

GROUP COMMUNICATION INCREASES STUDENTS' LEARNING MOTIVATION ONLINE

Muslim^{a*)}

^{a)}Universitas Pakuan, Bogor, Indonesia

^{*)}Corresponding Author: muslim@unpak.ac.id

Article history: received 19 January 2021; revised 21 February 2021; accepted 26 February 2021

Abstract. This study attempts to determine the impact of group communication generated at IPB Bogor on IPB students' learning motivation. Group communication was the independent variable in this study, whereas learning motivation was the dependent variable. Indicators of social connection function, educational function, persuasive function, problem solving and decision-making function, and therapeutic function are used to measure group communication variables. Intrinsic elements, such as interests, ambitions, and individual circumstances, are measured, as are extrinsic influences, such as worry about punishment, rewards, and praise, the involvement of parents, teacher wars, and environmental conditions. From April to May 2021, the research was conducted at Bogor Agricultural Institute for Bachelor and Vocational Programs. As it studies influences, the research method employed in this study is a quantitative approach utilizing explanatory questionnaires. The study's sample consisted of 100 persons chosen at random from a total of 22,744 people who met the sample criteria. Non Probability Sampling, often known as Accidental Sampling, is the sampling approach employed. Data analysis in the form of simple regression analysis is used in this study. The results of the questionnaires for each indication of group communication and enthusiasm to learn are summarized in 30 statements. According to the findings of this study, group communication has a significant impact on student learning motivation.

Keywords: students; group communication; learning motivation; learning optimization; online

I. INTRODUCTION

The corona virus pandemic that is presently sweeping Indonesia has impeded all spheres of endeavor. Because the community is urged to keep their distance in order to prevent transmission of the coronavirus, community activities are restricted. It does not, however, rule out the prospect of regular activity. Particularly in the areas of teaching and learning at the elementary, junior high, high school, and college levels. However, the current state of teaching and learning activities must be maintained in order to avoid educational setbacks. Particularly at the collegiate level, when the goal is to generate high-quality human resources for the nation. Despite the numerous constraints, students must try to complete their study and obtain their diploma. The government, education agencies, and institutions are revolutionizing the learning process by conducting online system learning, where lecture meetings are conducted virtually using the LMS (Learning Management System) online learning platform, in order to keep teaching and learning activities going. Virtual rooms, such as Zoom or Google Meet, are used for real-time teaching and learning activities.

Students must be able to adjust to this online lecture in these circumstances. Students' learning activities can be hampered by both internal and external causes. Internal variables that students encounter are caused by them, such as a lack of sense of responsibility or drive, or a lack of purpose in themselves, resulting in things that are not in line with the student's study plan. Especially during current coronavirus pandemic, where the learning process must be conducted through an online system, limiting student interaction. Students must enhance their communication with other

students in order to create a suitable learning environment with minimum interaction. Student learning motivation is also affected by communication patterns; if students have good communication, they will always learn together.

Group communication is a pattern of communication used by students in which they share information and assist one another when members of the group have challenges. Group communication, according to Anwar Arifin in Ngalmun [1], is communication between numerous persons in a small group, such as in meetings, meetings, conferences, and so on. While the process indicator uses several other indicators, such as accreditation of national accreditation board institutions-higher education (BAN-PT), accreditation of BAN-PT study programs, online learning, college cooperation, completeness of the PDDikti report, number of study programs in collaboration with the Business and Industrial World (DUDI), Non-governmental organizations (NGOs), or QS Top 100 World Class University (WCU) by subject, the number of study programs in collaboration with the Business and Industrial World (DUDI), Non-governmental The number of indexed scientific articles per lecturer, research performance, student performance, and the number of study programs with international accreditation or certification are all examples of output metrics. Innovation performance, the percentage of graduates who find work within six months, the number of citations per lecturer, the number of patents per lecturer, and community service performance make up the Outcome indicator [2].

