Profile of Interpersonal Communication of Grade XII Science Student at SMA Negeri 1 Kediri

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Abstract: This study aims to determine students' perceptions of interpersonal communication. This study is an exploratory research with research subjects of 57 grade XII Science students at SMA Negeri 1 Kediri. The research instrument used was a closed questionnaire with graded answers according to a Likert scale that had been validated and declared valid. The research data analysis used was descriptive statistics and inferential statistics with the Anova test at a significance level of 5%. The results of the study show that (1) grade XII Science students at SMA Negeri 1 Kediri have an average perception score about interpersonal communication on the indicator, namely Oppeness of 3.11 in the Tall category, Empathy is 3.27 in the Very High category, Supportiveness is 3.34 in the Very High category, Positiveness is 3.16 in the Very High category, and Equality is 3.20 in the Tall category; (2) there are significant differences in students' perceptions of interpersonal communication on the indicators of oppeness, empathy, supportiveness, positiveness, and equality as evidenced by a significance value of 0.003, which is smaller than 0.05 (<0.05).

Keywords: Interpersonal communication, Science Student; SMA

Introduction

Education is a conscious and planned effort to make each individual a better person, have values and morals and make the individual independent (Sahputra, 2018). Wilhalminah, Rahman & Muchlisah (2017) explained that education has the main function of developing abilities, forming character and a person with dignity in life in accordance with applicable norms. Education has an important role in shaping students into productive members of society who can contribute positively (Gardner, 2006). According to Masang (2021), education is an effort to develop students' personalities in accordance with the values that exist in society and its culture. Education plays an important role in the process of changing students' attitudes and behavior into adults through the learning process (Mahadi, 2021). This was emphasized by Sumantri (2019) that education is a process of guidance given by teachers to students to

reach maturity, so that students become competent in carrying out their own life tasks without the help of others.

Education has a very important role in facilitating students in developing their personal maturity and social skills (Fitriah, Yulianto & Asmarani, 2020). Students who are still teenagers require intensive attention and guidance in the learning process and other activities at school (Sahputra, 2018). This is confirmed by the opinion of Putra & Jamal (2020) that adolescence is a transition period between children and adults or a period of searching for identity, so students need structured guidance in the world of education. Kadir (2012) emphasized that the learning process in the classroom is a structured effort to facilitate the development of students' attitudes and behavior in an effort to mature them. According to Yusuf (2009), communication skills are an important factor in the self-maturation of students who are still teenagers. This is

supported by the opinion of Adhityaputra (2015) that students need communication skills within themselves to make it easier for them to get along with peers or other people, both individually and in groups. An active and fun learning process can facilitate students to master hard skills (Kustijono, 2011), but also have soft skills such as communication skills (Irma, 2009).

Communication is an important part of students' daily lives, both in the learning process at school and other social activities (Fitriah, Yulianto & Asmarani, 2020). This is because every communication activity will build interaction between the communicator and the communicant to convey information, messages, knowledge, thoughts, ideas and opinions (Badawi & Rahadi, 2021; Kamaruzzaman, 2016). According to Isti'adah (2017), students must have good communication skills, because communication really determines the quality of their interactions in the learning process and daily life (Koprowska, 2008). According to Marfuah (2017), the communication process cannot be separated from the learning process because the communication skills of students and teachers really determine the success of student learning, where good communication skills will be able to help and facilitate the delivery of ideas, ideas and opinions as well as exchanging information in the learning process (Fitriah, Yulianto & Asmarani, 2020). This was confirmed by Wilhalminah, Rahman & Muchlisah (2017) that communication skills are the ability to communicate various things related to learning material, both orally and in writing.

Communication cannot be separated from the learning process, because the learning process occurs as a result of communication (Marfuah, 2017). The learning process is a process that contains a series of teacher and student activities that are built through communication and interaction in educational situations to achieve learning goals (Putra & Astuti, 2020). According to Fitriah, Yulianto & Asmarani (2020), communication skills will help students understand the information, messages and learning materials provided by the teacher. Apart from that, students who have communication skills can provide responses, express their ideas and opinions, and dare to ask questions well when students experience difficulties in the learning process (Milawati, Gonggo & Langganing, 2014). This was confirmed by Suranto (2011) that students who have good communication skills will be more confident, able to work together, and have good learning achievements. According to Marfuah (2017), students' communication skills will provide an atmosphere that supports active learning, where students have confidence in expressing their opinions and become a means of developing an attitude of empathy and respecting differences of opinion.

