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Analysis of Perception and Interrelationship between Teachers' Interpersonal Communication and Students' Learning Motivation

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Abstract: This study aims to analyze the relationship between the teacher's interpersonal communication skills and the learning motivation of class X MIA SMAN 11 Jambi City in the 21st Century Learning Mushroom Material. numerical data (numbers) processed by statistical methods. The population of this study were all students of class X MIA SMA Negeri 11 Jambi City as many as 132 students. The results of the Validity and Reliability Test of the Teacher Interpersonal Communication Ability Questionnaire were seen from the SPSS test results on the cronbach alpha value of 0.92 where the questionnaire was declared reliable or consistent because the value was more of 0.60. Furthermore, the results of the validity and reliability of the Student Learning Motivation Questionnaire were seen from the results of the SPSS test at the cronbach alpha value of 0.91 where the questionnaire was declared reliable or consistent because the value was more than 0.60.

Keywords: interpersonal communication, student learning motivation, 21st century, fungi.

Abstrak: *Penelitian ini bertujuan untuk menganalisis hubungan antara keterampilan komunikasi interpersonal guru dengan motivasi belajar siswa kelas X MIA SMAN 11 Kota Jambi pada pembelajaran Abad 21 Materi Jamur. data numerik (angka) yang diolah dengan metode statistik. Populasi penelitian ini adalah seluruh siswa kelas X MIA SMA Negeri 11 Kota Jambi sebanyak 132 siswa.Hasil Uji Validitas dan Reliabilitas Kuesioner Kemampuan Komunikasi Interpersonal Guru dilihat dari hasil uji SPSS pada nilai cronbach alpha sebesar 0,92 dimana angket dinyatakan reliabel atau konsisten karena nilainya lebih dari 0,60. Selanjutnya hasil validitas dan reliabilitas Kuesioner Motivasi Belajar Siswa dilihat dari hasil uji SPSS pada nilai cronbach alpha sebesar 0,91 dimana angket dinyatakan reliabel atau konsisten karena nilainya lebih dari 0,60.*

Kata kunci: *komunikasi interpersonal , motivasi belajar siswa, abad 21, fungi.*

▪ INTRODUCTION

Learning activities carried out by students are a series of processes undertaken to achieve the learning outcomes or achievements that students want. Achievement or learning outcomes are influenced by two main factors, namely external factors and internal factors. External factors are factors that come from outside, for example the family environment, school, community, and time. These factors affect learning outcomes through their role in influencing a person's orientation and internal condition. Internal factors are factors that come from within a person, namely biological factors and psychological factors.

Generating motivation and interest in student learning is very easy, it only requires periodic interpersonal communication because in essence this interpersonal communication is how a teacher is able to gain attention, love, interest, concern, sympathy, positive responses and responses from students (Owens et al., 2019). Effective use of motivational strategies implies increased self-knowledge about desired

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goals, task interest, proven usefulness in previous use and strategies to adopt in specific situations (Paulino et al., 2016). Motivation is the main factor in the learning process that can play a role in ensuring the continuity of learning activities because of its ability to provide direction to learning activities so that learning activities are more effective in achieving the desired learning goals or outcomes (Shanmugam et al., 2019). Loss of motivation can cause orientation towards goal achievement to be weak.

Based on the author's own observations in class X MIA SMA Negeri 11 Jambi City in relation to student learning motivation, it was found that there was still a lack of student motivation in participating in learning activities for the subject matter of mushrooms in class. This is shown from the lack of readiness of students in learning, for example, not bringing a biology textbook, not taking good notes on the subject matter of mushrooms delivered by the teacher, not reviewing the subject matter of mushrooms delivered by the teacher in class, and doing random assignments. the subject matter of mushrooms given by the teacher. This condition indicates that the learning motivation of class X MIA students at SMA Negeri 11 Jambi City is still low.

