitudes, interests, self-concept, and values and in Islam it is taught to be tolerant (Baharun & Awwaliyah, 2017; Bali & Musrifah, 2020; Hidayat & Syafe'i, 2018). The condition of the covid-19 outbreak makes it difficult for students to understand the material presented by the teacher.

So, on today situation distance learning is a solution to overcome difficulties in carrying out face-to-face learning (Herliandry & Suban, 2020). Motivation in students to continue to learn must be grown so that they can participate in learning with enthusiasm even though they are online. Motivation as a determining factor and functions to generate, underlie and direct learning actions as well as all elements that form student motivation need to be considered in the teaching and learning process where learning motivation is all driving forces that are realized to come from mental impulses, both from within which include indicators of awareness and independence. as well as from outside students to encourage students towards individual learning behavior (Hariri et al., 2020; Marisa et al., 2018; Misnah, 2019). Extrinsic motivation comes in various forms that vary in the level of relative autonomy, arising as a result of influences from outside the individual, such as: invitations, orders, even coercion from others, thus students will do something (Daniati et al., 2020; Hornstra et al., 2018; Winata et al., 2019). Intrinsic motivation is characterized by participation in seeking pleasure and enjoyment, where the activity itself becomes the goal to increase student motivation. School administrators and teachers must be willing to spend a lot of time and energy to improve the effectiveness and efficiency of the delivery system Education. Motivation is needed especially when students read and analyze long discourse (Aprilia et al., 2020; Demirdağ, 2021; Franco et al., 2019). Another factor that affects student learning outcomes is the approach factor in the form of interpersonal communication processes between teachers and students.

From this, good communication between teachers and students is needed in learning activities. Communication is one of the most important interpersonal processes in organizations where in interpersonal communication, there will be an increase in the closeness of relationships between individuals, an effective communication tool for teaching second language classes (Mataputun & Saud, 2020; Paepe et al., 2018; Sabanci et al., 2016). Effective communication is communication that produces certain effects according to the intended purpose, such as a positive reciprocal relationship between teachers and students that is important in the professional and personal characteristics of teaching. (Güleç & Leylek, 2018; Syafaruddin et al., 2020; Syofyan, 2018). One of the keys to the success of teaching teachers is the ability of teachers to build communication with students because this ability is very important because it has a direct impact on the quality of students' understanding of the material being taught. Therefore, teachers need to focus on teaching and learning methods and change the role of students into active learners who master critical thinking, teamwork, creativity, communication, and innovation (Afroni & Triana, 2018; Alhothali, 2021; Wahidin, 2015). Good and appropriate teacher interpersonal communication will affect work results.

This research is in line with previous research conducted by previous researcher which discusses the influence of teacher interpersonal communication in learning activities (Aprianti, 2018). However, in this previous study, only a relatively small sample was used and only one variable was used. So that this study complements previous research by using a fairly large sample and also using 2 variables that link the interpersonal communication skills of teachers and students' learning motivation in Islamic Religious Education subjects during the pandemic, and also this research is different from previous research where previous research was not conducted during the covid-19 pandemic and also at different school levels. This research is also in line with previous research which discusses student motivation in learning Islamic religious education (Nurhayati, 2014). However, in previous studies using only one variable, and in previous studies conducted before the covid-19 pandemic was endemic in the world and only carried out at the high school level, this research is a complement to previous research conducted to determine student learning motivation on student achievement in education Islam subjects during the pandemic at the junior high school level and two variables were used, namely the teacher's interpersonal communication skills on student motivation for Islamic Religious Education subjects during the Pandemic.

Based on the description that has been put forward by the researchers above, it shows that the ability of interpersonal communication in the subject of Islamic Religious Education is important for teachers. And in this pandemic period, students really need motivation in Islamic Religious Education learning activities. The urgency of this research is that teachers can improve their interpersonal communication skills to create student learning motivation during the pandemic, so the researchers aim to conduct research to analyze the interpersonal communication skills of teachers in Islamic Religious

Education learning and student learning motivation in learning activities during the covid-19 pandemic when. This study aims to analyze the effect of teacher interpersonal communication on student motivation in learning activities of Islamic religious education during the pandemic.

