

**THE EFFECT OF INTERPERSONAL COMMUNICATION AND TEACHER  
COMPETENCE ON THE QUALITY OF CHARACTER EDUCATION AND STUDENT  
LEARNING ACHIEVEMENT**

(Comparative Study between MTsN 01 Madrasah in Gorontalo City and MTsN 01  
Madrasah in Bone Bolango)

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**Abstract**

MTsN 01 Kota Gorontalo and MTsN 01 Bone Bolango are educational institutions that focus on character development and have programs that can shape the character of their students. The results showed that: First, interpersonal communication has a positive and significant effect on the quality of character education at MTsN 01 Kota Gorontalo and MTsN 01 Bone Bolango. Second, Teacher Pedagogic Competence has a positive and significant effect on the Quality of Character Education at MTsN 01 Kota Gorontalo and MTsN 01 Bone Bolango. Third, interpersonal communication and teacher pedagogic competence together have a positive and significant effect on the quality of character education at MTsN 01 Kota Gorontalo and MTsN 01 Bone Bolango. Fourth, Interpersonal Communication has a positive and significant effect on Student Learning Achievement. Fifth, Teacher Pedagogic Competence has a positive and significant effect on Learning Achievement at MTsN 01 Kota Gorontalo and MTsN 01 Bone. Sixth, interpersonal communication and teacher pedagogical competence together have a positive and significant effect on learning achievement at MTsN 01 Kota Gorontalo and MTsN 01 Bone Bolango.

**Keywords:** Mtsn, Gorontalo, Teacher Competence, Learning Quality, Education

## A. INTRODUCTION

There are many factors that influence students (Madrasah) in achieving, namely from the system implemented to the methods used in the learning process, and considering their position as middle-level learners are still seen by some psychologists as individuals who are in a transitional stage in a series. the development process of a child, namely from the childhood period to the adult period. The transitional period is commonly referred to as adolescence or puberty. Generally they do not want to be called children, but if they are called adults, they are actually not ready to hold the title as adults.

The phenomenon that exists in the world of Indonesian education today is that there are still many teacher behaviors that are not in accordance with the guidance such as lack of morals, lack of showing affection, lack of patience, lack of discipline, and lack of understanding of the character of students. This condition can lead to an inadequate educational process so that teachers' communication styles are not optimal, as well as competencies that are not in line with state expectations. In the end, this situation will certainly make a negative contribution to the quality of student education.

With regard to teacher competence, teachers must be equipped with pedagogical competence, personal competence, social competence, and professional competence (article 8 of Law No. 14 of 2005). In terms of pedagogy, the teacher must have sufficient understanding and insight regarding the art of teaching in order to develop student potential, in terms of personality competence the teacher must have the characteristics of noble character, wisdom, wisdom, dignity and honesty. In terms of social competence, teachers must be part of school and community members who can interact socially well. In terms of professional competence, teachers must be able to provide knowledge and concepts in depth and broadly according to their respective fields. Nowadays, many teachers have not been able to actualize their profession according to the expectations of the state. Regarding the communication style, the teacher must have an effective, efficient and attractive communication style for students. However, based on the phenomena in the field, the teacher has a limited communication style and does not have good role models. So that the communication techniques used by the teacher have not been able to contribute optimally to student development.

Another phenomenon in the field is that the characteristics of Indonesian students are not as expected, this is indicated by the frequent occurrence of student brawls, truancy to play in the mall, student involvement in drugs, free sex behavior, and other negative behaviors. All of the above conditions represent that the existing quality of character education has not been able to run well. Another contemporary phenomenon is related to learning achievement. As we all know, there are many Indonesian students who have achievements that are not in line with the government's expectations. This is indicated by the high rate of failing national exams / final exams in various schools in Indonesia. This is in line with the students' desire to continue their education to a higher level, which is still

very limited. This condition is of course very concerning because students should be encouraged to have better learning achievements, so that they can be competent both nationally and globally.