Interpersonal communication or interpersonal communication is the process of delivering and receiving messages between the sender of the message (sender) and the recipient of the message (receiver) either directly or indirectly (with the help of the media) (Yusuf et al., 2020). Face-to-face communication is an effective method of communication in schools (Sezgin & Er, 2016). Effective communication can also be achieved in nonverbal communication, such as facial expressions, gestures and postures. Williams found that eye contact, clothing and appearance, voice, humor and being natural are important behaviors in developing interpersonal communication skills (Darmawati et al., 2020). Teacher interpersonal communication is very important to increase learning motivation and interest in learning. Teachers need to explain the relevance of subject matter to student needs (Susilawati et al., 2021).

Effective communication is communication that is able to produce attitude changes in people involved in communication or it can be said that effective communication is the exchange of information, ideas, beliefs, feelings and attitudes between two people whose results are in line with expectations (Utomo & Probandari, 2016). Communication is one aspect that is focused on 21st century learning. In R&D, Kemdikbud (2013) stated that in the 21st century education is becoming increasingly important to ensure that students have the skills to learn and innovate, the skills to use technology and information media, and can work, and survive by using life skills. The 21st century is also marked by the abundance of (1) information that is available anywhere and can be accessed at any time; (2) faster computing; (3) automation that replaces routine jobs; and (4) communication that can be done from anywhere and anywhere.

21st century learning focuses on student centers with the aim of providing students with thinking skills including: (1) critical thinking, (2) problem solving, (3) metacognition, (4) communicating, (5) collaborating, (6) innovation and creative, (7) information literacy. Therefore, student learning motivation is a very important thing to consider considering the student-centered learning process. To motivate students, teachers need to communicate interpersonally to students.

According to Prasetyo & Anwar, (2021) interpersonal communication has 5 characteristics, namely: (1) openness, (2) empathy, (3) support (supportiveness), (4)

positive feelings (positiveness), and (5) equality. When conducting interpersonal communication, teachers must have the five attitudes above, establish relationships when communicating so that they can motivate student learning.

The results of preliminary observations at SMA Negeri 11 Jambi City related to interpersonal communication between teachers and students, it was found that in the aspect of the ability to develop positive feelings in teaching and learning activities, teachers seemed to be still less sensitive in giving appropriate awards for the success achieved by students. The results of previous studies related to the relationship between teachers' interpersonal communication skills and learning motivation, as found by (Mustika, 2019; Sidik & Sobandi, 2018; Zubaidi et al., 2018; Erfan, 2018) proves that teacher and student interpersonal communication has a significant relationship with student learning motivation. From the explanation of the initial findings and the results of previous research, it can be stated that communication is an aspect that needs to be considered in establishing a relationship between teachers and students, because good communication will produce a positive and better impact on student motivation. Therefore, it is important to do research on "The Relationship of Teachers' Interpersonal Communication Ability with Student's Learning Motivation in 21st Century Learning on Fungi Materials".

▪ METHOD

Research Design and Procedures

Researchers used a quantitative approach in this study. Quantitative research is research whose main focus is to analyze quantitatively certain objects from a sample of a population for further conclusions to be drawn (Akar, 2019; Hammer & Habib, 2016; Pastore, 2017). Quantitative research is conducted to compare one or more groups with a comparison group to see the difference or influence of a quantitative data (Alkhateeb & Milhem, 2020; Darmaji et al., 2020; Wang & Chang, 2018). Quantitative data is data in the form of numbers or figures where the data can be calculated for analysis (Perdana et al., 2020; Sumual & Ali, 2017) In this study, researchers obtained quantitative data by first preparing data collection instruments. Quantitative data was obtained from the results of the scoring of the questionnaire on the teacher's interpersonal communication skills and students' learning motivation. From these data sources, primary data was obtained about the description of the teacher's interpersonal communication skills and students' learning motivation in learning the Kingdom Fungi Main Material.