2. METHODS

This type of research is Mix method research. The starting point is a review of the recent developments of the quantitative and qualitative paradigms, in an attempt to show how the boundaries of each can be seen as overlapping (Cortini, 2014). This mixed method has been developed from a simple research design to a complex framework with three existing paradigms: dialectical attitude, critical realism, and pragmatism. Quantitative methods are often called traditional, positivistic, scientific and discovery methods. Furthermore, the qualitative phase method is often referred to as a new, postpositivistic, artistic and interpretive research method quantitatively by comparing 2 schools (Supriyati, 2015; Kasmawati & Desy Sulung Saputri, 2021). In this study, two variables were used, namely the independent variable (X) Teacher Interpersonal Communication and the dependent variable (Y) namely student motivation.

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusions (Sugiyono, 2017). Based on the above opinion, it can be concluded that the population is the whole of the object of investigation or research that will be used as a source of data for the problems to be studied. The population in this study was conducted at 2 junior high schools with 36 students in each class at SMPN 20 Jambi City and SMPN 20 Bengkulu. This research was conducted in July of the 2021 academic year. In this study, researchers took a random sample with 36 students of SMPN 20 Jambi City and 36 students of SMPN 20 Bengkulu with a total sample of 72 students. While the sample is part of the number and characteristics possessed by the population (Sugiyono, 2019). The sampling technique in this study using the Random Sampling technique, namely the technique of determining the sample by doing randomly regardless of the strata that exist in the population (Sugiyono, 2017; Ames et al., 2019; Campbell et al., 2020).

The instruments used in this study were questionnaires and interviews. The use of Likert scale is used in questionnaires, the respondent's assessment is determined from the respondent's level of agreement with the question. The alternative used by the researcher for positive statements is the alternative strongly agree (SS) with 5 points, agree (S) with 4 points, neutral (N) with 3 points, disagree (TS) with 2 points, and strongly disagree with points 1. As for the alternative negative statements, namely strongly agree (SS) with 1 point, agree (S) with 2 points, neutral (N) with 3 points, disagree (TS) with 4 points, and strongly disagree with 5. The table of Teacher Interpersonal Communication questionnaire on Islamic religious education subjects were shown on Table 1.

Table 1. Teacher Interpersonal Communication Questionnaire Grid on Islamic Religious Education Subjects

No	Indicator	Question Items		amount
		Positive	Negative	
1	Openness	1,2	3, 4, 5	5
2	Provide support and motivation to others	6, 7,8	9, 10	5
Amount				10

The table of learning motivation questionnaires on Islamic religious education subjects are shown on Table 2.

Table 2. Grid of Learning Motivation Questionnaire in Islamic Religious Education Subjects

No	Indicator	Question Items		Amount
		Positive	Negative	
1	Interest and keenness in learning.	1,2, 3	4, 5	5
2	Independent in learning.	6, 7	8, 9, 10	5
3	Perseverance in learning	11,12,13	14,15	5
Amount				15

The description of the category of teacher communication in Islamic religious education subjects is shown on [Table 3](#).

Table 3. Categories of Teacher Communication in Islamic Religious Education Subjects

Category	Indicator Interval	
	Openness	Giving rewards
Very not good	3.0-5.25	3.0-5.25
Not good	5.35-7.50	5.35-7.50
Good	7.60-9.75	7.60-9.75
Very good	9.85-12.0	9.85-12.0

The description of the category of student learning motivation in Islamic religious education subjects are shown on [Table 4](#).

Table 4. Categories of Student Learning Motivation in Islamic Religious Education Subjects

Category	Indicator Interval		
	Interest and sharpness of attention in learning	Independent in learning.	Perseverance in learning
Very not good	5.0 -8.75	5.0 -8.75	5.0 -8.75
Not good	8.85 -12.5	8.85 -12.5	8.85 -12.5
Good	12.6 -16.25	12.6 -16.25	12.6 -16.25
Very good	16.35-20.0	16.35-20.0	16.35-20.0