According to Miczo's research, it is explained that someone who has good communication has a level of satisfaction in relation to their interpersonal relationships (Hargie & Dickson, 2005). According to Isti'adah (2017), an effective form of communication is interpersonal communication. Interpersonal communication is an expression of positive messages and encourages someone to speak interpersonally to the public and the public (Lvina, 2015). This was emphasized by Suranto (2011) that interpersonal communication or interpersonal communication is the process of conveying or receiving messages between individuals carried out directly or indirectly. Interpersonal communication is an important thing that must be done between individuals at school to improve interpersonal relationships and smooth communication processes, so that activities within the school can run smoothly as expected (Ridwan, Hardhienata & Entang, 2016). Griffin & Moorhead (2007) emphasize that to achieve mutually beneficial interpersonal communication, it must be carried out by people who know each other, respect each other, and feel comfortable and happy. Thus, interpersonal communication must involve someone directly face to face or voice conversation which allows for feedback between the two (Awad & Alhashemi, 2012).

Good communication skills will have a positive impact on students, such as increasing enthusiasm for learning, discipline, and making it easier to get the information they need (Kamaruzzaman, 2016). This was confirmed by Dougherty, Stammer & Valente (2018) that interpersonal communication skills help students to build a network with other individuals, making it easier for them to obtain information or knowledge (Barseli, 2018). According to Kodariyati & Astuti (2016), a good communication process really helps students to build their understanding. Another opinion was confirmed by Putra & Jamal (2020) that interpersonal communication skills are an important factor in adolescent development, so that development in communication reflects students' achievement of maturity and maturity in social relationships (Muthmainnah, Astuti & Fatimaningrum, 2016). The level of students' interpersonal communication skills will show their moral qualities such as the way they talk to other people starting from the way they greet them, their facial expressions when speaking, and their behavior when conveying something, as well as what message they convey (Silya, Zikra & Nurfatanah, 2012).

Science learning requires students to have good understanding and knowledge, but also pay close attention to the dimensions of skills that students must have (Sapriya, 2012). Science class students are required to have skills such as research skills, thinking skills, social participation skills, and communication skills

(Marfuah, 2017). This was confirmed by Muamar & Afria (2019) that science class students are expected to have good communication skills to be able to make presentations, ask questions and discuss effectively. This means that communication is very important in the learning process, so there is a need for the role of teachers, especially guidance and counseling teachers, to strengthen students' communication skills (Putra & Jamal, 2020). According to Kusnaeni & Retnawati (2013) teachers have the task of motivating students to actively learn so they can construct their own knowledge through various activities such as problem solving and communicating. This was emphasized by Nurfajri, Nurhasanah & Martunis (2022) that the role of guidance and counseling teachers is very necessary to support the learning process and include students' self-adjustment in the learning process.

According to Putra & Jamal (2020), Indonesia has the criteria that its interpersonal communication skills are low, with several symptoms shown such as shyness, nervousness and anxiety in communicating and there is rarely a feedback process when the teacher explains a subject. This is supported by the results of observations by Muamar & Afria (2019) that students have low communication skills in biology learning in class X IPA1 SMA Negeri 2 Peusangan. Research conducted by Putra & Jamal (2020) recommends that schools need to pay attention to students' interpersonal communication skills in socializing because it can influence students' development processes and learning achievements. Based on these research findings, a study is needed to explore the interpersonal communication skills of grade XII Science students at SMA Negeri 1 Kediri.

Method

This study is an exploratory descriptive research (Cohen, Manion & Morrison, 2007; Muliadi, Mirawati & Prayogi, 2021), to describe student perceptions about student interpersonal communication. This research uses an ex post facto approach because researchers only examine and measure existing student perception data without carrying out manipulation or treatment (Cooper & Schindler 2001; Fraenkel, Wallen & Hyun, 2012). The respondents for this research were 57 students in grade XII Science at SMA Negeri 1 Kediri, West Lombok. Respondents were determined using a saturated sampling technique because the entire population was used as the sample for this research (Sugiyono, 2019).