Instruments

are tools used to collect information or data needed in research (Pranatawijaya et al., 2019). This study used instruments in the form of interpersonal communication questionnaires and student learning motivation questionnaires. Interpersonal communication and motivation questionnaires were provided in the form of a Likert scale. The Likert scale is the answer choice in the questionnaire that functions as a scale used to measure the communication and motivation of a person or group of people about the object under study (Joshi et al., 2015); Saputra & Nugroho, 2017). is 18 items while the number of motivational questionnaire statements used are 21 items with a Likert scale used is a Likert scale 5 answer choices from the interval strongly disagree to strongly agree. The instrument used is 2 kinds of instruments, namely Instrument Validity Test and Instrument Reliability Test Validity testing and the reliability of the

questionnaire based on the formula described in the previous point, carried out using the help of the SPSS 21 statistical analysis program. The calculation produces a correlation coefficient (R_{xy}) which is used to measure the level of validity of an item and determine whether an item is suitable for use or not. The validity of the questionnaire in the SPSS 21 program is by looking at the corrected item-total correlation (R_{count}), while for reliability by looking at the value of Croncbach's alpha if the item is deleted (R_{count}).

The guideline in determining the validity and reliability of the questionnaire items is to compare thecalculated value with thetable (0.344) at df = 31 and = 0.05. If thecalculated value > table (0.344), then the i-th item in the questionnaire is valid, but if thecalculated value < R_{table} (0.344), then the i-th item in the questionnaire is invalid.

Table 1. The results of the validity and reliability test of the teacher's interpersonal communication questionnaire

Item	Validity				Reliability			
	R_{count}	**R_{table}**	**Description**	**Validity level**	**R_{count}**	**R_{table}**	**Description**	**Reliability level**
1	0.681	0.344	Valid	High	0.919	0.344	Reliable	Very High
2	0.619	0.344	Valid	High	0.921	0.344	Reliable	Very High
3	0.541	0.344	Valid	Medium	0.922	0.344	Reliable	Very High
4	0.267	0.344	Invalid	Low	0.926	0.344	Reliable	Very High
5	0.761	0.918	Valid	High	0.344	0.344	Reliable	Very High
6	0.516	Valid	Medium	0.922	0.344	0.344	Reliable	High
7	0.793	0.344	Valid	High	0.917	0.344	Reliable	Very High
8	0.311	0.344	Invalid	Low	0.927	0.344	Reliable	Very High
9	0.881	0.344	Valid	Very High	0.915	0.344	Reliable	Very High
10	0.773	0.918	Valid	High	0.344	0.344	Reliable	Very High
11	0.143	0.344	Invalid	Very Low	0.936	0.344	Reliable	Very High
12	0.656	0.344	Valid	High	0.920	0.344	Reliable	Very High
13	0.623	0.344	Valid	High	0.920	0.344	Reliable	Very High
14	0.671	0.344	Valid	High	0.919	0 ,344	Reliable	Very High
15	0.694	0.344	Valid	High	0.919	0.344	Reliable	Very High
16	0.921	0.344	Valid	High	0.344	0.344	Reliable	Very High
17	0.642	0.344	Valid	High	0.920	0.921	Reliable	Very High
18	0.640	0.344	Valid	High	0.344	High	Reliable	Very
19	0.793	0.344	Valid	High	0.917	0.344	Reliable	Very High
20	0.881	0.344	Valid	Very High	0.915	0.344	Reliable	Very High
21	0.423	0.344	Valid	Medium	0.924	0.344	Reliable	Very High
22	0.211	0.344	Invalid	Low	0.927	0.344	Reliable	Very High

Table 2. Validity and reliability test of student learning motivation questionnaire

No Item	Validity				Reliability			
	R_{count}	**R_{table}**	**Description**	**Level of Validity**	**R_{count}**	**R_{table}**	**Description**	**Reliability Level**
1	0,766	0.344	Valid	High	0.903	0.344	Reliable	Very High
2	0,642	0.344	Valid	High	0.906	0.344	Reliable	Very High
3	0,492	0.344	Valid	Medium	0.908	0.344	Reliable	Very High
4	0,705	0.344	Valid	High	0.905	0.344	Reliable	Very High
5	0,673	0.344	Valid	High	0.905	0.344	Reliable	Very High
6	0,682	0.344	Valid	High	0.905	0.344	Reliable	Very High