The procedure of this research started from preparing questionnaires and interview questions for students and teachers of SMPN 20 Jambi City and SMPN 20 Bengkulu. Next, submit an application for an observation permit to the intended school and make observations. Data collection method using observation ([Sintawati & Abdurrahman, 2020](#)). Then proceed with conducting interviews to strengthen the results of quantitative data. In this research, to test the quantitative data in the form of a questionnaire, a hypothesis test was carried out consisting of a T test and a regression test. Prior to testing the hypothesis, a prerequisite test is carried out. Prerequisite tests carried out in this study were normality test, linearity test and homogeneity test. The normality test of the data distribution used was the Kolmogorov Smirnov test using SPSS. The homogeneity test of the data was carried out to see the level of homogeneity with the assumption that the data was homogeneous by looking at Levene's Test for Equality of Variance. The linearity test was carried out to determine whether two variables had a linear relationship or not ([Dietmaier, 2017](#); [John W Creswell, 2014](#); [Sultoni et al., 2020](#)). Then after the prerequisite test, the T test and Regression test hypotheses can be tested. The t-test serves to determine the comparison of the teacher's communication variables to students' learning motivation. Regression test serves to determine the effect of teacher communication variables on student learning motivation.

Although the researcher can choose between several available analytical techniques, the procedure of making comparisons, asking questions, and sampling based on evolving theoretical concepts are important features of the methodology ([Strauss & Corbin, 1998](#)). In collecting data, the first thing to do is to select students based on the categories given by the researcher, then give a questionnaire and conduct interviews about students' learning motivation. The data needed in this research were collected and obtained from SMPN 20 Jambi City and SMPN 20 Bengkulu. Then the questionnaire data was processed using the SPSS application. The use of the SPSS application serves to view descriptive statistics, test assumptions and test hypotheses.

3. RESULT AND DISCUSSION

Results

The following describes the results of descriptive statistics on teacher communication variables and student motivation variables. Where the results obtained from the distribution of questionnaires and interviews at SMPN 20 Jambi City and SMPN 20 Bengkulu. The description of Teacher Interpersonal Communication on indicators of openness in Islamic religious education subjects is shown on [Table 5](#).

Table 5. Description of Teacher Interpersonal Communication on Indicators of Openness to Islamic Religious Education Subjects

School	Category	Interval	F	%	Mean	Med	Min	Max
SMPN 20 Kota Jambi	Very not good	3.0-5.25	1	2.8%	2.35	2.00	1.00	4.00
	Not good	5.35-7.50	9	25%				
	Good	7.60-9.75	20	55.6%				
	Very good	9.85-12.0	6	16.7%				
SMPN 20 Bengkulu	Very not good	3.0-5.25	5	13.9%	2.47	2.00	1.00	4.00
	Not good	5.35-7.50	10	27.8%				
	Good	7.60-9.75	10	27.8%				
	Very good	9.85-12.0	11	35%				

From [Table 5](#), it can be seen that the comparison with the good category at SMPN 20 Jambi City is higher than SMPN 20 Bengkulu so it can be said that SMPN 20 Jambi City is superior to SMPN 20 Bengkulu in indicators of openness in Islamic religious education subjects. The description of Teacher Interpersonal Communication on indicators of Providing support and motivation to others on Islamic religious education subjects is shown in [Table 6](#).

Table 6. Description of Teacher Interpersonal Communication on Indicators Providing Support and Motivation to Others on Islamic Religious Education Subjects

School	Category	Interval	F	%	Mean	Med	Min	Max
SMPN 20 Kota Jambi	Very not good	3.0-5.25	1	2.8%	2.86	3.00	2.00	4.00
	Not good	5.35-7.50	9	25%				
	Good	7.60-9.75	20	55.6%				
	Very good	9.85-12.0	6	16.7%				
SMPN 20 Bengkulu	Very not good	3.0-5.25	3	8.3%	2.47	2.00	1.00	4.00
	Not good	5.35-7.50	9	25%				
	Good	7.60-9.75	20	55.6%				
	Very good	9.85-12.0	4	11.1%				

From the [Table 6](#), it can be seen that the comparison with the good category at SMPN 20 Jambi City is higher than SMPN 20 Bengkulu so it can be said that SMPN 20 Jambi City is superior to SMPN 20 Bengkulu in the indicators of Providing support and motivation to others in Islamic religious education subjects. The description of student learning motivation on indicators of interest and attention in learning in Islamic religious education subjects is shown in [Table 7](#).