This research uses an instrument in the form of a closed questionnaire with answers according to a Likert scale (Muliadi et al., 2022) with scale degradation, namely Strongly Agree, Agree, Somewhat Agree, Disagree (Creeswell, 2014; Singarimbun, 2007). The student perception questionnaire about interpersonal communication was adopted from a questionnaire developed by Zuhara (2014) with indicators namely oppeness, empathy, supportiveness, positiveness, and equality. The questionnaire is prepared in 48 statements and has been validated and declared valid.

Research data was analyzed using quantitative descriptive statistics and inferential statistics. Quantitative descriptive analysis is used to describe student perception data about interpersonal communication. Average student perception data is interpreted in the form of categories using assessment criteria developed by Nugroho et al (2023) as presented in Table 1.

Table 1. Conversion criteria for average student perception scores

Average score ($\bar{p}$)	Category
3.25 < X ≤ 4.00	Very High
2.50 < X ≤ 3.25	Tall
1.75 < X ≤ 2.50	Low
1.00 < X ≤ 1.75	Very Low

The inferential statistical analysis used is (1) Anova test (Analysis of Variance) at a significance level of 5% to determine differences in student perceptions of interpersonal communication indicators, namely oppeness, empathy, supportiveness, positiveness, equality with the formulation of a statistical hypothesis, namely $H_0 : \mu1 = \mu2$ (there is no significant difference in student perceptions on the indicators of oppeness, empathy, supportiveness, positiveness, equality) and $H_1 : \mu1 \neq \mu2$ (there is a significant difference in student perceptions on the indicators of oppeness, empathy, supportiveness, positiveness, equality). If the results of the Anova test and t-test produce *a p-value* smaller than the alpha test value of 0.05, then H_0 is rejected and H_1 is accepted or vice versa.

Result and Discussion

Description of data from measuring the perceptions of class XII IPA students at SMA Negeri 1 Kediri regarding interpersonal communication on the indicators of oppeness, empathy, supportiveness, positiveness, and equality are presented in Table 2.

Table 2. Results of data analysis of student perceptions about interpersonal communication

Interpersonal Communication Indicators	N	Σ Score	Average	Category
Oppeness	57	177.23	3.11	Tall
Empathy	57	186.60	3.27	Very High
Supportivenes	57	190.43	3.34	Very High

Positiveness	57	180.00	3.16	Tall
Equality	57	182.27	3.20	Tall

Based on the results of data analysis in Table 2, it is known that grade XII Science students at SMA Negeri 1 Kediri have an average perception score about interpersonal communication on the indicator, namely Oppeness of 3.11 in the Tall category, Empathy is 3.27 in the Very High category, Supportiveness is 3.34 in the Very High category, Positiveness is 3.16 in the Very High category, and Equality is 3.20 in the Tall category. The data description is emphasized in the following Figure 1 presentation.
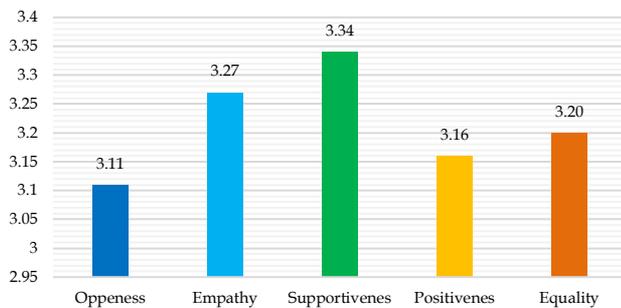

Figure 1. Average score of students' perceptions of interpersonal communication

Data on differences in students' perceptions of interpersonal communication on the indicators of oppeness, empathy, supportiveness, positiveness, and equality were analyzed using parametric statistics, after fulfilling the prerequisite tests, namely the homogeneity test and normality test as presented in Table 3.

Table 3. Homogeneity and normality test results

N	Homogeneity		Normality	
	Levenes Statistics Test Score	Sig.	Kolmogorov-Smirnov's Test Score	Sig.
57	1.016	0.399	2.530	0.000

Based on the results of the analysis in table 3, it is known that student perception data about interpersonal communication has a significance value of 0.399 which is greater than 0.05 (>0.05), which means the data variance is homogeneous. Meanwhile, the results of the normality test show that student perception data about interpersonal communication has a significance value of 0.000, smaller than 0.05 (<0.05), which means the data is not normally distributed.

Analysis of differences in student perceptions regarding creative thinking abilities on the indicators of oppeness, empathy, supportiveness, positiveness, and equality was carried out using the Anova (Analysis of Variance) test at a significance level of 5% (0.05) with the results of the analysis presented in Table 4.