7	0,726	0.344	Valid	High	0.344	0.344	Reliable	Very High
8	0,737	0.344	Valid	High	0.344	0.081	Reliable	Very High
9	0,081	0.344	Invalid	Very Low	0.915	0.344	Reliable	Very High
10	0,268	0.344	Invalid	Low	0.911	0.344	Reliable	Very High
11	0,583	0.344	Valid	Medium	0.906	0.344	Reliable	Very High
12	0,756	0.344	Valid	High	0.344	0.905	Reliable	Very High
13	0,657	0.344	Valid	High	0.344	0.344	Reliable	Very High
14	-0,288	0.344	Invalid	Very Low	0.920	0.344	Reliable	Very High
15	-0,027	0.344	Invalid	Very Low	0.916	0,344	Reliable	Very High
16	0,817	0.344	Valid	Very High	0.904	0,344	Reliable	High
17	0,714	0.344	Valid	High	0.344	0,344	Reliable	Very High
15	0,764	0.344	Valid	High	0.344	0,344	Reliable	Very
19	-0,183	0.344	Invalid	Very Low	0.918	0,344	Reliable	Very High
20	-0,087	0.344	Invalid	Very Low	0.344	0,344	Reliable	Very High
21	0,626	0.344	Valid	High	0.344	0,344	Reliable	Very High
22	0,578	0.344	Medium	Medium	0.344	0,344	Reliable	High
23	0,550	0.344	Valid	Medium	0.907	0,344	Reliable	Very High
24	0,519	0.344	Valid	Medium	0.907	0,344	Reliable	VeryHigh
25	0,511	0.344	Valid	Medium	0.908	0,344	Reliable	Very High
26	0,512	0.344	Valid	Medium	0.908	0,344	Reliable	Very High
27	0,754	0.344	Valid	High	0.903	0,344	Reliable	Very High
28	0,315	0.344	Invalid	Low	0.912	0,344	Reliable	Very High

Participants

After the data collection instruments were prepared, the instrument These data can be used to collect research data from samples in a population. The population of this study were all students of class X MIA SMA Negeri 11 Jambi City. All subjects studied are referred to as the population (Effendi-Hasibuan et al., 2020; Hashim et al., 2021). The population of this study were all students of class X MIA SMA Negeri 11 Jambi City, totaling 132 students. Based on the large population of 132 students, the determination of the sample size taken in this study used the *Slovin* with the following formula:

$$\mathrm{n} = \frac{N}{1+(N.d^2)}$$

where : n = number of samples, N = number of population, d = level of precision

The expected precision is set at 15% then the nominal sample size will be obtained. In addition to scientific considerations in the sampling process, considerations of cost, effort, time and availability are also the reasons for the size of the sample used. The number of samples taken are:

$$n = \frac{132}{132.(0.15)^2 + 1}$$

= 33.2 (rounded to 33)

to get a sample of 33 students from the total number of students, the following formula is used:

$$\text{Sample per class} = \frac{total}{number\ of\ students} \text{ x total sample}$$

Based on the formula with this, the samples from each class are obtained as shown in table 3 as follows:

Table 3. Number of samples per class class x mia sma negeri 11 jambi city

NO	Class	Number of students	Number of samples
1	MIA 1	33	8
2	MIA 2	33	8
3	MIA 3	33	9
4	MIA 4	33	8
Total		**132**	**33**

Several subjects from a population that are considered to be representative of the population are called samples (Sugiyono, 2015). The research sample was taken by simple random sampling. The reason for using simple random sampling technique is because each subject has the same opportunity to be selected as a sample. According to Sugiyono, (2015) it is said to be simple (simple) because the sampling of members from the population is carried out randomly without regard to the strata that exist in the population.

Data Analysis

After the data from the research sample is collected, the data can be analyzed. Data analysis was performed with descriptive statistics and inferential statistics. Descriptive statistics are used to obtain the mean, median, mode, and so on from each distribution table, while for inferential statistics using assumption tests and hypothesis testing (Tambunan et al., 2021). The assumption test used is the normality test, and the linearity test, then the data can be tested for hypotheses (Chen et al., 2018; Ozdemir et al., 2018). While the hypothesis test used is a linear regression test. Linear regression is used to see the effect of one variable on another variable, if a significance value is obtained below 0.05 then the variable being tested has an influence on other variables (Pan, 2017).