Table 7. Description of Student Learning Motivation on Indicators Of Interest and Sharpness in Learning in Islamic Religious Education Subjects

School	Category	Interval	F	%	Mean	Med	Min	Max
SMPN 20 Kota Jambi	Very not good	5.0-8.75	4	11.1%	2.86	3.00	1.00	4.00
	Not good	8.85-12.5	11	30.6%				
	Good	12.6-16.25	18	50%				
	Very good	16.35-20.0	3	8.3%				
SMPN 20 Bengkulu	Very not good	5.0-8.75	1	2.8%	2.69	3.00	1.00	4.00
	Not good	8.85-12.5	9	25%				
	Good	12.6-16.25	20	55.6%				
	Very good	16.35-20.0	6	16.7%				

From the [Table 7](#), it can be seen that the comparison with the good category at SMPN 20 Bengkulu is higher than SMPN 20 Jambi City so it can be said that SMPN 20 Bengkulu is superior to SMPN 20 Jambi City in indicators of interest and attention in learning in Islamic religious education subjects. The description of student learning motivation on the independent indicator in learning in Islamic religious education subjects is shown in [Table 8](#).

Table 8. Description of Student Learning Motivation on Indicators of Independence in Learning in Islamic Religious Education Subjects

School	Category	Interval	F	%	Mean	Med	Min	Max
SMPN 20 Kota Jambi	Very not good	5.0 -8.75	1	2.8%	2.86	3.00	1.00	4.00
	Not good	8.85 -12.5	9	25%				
	Good	12.6 -16.25	20	55.6%				
	Very good	16.35-20.0	6	16.7%				
SMPN 20 Bengkulu	Very not good	5.0-8.75	3	8.3%	2.66	3.00	1.00	4.00
	Not good	8.85-12.5	10	27.8%				
	Good	12.6-16.25	19	52.8%				
	Very good	16.35-20.0	4	11.1%				

From the [Table 8](#), it can be seen that the comparison with the good category at SMPN 20 Jambi City is higher than SMPN 20 Bengkulu so it can be said that SMPN 20 Jambi City is superior to SMPN 20 Bengkulu in the Independent indicator in learning in Islamic religious education subjects. The description of student learning motivation on the indicator of Perseverance in learning in Islamic religious education subjects is shown in [Table 9](#).

Table 9. Description of Students' Learning Motivation on Indicators of Perseverance in learning in Islamic Religious Education Subjects

School	Category	Interval	F	%	Mean	Med	Min	Max
SMPN 20 Kota Jambi	Very not good	5.0 -8.75	5	13.9%	2.86	3.00	1.00	4.00
	Not good	8.85 -12.5	4	11.1%				
	Good	12.6 -16.25	22	61.1%				
	Very good	16.35-20.0	5	13.9%				
SMPN 20 Bengkulu	Very not good	5.0-8.75	4	11.1%	2.66	3.00	1.00	4.00
	Not good	8.85-12.5	12	33.3%				
	Good	12.6-16.25	12	33.3%				
	Very good	16.35-20.0	8	22.2%				

From the [table 9](#), it can be seen that the comparison with the good category at SMPN 20 Jambi City is higher than SMP 20 Bengkulu, so it can be said that SMPN 20 Jambi City is superior to SMPN 20 Bengkulu in the indicator of Perseverance in learning in Islamic religious education subjects.

Analysis Prerequisite Test Normality test

Normality test is a test that is useful for determining the data that has been collected is normally distributed or not. The data requirements are said to be normally distributed if the value of sig. > 0.05. The description of the results for the normality test of Teacher Interpersonal Communication and student learning motivation in Islamic religious education subjects is shown in the [table 10](#).

Table 10. Description of the Normality Test of Teacher Interpersonal Communication and Student Learning Motivation in Islamic Religious Education Subjects

Variable	School	Sig.
Teacher Interpersonal Communication	SMPN 20 Kota Jambi	0.124
	SMPN 20 Bengkulu	0.241
	SMPN 20 Kota Jambi	0.132
	SMPN 20 Bengkulu	0.141
Student's motivation to study	SMPN 20 Kota Jambi	0.093
	SMPN 20 Bengkulu	0.084
		0.212
		0.224

Based on the [Table 10](#), the normality test of Teacher Interpersonal Communication and student motivation in Islamic religious education subjects obtained results based on the Kolmogorov-Smirnov test with a significance value of > 0.05, it can be concluded that the data is normally distributed.