In adolescence, there is a growing desire to learn or use a foreign language, whether formal such as English, Arabic, or others, or non-formal languages such as slang or code language that is only understood by the group. The desire to read also increases, especially fantastic and aesthetic. General skills are developing rapidly and special skills are starting to show their direction. Teachers should apply an individual or small group approach to the learning system. The teacher also provides opportunities for superior students to have an impact on slow students, for example with the peer tutoring method.

The period of human development from adolescence to adulthood is as follows (Prayitno & Amti, 1994 : 13):

| Period             | Age                   |
|--------------------|-----------------------|
| Middle Adolescence | 13-15 years (girls)   |
| Late Adolescence   | 15 to 17 years (boys) |
|                    | 15-18 years (girls)   |
| Early Adulthood    | 17-19 years (boys)    |
| Middle Adulth      | 18-21 years (girls)   |
| Late Adulthood     | 19-21 years (boys)    |

Based on the human development period above, SMP / Madrasah Tsanawiyah students who are on average 12-16 years of age are in their early adolescence (early adolescence). The tasks of adolescent development are: (1) Achieving new and more mature relationships with peers, (2) Achieving social roles for both men and women, (3) Accepting their physical condition and using their bodies effectively, (4) Expecting and achieving Responsible social behavior, (5) Achieving emotional independence from parents and other adults, (6) Obtaining a set of values and an ethical system as a guide for behavior-developing ideology (Hurlock, 1990 : 209-210).

Young adolescents are more likely than children to produce choices, examine situations from multiple perspectives, anticipate the consequences of decisions and consider the credibility of sources. However, young adolescents are less competent in decision-making skills than older adolescents (Hurlock, 1990). So it should be assumed that older Madrasah students / students are more competent in making decisions than younger Madrasah students / students.

The factors that influence adolescent attitudes towards education are: (1) peer attitudes; school-oriented or work-oriented, (2) parents' attitudes; perceives education as a stepping stone towards social mobility or simply as an obligation because it is required by law, (3)

Values, indicating academic success or failure, (4) Relevance or practical value of various subjects, (5) Attitudes towards teachers -teachers, administrative staff, and academic wisdom and discipline, (6) Success in various extracurricular activities, (7) Degree of social support among classmates (Hurlock, 1990 : 221).

Furthermore, there are three kinds of adolescents who are not interested in education and usually hate school, namely: (1) Teens whose parents have unrealistic high aspirations towards academic, athletic or social achievement who constantly press to achieve the desired goals, (2) Teens who are less accepted by classmates, who feel that they do not experience the joy as experienced by classmates in various extracurricular activities, (3) Teens who mature early who feel physically much bigger than their classmates and because their appearance is older than their actual age, often expected to perform better than their abilities (Hurlock, 1990 : 220-221).

Among them are various educational institutions that focus on character development, namely MTsN 01 Kota Gorontalo and MTsN 01 Bone Bolango. Based on the researcher's preliminary study into the field, information was obtained that MTsN 01 Kota Gorontalo and MTsN 01 Bone Bolango have programs that can shape the character of their students. These programs provide disciplinary values and positive characteristic habituation, such as congregational prayer, reading the Qur'an, enforcing discipline, cleaning the environment, enforcing Madrasah laws or regulations and other activities that have character building values.

Based on the background of the problems above, the problems of interpersonal communication and teacher competence are very important to be studied, therefore the researcher conducted a study with the title: The Effect of Interpersonal Communication and Teacher Competence on the Quality of Character Education and Student Learning Achievement (Comparative Study between MTsN 01 Kota Gorontalo with MTsN 01 Bone Bolango).

### **Theoretical Framework**

#### **1. Interpersonal Communication**

Interpersonal communication is communication between people face to face, which allows each participant to capture the reactions of others directly, either verbally or nonverbally (Mulyana, 2000).

In essence, interpersonal communication is communication between communicators and communicants, this type of communication is considered the most effective in an effort to change a person's attitude, opinion or behavior, because of its dialogic nature in the form of conversation. Backflow is direct, the communicator knows the communicant's response right away. When communication is launched, the communicator knows for sure whether

the communication is positive or negative, successful or not. If he can give the communicant the opportunity to ask as widely as possible (Sunarto, 2003).