▪ RESULT AND DISSCUSSION

Interpersonal Communication

The measurement results of the teacher's interpersonal communication skills based on student responses to the teacher's interpersonal communication questionnaire, showed that the level of interpersonal communication skills of biology teachers in learning Fungi material was good. This is evidenced by the average percentage

score of 76%, where this value is in the range of 61% - 80% with "good" criteria. The distribution of the frequency of student responses to interpersonal communication skills can be seen in Figure 4.1 below:

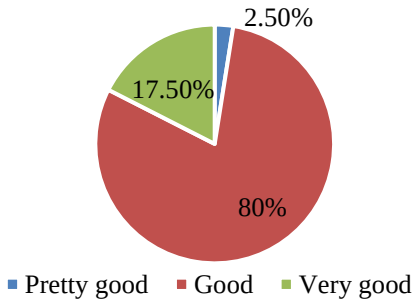

Figure 2. Frequency distribution of student responses to biology teachers' interpersonal communication ability in learning fungi materials the

Data in Figure 1 explains that the majority of students gave a positive response to the biology teacher's interpersonal communication skills in Fungi material learning, where 26 students or 78.79% stated that communication skills interpersonal biology teacher is in the good category. Only 1 student or 3.03% perceived that the biology teacher's interpersonal communication skills were in the fairly good category. The details of the results of measuring the interpersonal communication skills of biology teachers in each aspect and measurement indicators are as follows:

Table 4. Recapitulation of respondents response results for biology teacher interpersonal communication ability variable

Dimension	Indicator	W	SS	TS	KS	S	SS	%	Criteria
			1	2	3	4	5		
A	B	C	D	E	F	G	H	I	J
Openness	The teacher wants to tell about his experiences to students	F	0	1	1	31	0	78	Good
		Fw	0	2	3	124	0		
	Teacher talks honestly to students	F	0	0	0	28	4	80	Very Good
		Fw	0	2	3	112	20		
	Teacher gives appropriate answers when talking to students	F	0	1	5	23	4	78	Good
		Fw	0	2	15	92	20		
	The teacher shares his thoughts and feelings when talking to students	F	0	2	6	23	2	75	Good
		Fw	0	4	18	92	10		
	Average (fxw)							**77.75**	**Good**
Empathy	The teacher understands when students speak, without saying judgmental words	F	0	3	6	18	6	76	Good
		Fw	0	6	18	72	30		
	The teacher does not show body language or eyes that judge/judge students	F	0	3	3	25	2	76	Good
		Fw	0	6	9	100	10		
	The teacher understands when students have difficulty understanding the language or material being taught	F	0	0	14	17	2	73	Good
		Fw	0	0	42	68	10		

	The teacher speaks in a close manner there are students	F	0	2	8	20	3	75	Good
		Fw	0	4	24	80	15		
	Average (fxw)							**75**	**Good**
Support	always provides assistance to students who find it difficult to understand the material they are conveying	F	1	1	9	22	0	72	Good
		Fw	1	2	27	88	0		
	Teachers always motivate students to be enthusiastic in learning through various ways	F	0	1	11	19	2	73	Good
		Fw	0	2	33	76	10		
	Teachers always provide support to students so that student achievement increases	F	0	0	6	26	1	77	Good
		Fw	0	0	18	104	5		
	Average (fxw)							**74**	**Good**
Positive Feelings The	teacher uses good words when talking to students	F	0	5	2	22	4	75	Good
		Fw	0	1	6	88	20		
	The teacher praises the students' achievements	F	0	1	6	23	3	77	Good
		Fw	0	2	18	92	15		
	The attitude of students is getting better because they get advice delivered in a soft tone by the teacher	F	0	2	12	18	1	71	Good
		Fw	0	4	36	72	5		
	Students imitate a good teacher in speaking	F	0	1	2	25	5	81	Very Good
		Fw	0	2	6	100	25		
	Average (fxw)							**76**	**Good**
Similarity The	teacher is interested in talking to students so that ga students feel important	F	0	1	2	18	12	85	Very Good
		Fw	0	2	6	72	60		
	Teacher calls students by name of student	F	0	4	8	19	2	72	Good
		Fw	0	8	24	76	10		
	Teacher pays attention to what students say	F	0	1	4	28	0	76	Good
		Fw	0	2	12	112	0		
	Average (fxw)							**78**	**Good**