Homogeneity test

Homogeneity test is a test used to determine whether the variance of the data distribution is the same (homogeneous) or not the same (non-homogeneous). The data requirements are said to be homogeneous if the value of $\text{sig.} > 0.05$. The description of the results for the homogeneity test of Teacher Interpersonal Communication and student learning motivation in Islamic religious education subjects is shown in the [Table 11](#).

Table 11. Description of the Homogeneity Test of Teacher Interpersonal Communication and Student Learning Motivation on Islamic Religious Education Subjects

Variable	School	Sig.
Teacher Interpersonal Communication	SMPN 20 Kota Jambi	0,421
	SMPN 20 Bengkulu	0,643
Student's motivation to study	SMPN 20 Kota Jambi	0,125
	SMPN 20 Bengkulu	0,254

Based on the [Table 11](#), it is obtained, the results of the homogeneity test of Teacher Interpersonal Communication and student learning motivation in Islamic religious education subjects that are obtained are significance values > 0.05 , it can be concluded that the data is homogeneous.

Linearity test

Linearity test is a test used to determine the form of the relationship between the independent variable and the dependent variable. The data conditions are said to be related if the value of $\text{sig.} < 0.05$. The description of the results for the linearity test of Teacher Interpersonal Communication and student learning motivation in Islamic religious education subjects is shown in [Table 12](#).

Table 12. Description of the results of the Linearity Test of Teacher Interpersonal Communication and Student Learning Motivation in Islamic Religious Education Subjects

Variable	School	Sig
Teacher Interpersonal Communication and Student Learning Motivation	SMPN 20 Kota Jambi	0,031
	SMPN 20 Bengkulu	0,025

Based on [Table 12](#), the results obtained from the linearity test of Teacher Interpersonal Communication and student learning motivation in Islamic religious education subjects, namely the significance value < 0.05 , it can be concluded that there is a linear relationship between Teacher Interpersonal Communication and student learning motivation in Islamic religious education subjects.

Hypothesis test

In this hypothesis test, the tests carried out are T test and regression test. The T test aims to analyze the difference in the average sample taken. While the Regression Test aims to analyze whether the independent variable has an effect on the dependent variable.

T-test

The description of the results for the T test between SMP 20 Jambi City and SMP 20 Bengkulu with the variables of Teacher Interpersonal Communication and student learning motivation in Islamic religious education subjects is shown in [table 13](#).

Table 13. Description of the Correlation Test of Teacher Interpersonal Communication and Student Learning Motivation in Islamic Religious Education Subjects

Variable	School	Sig. (2-tailed)
Teacher Interpersonal Communication	SMPN 20 Kota Jambi	0,045
	SMPN 20 Bengkulu	0,038
Student's motivation to study	SMPN 20 Kota Jambi	0,042
	SMPN 20 Bengkulu	0,047

Based on the [table 13](#), it is obtained the results of the correlation test are $\text{sig. (2-tailed)} < 0.05$, it can be concluded that there is a significant difference between SMPN 20 Jambi City and SMPN 20

Bengkulu on the variable Teacher Interpersonal Communication and student learning motivation at Islamic religious education subjects.

Regression Test

The description of the results for the Regression test between Teacher Interpersonal Communication and student learning motivation in Islamic religious education subjects is shown in [Table 14](#).

Table 14. Description of Teacher Interpersonal Communication Regression Test and Student Motivation in Islamic Religious Education Subjects

Schools	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
SMPN 20 Kota	64.675	3.456		12,370	.012
Jambi	.057	.056	.055	.303	.026
SMPN 20	85.783	6.643		13,200	.010
Bengkulu	.087	.074	.078	.406	.049

Based on the [Table 14](#), it is obtained, the results of the Regression test are the value of sig. (2-tailed) < 0.05, so it can be concluded that there is an influence between Teacher Interpersonal Communication and student learning motivation in Islamic religious education subjects.