## 2. Teacher Competence

Competence is knowledge, skills, and abilities related to work, as well as abilities needed for jobs. In the Big Indonesian Dictionary, competence is defined as the authority (power) to determine (decide something). The Decree of the Minister of National Education number 045 / U / 2002 regarding the Core Curriculum of Higher Education states "Competence is a set of intelligent actions, full of responsibility that a person has as a condition to be considered capable by the community in carrying out tasks in certain fields of work". Association K.U. Leuven defines that the notion of competence is the integration of knowledge, skills, and attitudes that make it possible to carry out an effective way.

## 3. Character Education

According to Victoria Neufeld & David B. Guralink defines character as a distinctive trait, distinctive quality, moral strength, the pattern of behavior found in an individual or group. Meanwhile, according to Ratna Megawati, this character is similar to the morals that come from the word *khuluk*, which is the character or habit of doing good things. (Megawangi, 2007). Imam al-Ghazali described that character (morals) is the behavior of someone who comes from a good heart (al-Ghazali, 2008). Al-Ghazali also held the view that character (morals) is something that resides in the soul, with which actions arise easily without thinking (al-Ghazali, 2008). The same definition is also put forward by Dharma Kesuma which states that the meaning of the word character is character, morals, morals, affection, morals, character, and character have the same meaning (Kesuma, 2011 : 24). Character is influenced by genetic factors and environmental factors of a person. In terms of environmental factors, a person's character is mostly shaped by other people who are close to him or who often influence him, then he starts imitating it to do so.

## B. METHOD

To be able to provide deeper objectivity to this research, the researchers tried to do with the Quantitative Method. To conduct research with this method, the researcher used an explanatory sequential strategy, namely by collecting and analyzing quantitative data in the first stage followed by the collection and analysis of qualitative data which was built on the initial quantitative results. More weight or priority is given to quantitative data. The process of mixing (mixing) data in this strategy occurs when the initial quantitative results inform the qualitative data collection process, for this reason, these two types of data are separate but still connected (Creswell, 1994).

## **C. RESULT AND DISCUSSION**

### **1. The Effect of Interpersonal Communication on the Quality of Character Education in MTsN 01 Kota Gorontalo and MTsN 01 Bone Bolango**

The understanding of character has been expressed by many experts. According to experts like Hornby and Parnwell, character is a mental or moral quality, moral strength, name or reputation. Suyanto explains character as a way of thinking and behaving that characterizes each individual to live and work together, both within the sphere of family, society, nation, and state .

The results of the study are in line with the statement above which shows that Interpersonal Communication has a positive and significant effect on the Quality of Character Education at MTsN 01 Gorontalo City and MTsN 01 Bone Bolango with an indirect effect of 15.9% greater than the direct effect of 6.2%, which means that it is getting better. Interpersonal communication supported by the teacher's pedagogical competence will have an impact on the quality of character education which is getting better too.

### **2. The Effect of Teacher Pedagogical Competence on the Quality of Character Education in MTsN 01 Gorontalo City and MTsN 01 Bone Bolango**

The purpose of National education as stipulated in Law Number 20 of 2003 article 3 concerning the National Education System is to develop capabilities and form a dignified national character and civilization in order to educate the nation's life, aiming at developing the potential of students to become faithful and righteous human beings. to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Depdiknas, 2003). One of the goals of the National Education System that has been mentioned above includes character education. The ability of teachers to manage learning greatly determines the success of students in completing the teaching material provided. For this reason, pedagogical competence is needed so that teachers can provide effective and efficient learning, and achieve maximum or desired results. In this case, the desired result by teachers and students is to have a good working character.

The results of this study are in line with the statement above which shows that Teacher Pedagogical Competence has a positive and significant effect on the Quality of Character Education in MTsN 01 Kota Gorontalo and MTsN 01 Bone Bolango with a direct influence of 40.7%, which means that the better Pedagogic Competence given by the teacher directly. will directly have an impact on the quality of character education which is getting better too. The results of this study are in line with the results of research conducted by Imam Fauzi Yusuf (2013) that the professional competence of teachers has a significant effect on the work character of students at SMK Negeri 1 Magelang.