The data in Table 4 shows that the similarity aspect gets the highest average percentage score of 78% with the criteria "good". In this dimension the teacher's indicator is interested in talking to students so that students feel it is important to get the highest score percentage, which is 86 with the criteria of "very good". While the lowest

average percentage score is in the support aspect, which is 85%, with the criteria of "very good".

The teaching and learning process is an interaction between educators and educated or between teachers and students, where in this interaction almost entirely uses language media, whether spoken, written or gestures and gestures. In other words, there is no educational behavior that is not born by communication. The ability of teachers to communicate in teaching and learning activities is the ability of teachers to create a communicative climate between teachers and students in learning activities (Saputra, 2013). Priansa (2017) states that good and appropriate communication will determine the learning to take place well and effectively. A teacher who has mastered the learning material well, if in the learning process communication does not go well, then all mastery of the concept will not be conveyed to students. In this case it is clear that the success and achievement of learning objectives is largely determined by the effectiveness of ongoing communication (Lanani, 2013). Therefore, as a teacher must understand and understand and learn to communicate in the classroom. Teachers must be able to determine the right way of communicating to students so that learning takes place effectively. One form of communication in learning that is appropriate to use is interpersonal communication.

The results of the measurement of the interpersonal communication skills of biology teachers in learning Fungi Materials, indicate that overall teachers have a good level of communication skills, both in terms of openness, empathy, support, positive feelings, and similarities. Of the five aspects, the aspect of equality or equality gets the highest percentage of scoring, which is 78%. These findings explain that biology teachers show the best interpersonal communication skills in terms of fair teacher treatment without discriminating between students, such as; the teacher shows interest when talking to students so that students feel important, calls students by name, and listens attentively to what students say when talking to the teacher.

The aspect of openness also includes aspects of interpersonal communication skills, which get the second highest score acquisition percentage, namely 77.75%. In this study, researchers saw the openness that exists between teachers and students. They interact with each other without feeling closed off without even hesitate to tell something. Especially from students who often tell what happened to their teachers and friends. The teacher is also open to receiving messages conveyed by students, even when they do not understand, the teacher will try to understand the meaning of the messages conveyed by students.

Student Learning Motivation

The results of the measurement of students' learning motivation, which includes internal motivation and external motivation, show that overall students' internal motivation is at a high level, while students' external motivation is at a very high level. This is evidenced by the average percentage score for internal motivation of 79.82%, where this value is in the range of 61% - 80% with the "high" criteria. While the average percentage score for external motivation is 81%, where this value is in the range of 81% - 100% with the "very high" criteria. From these findings, it is explained that students tend to be motivated in studying Fungi material if it is driven by factors that are outside of themselves, in this case the sources of motivation that come from the

teacher such as; praise, advice, reward, punishment, and imitation of something. The frequency distribution of students' responses to their perceived learning motivation can be seen in Figure 4.2 below:

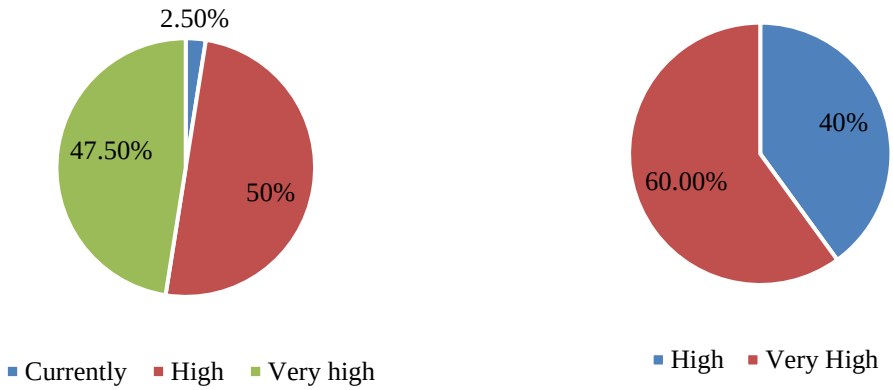

Figure 3. Frequency distribution of student responses to internal learning motivation (a) and external learning motivation (b) in learning fungi materials the

Data in Figure 2 explains that in internal motivation, the majority of students have a high level of learning motivation, with a frequency distribution of 18 students or 54, 55%, while 1 student or 3.03% has a moderate level of learning motivation. Meanwhile, for external motivation, the majority of students have a very high level of learning motivation, with a frequency distribution of 20 students or 60.61%, and 13 others or 39.39% have a high level of learning motivation. The details of the results of measuring students' internal and external learning motivation in learning activities of Fungi Materials can be seen in Table 2 and Table 3 below:

Table 5. Recapitulation of respondents' responses for students' internal learning motivation variable

Dimensions	**Indicator**		**w**					**%**	**Criteria**
			STS	**TS**	**KS**	**S**	**SS**		
			1	**2**	**3**	**4**	**5**		
A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**
Self desire	Trying to learn as much as possible so that goals are achieved	F	0	1	1	24	7	82	Very High
		Fw	0	2	3	96	35		
	Studying Kingdom Fungi material outside of school hours on one's own accord	F	0	1	3	21	8	82	Very High
		Fw	0	2	9	84	40		
	Trying hard to learn Kingdom Fungi material because he wants to achieve the highest learning achievement -high	F	0	1	7	14	11	81	Very High
		Fw	0	2	21	56	55		
Average (fxw)								**81.66**	**Very High**
Satisfaction	Satisfied if the material assignment Kingdom Fung	f	0	0	7	19	7	80	High
		fw	0	0	21	76	35		

	gets a good score								
	Satisfied if you can answer all questions from the teacher about the Kingdom Fungi material	f	0	0	7	21	5	79	High
		fw	0	0	21	84	25		
	Satisfied if you do the Kingdom Fungi material assignments as much as possible	f	0	0	6	19	8	81	Very High
		fw	0	0	18	76	40		
Average (fxw)								**80**	**High**
Good habits	Listening and n take notes from the teacher about the unknown Kingdom Fungi material	f	0	0	8	20	5	78	Height
		fw	0	0	24	80	25		
	Always try to give opinions or questions when discussing with teachers and friends about Kingdom Fungi material	f	0	0	5	16	12	84	Very High
		fw	0	0	15	64	60		
Average (fxw)								**81**	**Very High**
Awareness	Always studying and doing Kingdom Fungi homework at home, without parental supervision or prompting	f	0	0	11	19	3	75	Height
		fw	0	0	33	76	15		
	Participates in group assignments, without being asked by group friends	f	0	0	12	17	4	75	Height
		fw	0	0	36	68	20		
Average (fxw)								**75**	**Height**

Data on Table 2 shows that the self-desire aspect gets the highest average percentage score of 81.66% with the criteria of "very high". In this aspect, the indicator tries to learn as well as possible so that the goals are achieved, getting the highest score percentage, which is 82% with the "very high" criteria. While the lowest average percentage score is in the awareness aspect, which is 75% with the "high" criteria.