Results of interviews with students

Based on the results of interviews, most students or about 4 out of 5 students stated that teachers can communicate openly with students during learning, and the rest stated that teachers did not apply open communication during learning. Then in learning process students get motivation or support from the teacher who teaches, some students say they get motivation from the teacher in the form of motivational words, there are also teachers who provide motivation through life stories or experiences. Encouraging students to learn independently is also an impact of interpersonal communication. From the results of interviews, it was found that interpersonal communication encourages students to learn independently, and independently. Lastly, interpersonal communication also affects student learning outcomes, based on the results of interviews most of students state that interpersonal communication helps them achieve learning targets and make learning more useful.

Discussion

This study uses a mix method where quantitative data is explained by qualitative data. The results of descriptive statistics on Teacher Interpersonal Communication on indicators of openness in Islamic religious education subjects obtained a comparison with the good category at SMPN 20 Jambi City higher than SMPN 20 Bengkulu so it can be said that SMPN 20 Jambi City is superior to SMPN 20 Bengkulu in indicators of openness in subjects' Islamic religious education. Then the descriptive statistical results of Teacher Interpersonal Communication on the indicators of Providing support and motivation to others on Islamic religious education subjects obtained a comparison with the good category at SMPN 20 Jambi City higher than SMPN 20 Bengkulu so it can be said that SMPN 20 Jambi City is superior to SMPN 20 Bengkulu in indicators Providing support and motivation to others on Islamic religious education subjects. Then on the variable of student learning motivation on the indicators of interest and attention in learning in Islamic religious of education subjects, a comparison with the good category of SMPN 20 Bengkulu is higher than SMPN 20 Jambi City so it can be said that SMPN 20 Bengkulu is superior to SMPN 20 Jambi City in terms of indicators of interest and sharpness in learning in Islamic religious education subjects. Furthermore, on the independent indicator of learning acuity in Islamic religious education subjects, a comparison with the good category at SMPN 20 Jambi City is higher than SMPN 20 Bengkulu so it can be said that SMPN 20 Jambi City is superior to SMPN 20 Bengkulu in the Independent indicator in learning on subjects' Islamic education. Then it can be seen that the comparison with the good category at SMPN 20 Jambi City is higher than SMPN 20 Bengkulu so it can be said that SMPN 20 Jambi City is superior to SMPN 20 Bengkulu in the indicator of Perseverance in learning in Islamic religious education subjects. After the description of the descriptive statistical results, the assumption test is then carried out.

The assumption test used is the test of normality, homogeneity, and linearity. The description of the results for the normality test of Teacher Interpersonal Communication and student learning motivation on Islamic religious education subjects obtained the normality test of Teacher Interpersonal Communication and student learning motivation on Islamic religious education subjects obtained results

based on Kolmogorov-Smirnov test significance value $>$ from 0.05, it can be concluded data is normally distributed. Then the description of the results for the homogeneity test of Teacher Interpersonal Communication and student learning motivation in Islamic religious education subjects obtained results from the homogeneity test of Teacher Interpersonal Communication and student learning motivation on Islamic religious education subjects obtained is a significance value $>$ 0.05, it can be concluded that the data is homogeneous. Furthermore, the description of the results for the linearity test of Teacher Interpersonal Communication and student learning motivation in Islamic religious education subjects obtained results from the linearity test of Teacher Interpersonal Communication and student learning motivation in Islamic religious education subjects, namely the significance value $<$ 0.05, it can be concluded that there is a linear relationship between Teacher Interpersonal Communication and student motivation in Islamic religious education subjects. From the results obtained, it can be seen that the data meets the requirements, namely the data is normally distributed, the data is homogeneous and the data obtained is linear (Sudaryono, 2021). After testing the assumptions, the hypothesis are tested, namely the T test and regression test.