### **3. The Effect of Interpersonal Communication and Teacher Pedagogical Competence on the Quality of Character Education in MTsN 01 Kota Gorontalo and MTsN 01 Bone Bolango**

The results of this study are in line with the statement above which shows that interpersonal communication and teacher pedagogical competence together have a positive and significant effect on the quality of character education at MTsN 01 Gorontalo City and MTsN 01 Bone Bolango. With a coefficient of determination of 0.756, these results indicate that the variables of Interpersonal Communication and Teacher's Pedagogical Competence have an effect of 75.6% on the Quality of Character Education. While the remaining 24.4% is influenced by other variables outside the known model.

### **4. The Effect of Interpersonal Communication on Learning Achievement at MTsN 01 Kota Gorontalo and MTsN 01 Bone Bolango**

Interpersonal communication is personal communication, either directly without the media, or directly through the media. Interpersonal communication is considered the most effective in changing a person's attitude, opinion or behavior, because it is dialogical. As expressed by William F. Glueck in his *Widjaja*, interpersonal communication is one of the communications that is considered to be the most effective communication because it is carried out directly between the communicator and the communicant, so that it can influence one another. Creating good communication requires communication skills such as writing, reading, listening, speaking and the ability to reason. In essence, the teaching and learning process is a communication process, namely the process of delivering messages from message sources, namely educators through certain channels to message recipients, namely students. The role of educators always describes the expected behavior patterns in various interactions with students.

School is one of the educational institutions whose role is to educate the nation's life. Giving birth to future leaders of the nation is not an easy job, it requires struggle and the capacity of a qualified educator. Ability and skills in conveying knowledge to students in this case students are needed to achieve effective teaching and learning activities. Teachers and students are two components that have mutually beneficial roles for one another. If only one component is active, of course the resulting impact will not be optimal. To create a reciprocal relationship with the teacher's good communication skills, students as learners should also have good communication skills with the teacher. It is necessary to know that to see the effectiveness of interpersonal communication that is taking place, it can be seen from the feedback between the giver and the recipient of the message. Feedback can be in the form of statements, attitudes and actions. The most important thing in interpersonal communication is how to communicate properly so that the process of forming relationships in achieving goals can run well and meet the needs of all parties. The relationship between teachers and students in the teaching and learning process is a very

important factor in creating a pleasant learning atmosphere, so that students are motivated to achieve.

The results showed that Interpersonal Communication had a positive and significant effect on Learning Achievement of MTsN 01 Gorontalo City and MTsN 01 Bone Bolango with an indirect effect of 17.2% greater than the direct influence of 8.1%, thus good Interpersonal Communication and supported by Pedagogical Competence A good teacher will have an impact on increasing learning achievement better as well. This study supports the research that has been conducted by Awaludin Fitra (2014) who concluded that there is a significant influence between interpersonal communication skills on the mathematics learning achievement of students of SMP Kemala Bhayangkari 1 Medan in the 2014/2015 academic year.

### **5. The Effect of Teacher Pedagogic Competence on Learning Achievement at MTsN 01 Kota Gorontalo and MTsN 01 Bone Bolango**

Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, the community, the nation and the state (Depdiknas, 2003 : 3). In Law no. 14 of 2005 concerning teachers and lecturers in article 1 paragraph (10) states explicitly that competence is a set of knowledge, skills, and behaviors that must be possessed, lived in, and controlled by teachers or lecturers in carrying out their duties and professionalism. A teacher must have the competence referred to in Law No.14 of 2005 article 8 covering pedagogical competence, personality competence, social competence and professional competence through professional education. (Depdiknas, 2005). One of the main factors determining the quality of education is the teacher. It is the teacher who is at the forefront of creating human resources. Teachers face to face with students in class through the teaching and learning process. In the hands of the teacher will be quality students, both academically, skillfully, emotional maturity, and morally and spiritually. Thus, future generations will be produced who are ready to live with the garden of their time. Therefore, a teacher who has high qualifications, competence and dedication is needed in carrying out his professional duties (Kunandar, 2008 : 40). Akiri's research (2013) with 300 teachers as respondents shows that effective teachers produce better performing students (Akiri, 2013). Similar results were obtained by Wamala and Seruwagi (2013), it was found that high teacher competence affects students' high academic achievement in reading and arithmetic (Wamala & Seruwagi, 2013).