Table 3. Recapitulation of respondents response results for variables of student external learning motivation

Dimension	**Indicator**		**STS 1**	**TS 2**	**W KS 3**	**S 4**	**SS 5**	**%**	**Criteria**
A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**
Praise	Doing Kingdom Fungi material assignments as well as possible to get praise from teachers and friends	f	0	0	9	18	6	78	Height
		fw	0	0	27	72	30		
Average (fxw)								**78**	**High**
Advice	Seriously studying Kingdom Fungi material when getting advice from friends	f	0	1	5	20	7	80	High
		fw	0	2	15	80	35		
	Seriously studying Kingdom Fungi material when getting advice from teacher	f	0	0	1	21	11	86	Very High
		fw	0	0	3	84	55		

	B	C	D	E	F	G	H	I	J
	Teacher advised me to listen to Kingdom material Fungi he conveyed	f	0	0	7	19	7	80	High
		fw	0	0	21	76	35		
	Average (fxw)							**82**	**Very High**
Prizes	Always trying to get good learning achievements in order to get gifts from parents	f	0	0	4	21	8	82	Very High
		fw	0	0	12	84	40		
	Students are even more motivated to excel if teacher and friends acknowledge their ability	f	0	0	2	23	8	84	Very High
		fw	0	0	6	92	40		
	Trying to be able to answer questions from the teacher in order to get additional marks	f	0	0	4	19	10	84	Very High
		fw	0	0	12	76	50		
	Average average (fxw)							**83.33**	**Very High**
Punishment	Always do all Kingdom Fungi material assignments so as not to get punished by the teacher	f	0	0	4	22	7	82	Very High
		fw	0	0	12	88	35		
	Always try to be on time in class during Kingdom lesson hours Fungi so as not to get punished by the teacher	f	1	0	7	19	6	78	High
		fw	1	0	21	76	30		
	Giving punishment to students who skip class during class hours, so that no students want to be truant	f	1	0	10	14	8	77	Medium
		fw	1	0	30	56	40		
	Average (fxw)							**79**	**High**
Imitating something	There is a desire to participate in getting good grades, if a friend gets good grades	f	0	1	2	25	5	81	Very High
		fw	0	2	6	100	25		
	Average (fxw)							**81**	**Very High**

Data in Table 3 shows show that the prize aspect gets the highest average percentage score of 83.33% with the "very high" criteria. In this aspect the indicator students are even more excited to excel if the teacher and friends recognize their abilities and try to be able to answer questions from the teacher in order to get additional points, getting the highest percentage score, each of which is 84% with the "very high" criteria. While the average percentage of the lowest score is in the praise aspect, which is 78% with the "high" criteria. From these findings, it is explained that gifts are the most dominant source of external motivation to encourage students to study Fungi material. The prize in question is not in physical form, but in the form of acknowledgment of the achievements achieved and the additional value given by the teacher.

Motivation is the main factor in the learning process that can play a role in ensuring the continuity of learning activities because of its ability to provide direction to learning activities so that learning activities are more effective in achieving the desired learning goals or outcomes. Loss of motivation can cause orientation towards goal achievement to be weak. Students' learning motivation can arise because of internal and external encouragement in students who are learning to make changes in behavior in achieving the desired learning outcomes. The results of the measurement of students' internal motivation and external motivation in learning Fungi Materials, as previously explained, indicate that students' learning motivation tends to come from factors that come from outside students, or in other words, external motivation is the dominant motivation. encourage students to study Fungi Material. The dominance of external motivation in students is evidenced by the majority of students who have a very high level of motivation, with a frequency distribution of 24 students or 60%. Meanwhile, for internal motivation, the majority of students have a high level of motivation, with a frequency distribution of 20 students or 50%. Based on the measurement results of the five dimensions of external motivation, namely; praise, advice, gifts, punishments, and imitation of something, the dimensions of the gift get the highest percentage of the score that is equal to 83.33%. These findings explain that the prize is the dominant factor that encourages students to study Fungi material.

▪ CONCLUSION

Based on the results of the research and discussion that have been described previously, it can be concluded that the teacher's interpersonal communication ability in learning activities of Fungi Materials as a whole according to students' perceptions is at a good level of communication skills, both in terms of openness, support, empathy, positive feelings, and similarity. So it can be stated that the teacher's interpersonal communication process has been going well. For students' learning motivation in Fungi material learning activities, it shows that students' internal motivation as a whole is at a high level, while students' external motivation is at a very high level. Thus, it can be stated that external motivation is the dominant motivational factor encouraging students to study Fungi material.

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