The T test is basically carried out to test the effect of an independent variable on the dependent variable through differences in the dependent variable in the two sample groups (Payadnya & Jayantika, 2018). The description of the results for the T test between SMPN 20 Jambi City and SMPN 20 Bengkulu with the variables of Teacher Interpersonal Communication and student learning motivation in Islamic religious education subjects obtained, the results of the correlation test are sig. (2-tailed) $<$ 0.05 then, it can be concluded that there is a significant difference between SMPN 20 Jambi City and SMPN 20 Bengkulu in the variable of Teacher Interpersonal Communication and student motivation in Islamic religious education subjects. Furthermore, the regression test to determine the effect between Teacher Interpersonal Communication and student learning motivation on Islamic religious education subjects obtained results from the Regression test, namely the value of sig. (2-tailed) $<$ 0.05 then, it can be concluded that there is an influence between Teacher Interpersonal Communication and student learning motivation in Islamic religious education subjects. Based on the results that have been tested, it can be seen that there are differences in teacher interpersonal communication and student learning motivation at SMPN 20 Jambi City and SMPN 20 Bengkulu and there is an influence between teacher interpersonal communication skills on student learning motivation in Islamic religious education subjects.

As for the results of interviews with students that have been carried out, it is known that the teacher communicates openly by sharing stories of the teacher's experience which is one of the establishments of effective communication. Then the teacher conveys important information needed by students and the teacher is able to provide encouragement or support and motivation in students to be able to learn independently and obtain better learning outcomes. From the results of the interviews, it is known that some students feel the enthusiasm and support from the teacher to be able to study independently and obtain improved learning outcomes through important information, experiences that are role models for students by the teacher, and the words of motivation that have been conveyed by the teacher make students motivated to be enthusiastic in learning, participate in learning and also self-study for the best results. This research complements previous research conducted by researcher which examined the main role of interpersonal communication in teacher work (Suntani et al., 2021). In this previous study is using a qualitative descriptive method. So in this study is using a mix method research method. In previous research, the aim was to describe the results of the interview data obtained, so in this study a T test and regression test were carried out from the results of quantitative data where quantitative data were explained with qualitative results to see the differences and also the effect of the variables tested. Then the previous research was carried out at the high school level, in this study it was carried out at the junior high school level and on Islamic religious education subjects. So the samples was taken came from Islamic religious education teachers. This previous research was also carried out before the covid-19 pandemic, for that the update of this research is to know the differences and the influence of teachers' interpersonal communication skills and student learning motivation on Islamic Religious Education subjects. This research is also in line with previous research, which in this study was about student learning motivation during the covid-19 pandemic (Hira & Anderson, 2021). The difference in previous studies only focused on students' learning motivation. So this research was conducted to complement the previous research, namely by analyzing the differences and the influence of the teacher's interpersonal ability variables on students' learning motivation in PAI subjects in junior high schools. Then the update of this article also uses indicators on the teacher's interpersonal communication ability variable as many as 2 indicators and on the student learning motivation variable as many as 3 indicators. This article has limitations including researchers only measuring the interpersonal communication skills of teachers and students' learning motivation. The indicators for interpersonal communication skills used are only 2 indicators, namely openness and providing support and motivation to others. Then the

indicators of student learning motivation used are still 3 which consist of interest and sharpness in learning, independent in learning and persistence in learning. And in this study the researchers also only focused on PAI learning at the junior high school level. It is recommended for further research to use or link the teacher's interpersonal communication ability variable with other variables, as well as use other indicators at the elementary or high school level and in other subjects.

4. CONCLUSION

From the results and discussions that have been described, it can be concluded that the results obtained from the descriptive test showed that the comparison with the good category at SMP 20 Jambi City was more dominant than the good category at SMP 20 Bengkulu. In the assumption test, it is known that the data is normally distributed, the data is homogeneous and there is a linear relationship. In the T-test it was found that there was a significant difference between the teacher's Interpersonal Communication ability and students' learning motivation in Islamic religious education subjects during the COVID-19 pandemic in each school and there was a significant effect between Teacher Interpersonal Communication and student learning motivation in these subjects. Islamic religious education lessons during the pandemic. So that this research is important to do so that it can be a benchmark for teachers to be able to carry out good interpersonal communication with students in order to motivate students to get better learning outcomes, especially during the current pandemic. This article has limitations including researchers only measuring interpersonal communication skills, learning motivation and only focusing on learning Islamic Religious Education at the junior high school level. So here the researcher suggests for further research to generalize the research by using different variables, indicators and school levels.

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