The results showed that Teacher Pedagogical Competence had a positive and significant effect on Learning Achievement at MTsN 01 Gorontalo City and MTsN 01 Bone Bolango with a direct influence of 36.8% greater than the indirect effect through the Quality of Character Education by 17.2%, thus the Quality of Character Education. good results will directly impact on the improvement of better learning achievement as well. This result is



supported by previous research conducted by Diasty Widar Hapsari (2017) which states that Teacher Competence has a significant positive effect on Student Learning Achievement. This means that if the competence of teachers increases, student achievement will also increase.

## **6. The Effect of Interpersonal Communication and Teacher Pedagogic Competence on Learning Achievement at MTsN 01 Kota Gorontalo and MTsN 01 Bone Bolango**

The results of this study are in line with the statement above which shows that interpersonal communication and teacher pedagogical competence together have a positive and significant effect on the learning achievement of MTsN 01 Gorontalo City and MTsN 01 Bone Bolango. With a determination coefficient value of 0.760, these results indicate that the variables of Interpersonal Communication and Pedagogic Competence of Teachers have an influence of 76% on Learning Achievement, while the remaining 24% is influenced by other variables outside the known model.

### **D. CONCLUSIONS**

Based on the results of data analysis and the discussion previously described regarding the Effect of Interpersonal Communication and Teacher's Pedagogical Competence on the Quality of Character Education and Student Achievement (Comparative Study between MTsN 01 Kota Gorontalo with MTsN 01 Bone Bolango), the following conclusions are obtained:

1. Interpersonal communication has a positive and significant effect on the Quality of Character Education at MTsN 01 Gorontalo City and MTsN 01 Bone Bolango with an indirect influence of 15.9% greater than the direct effect of 6.2%, which means that the better Interpersonal Communication supported by Pedagogic Competencies owned by the teacher will have an impact on the quality of character education which is getting better too.
2. Teacher Pedagogical Competence has a positive and significant effect on the Quality of Character Education at MTsN 01 Gorontalo City and MTsN 01 Bone Bolango with a direct influence of 40.7%, which means that the better the Pedagogic Competence given by the teacher will directly impact the Quality of Character Education which is increasingly good too.
3. Interpersonal communication and teacher pedagogical competence together have a positive and significant effect on the quality of character education at MTsN 01 Kota Gorontalo and MTsN 01 Bone Bolango. With a coefficient of determination of 0.756, these results indicate that the variables of Interpersonal Communication and Teacher's Pedagogical Competence have an effect of 75.6% on the Quality of Character Education. While the remaining 24.4% is influenced by other variables outside the known model.
4. Interpersonal communication has a positive and significant effect on Student Learning Achievement with a large indirect effect of 16.76% greater than the direct

effect of 11.56%, so that the implementation of good controls supported by good Teacher Pedagogical Competence will have an impact on increasing Student Learning Achievement. better anyway.

5. Teacher Pedagogical Competence has a positive and significant effect on Learning Achievement at MTsN 01 Gorontalo City and MTsN 01 Bone Bolango with a direct influence of 36.8% greater than the indirect effect through the Quality of Character Education by 17.2%, thus the quality of character education is good. will directly impact on the improvement of better learning achievement as well.
6. Interpersonal communication and teacher pedagogic competence together have a positive and significant effect on learning achievement at MTsN 01 Kota Gorontalo and MTsN 01 Bone Bolango. With a determination coefficient value of 0.760, these results indicate that the variables of Interpersonal Communication and Pedagogical Competence of Teachers and Teachers have an influence of 76% on Learning Achievement, while the remaining 24% is influenced by other variables outside the known model.

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