Table 4. Anova test results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.941	3	0.485	4,031	0.003
Within Groups	33.705	280	0.120		
Total	35.646	284			

Based on the results of the Anova test in table 4, it is known that the F value is 4.031 with a significance value of 0.003 which is smaller than 0.05 (<0.05), so H_1 is accepted and H_0 is rejected. This means that there are significant differences in students' perceptions of interpersonal communication on the indicators of oppeness, empathy, supportiveness, positiveness, and equality.

The results of this research explain that class This confirms that science class students have fairly good initial knowledge about interpersonal communication, because perception is the process of interpreting stimuli received through the five senses to be processed into understanding (Zhafira, Ertika & Chairiyaton, 2020). Thus, students' positive perceptions of interpersonal communication have shown that they have open social behavior, care about others, respect differences, support each other, and are able to place themselves on an equal footing with others. This is in accordance with the opinion of Kamaruzzaman (2016) who explains that good communication skills will have a positive impact on student activities such as increasing enthusiasm for learning, discipline, and making it easier to get the information they need. This opinion is confirmed by Dougherty et al (2018) that interpersonal communication skills help students to build a network with other individuals, making it easier for them to obtain information or knowledge (Barseli, 2018). According to Putra & Jamal (2020) that skills Interpersonal communication is an important factor in adolescent development, so that development in communication reflects students' achievement of maturity and maturity in social relationships (Muthmainnah & Astuti, 2016). The interpersonal communication skills that students possess will be seen in their moral qualities such as the way they talk to other people starting from the way they greet them, their facial expressions when speaking, and their behavior when conveying something, as well as what message they convey (Silya, Zikra & Nurfatanah, 2012).

The findings in this research provide an implicit picture that students are active in the learning process, such as expressing opinions, asking questions and answering during group discussions or presentations (Sofyan, Rapi & Afiif, 2015). Apart from that, students

certainly show enthusiasm for listening to teacher explanations and caring about their friends in the learning process and other activities at school (Wilhalminah, Rahman & Muchlisah, 2017). This was emphasized by Marfuah (2017) that interpersonal communication cannot be separated from the learning process, because the learning process occurs as a result of communication. The learning process is a process that contains a series of teacher and student activities that are built through communication and interaction in educational situations to achieve learning goals (Putra & Astuti, 2020). According to Fitriah, Yulianto & Asmarani (2020), interpersonal communication skills will help students understand the information, messages and learning materials provided by the teacher. Apart from that, students who have communication skills can provide responses, express their ideas and opinions, and dare to ask questions well when students experience difficulties in the learning process (Milawati, Gonggo & Langganing, 2014). This was confirmed by Suranto (2011) that students who have good communication skills will be more confident, able to work together, and have good learning achievements.

The interpersonal communication skills possessed by class This is supported by the opinion of Sutirman (2006) that the better the communication process, the better students receive the delivery of the material and then student understanding will increase. Students' interpersonal communication skills in learning activities really depend on the interaction between teachers and students (Mahadi, 2021), but because the teacher is in control of the class, the responsibility for good communication in the class is determined by the teacher (Suprapto, 2017). Thus, the development of students' interpersonal communication skills in school is largely determined by the role of teachers, especially guidance and counseling teachers (Putra & Jamal, 2020). Teachers have the task of motivating students to actively learn so they can construct their own knowledge through various activities such as problem solving and communicating (Kusnaeni & Retnawati, 2013). This was emphasized by Nurfajri, Nurhasanah & Martunis (2022) that the role of guidance and counseling teachers is very necessary to support the learning process and include students' self-adjustment in the learning process.

Conclusion

Based on the results of the research and discussion above, it can be concluded that (1) grade XII Science students at SMA Negeri 1 Kediri have an average perception score about interpersonal communication on the indicator, namely Oppeness of 3.11 in the Tall category, Empathy is 3.27 in the Very High category,

Supportiveness is 3.34 in the Very High category, Positiveness is 3.16 in the Very High category, and Equality is 3.20 in the Tall category; (2) there are significant differences in students' perceptions of interpersonal communication on the indicators of oppeness, empathy, supportiveness, positiveness, and equality as evidenced by a significance value of 0.003, which is smaller than 0.05 (<0.05).

Conflicts of Interest
The authors declare no conflict of interest.

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