IPB has been ideal in its readiness to organize online learning by offering facilities that enable the success of online learning, according to process indicators on the element of online learning. IPB uses two types of online learning methods: asynchronous (lecturers and students do

not engage in real time) and synchronous (lecturers and students interact in real time) (lecturers and students interact in real-time). In the form of lectures or brief explanations, conversations, Q&A, case studies, role play, or games, synchronous or interactive learning methods are used. Throughout the course, students are divided into large groups and small groups. To keep students engaged in online lectures, lecturers frequently call the student's name at random and ask them to switch on the camera so that the professor may assess the student's condition and ask or answer questions. Another method is to ask and answer questions in turns, with students appointing other students to ask questions. This strategy encourages students to be prepared and engaged in class in order to get the most out of their learning.

According to one of the ipb students' experiences in running online learning, students in online lectures have more bravery to actively ask questions and express their ideas than in offline lectures, as reported on the ipb.ac.id website. However, despite the chances provided by institutions and professors, students continue to confront challenges in optimizing their online learning. As a result, the author is looking for an IPB college that has the greatest clusterization score and combines two factors that are particularly important for students, namely group communication and learning motivation.

Motivation is defined as an urge in a person to take action toward a specific goal [3]. Students that are very motivated to learn will produce excellent learning processes and outcomes without even thinking about it. Students with poor learning motivation, on the other hand, would develop a callous attitude toward learning activities, making it difficult for them to obtain optimal learning outcomes.

According to Abubakar [4], the motivating part of the teaching and learning process is critical since motivation determines the intensity of students' learning attempts. Motivation can also motivate students to participate in activities that are relevant to their studies. Furthermore, motivation can provide pupils with support and direction in their learning efforts..

Based on the foregoing problem, the author investigated a problem titled "Group Communication Increases Student Learning Motivation Online," for which the author will conduct research on the influence of group communication conducted by students on increasing learning motivation to achieve optimal learning activities for Bogor Agricultural Institute students in conducting lectures in corona pandemic conditions that necessitate adapting to use an online system so that they can achieve optimal learning activities. The following issues can be formulated based on the given background description: At Bogor Agricultural Institute, we first looked at how student group communication may help with online learning improvement. Second, how may students be encouraged to attend Bogor Agricultural Institute, Third, the impact of group communication on student learning motivation in achieving Bogor Agricultural Institute students' online learning optimization.

When at least two or more persons connect with each other for more than a few moments (reprimanding, shaking hands, etc.), affecting each other in some way, and considering themselves as "we," a group emerges, according to Myers in Jatnika [5]. Mulyana [6] defines a group as a collection of persons who have a common objective, know and engage with one another to achieve that goal, and regard one another as members of the group. A family, a problem-solving group, or a decision made by a small group are examples of this type of group (small group communication). A group of individuals who can influence, gain satisfaction from, interact for various purposes, take on roles, bond with, and communicate face-to-face is defined as a group of individuals who can influence, gain satisfaction from, interact for various purposes, take on roles, bond with, and communicate face-to-face (Shaw in Jatnika [5]).

Group communication is defined by Ngalimun [1] as communication that occurs within a group. Each person engaging in group communication activities communicated in accordance with their function and position in the group. The message or information given is something that is relevant to the group's interests.

In Jatnika [5], Mulyana [6] define group communication as communication between a communicator and a group of more than two people, with the goal of getting to know each other and seeing that they are part of the group in order to achieve the desired goal and purpose, such as information sharing, self-preservation, or problem solving, so that all members can cultivate the personal characteristics of other members.

According to Sendjaja in Jatnika [5], group communication can be clarified as follows: 1. *Microgroup*, 2. *Large Group Communication*. Curtis In Jatnika [5] it identifies five properties of group communication, namely: Groups communicate face-to-face, The group has little participation, The group works under the direction of a leader, Groups divide goals or objectives together and Group members influence each other. According to Roudhonah [7] there are several characteristics of group communication, namely: Group communication is formal, Organized group communication, Group communication is institutionalized, Communicators in this group should According to Bungin, Robbins and Judge in Jatnika [5], the characteristics of communication in groups are determined through two things, namely norms and roles. Roudhonah [7] said the existence of a group in society is reflected by the functions to be carried out. The group communication functions as follows The function of social relations, The function of education, The function of persuasion, The function of problem solving and decision making, The function of therapy [8].

Motivation, according to Mc. Donald in Emda [9], is a shift in a person's energy marked by the appearance of affection and a desire to attain goals. While Sardiman [10] claims that motivation is "a series of attempts to set particular conditions so that a person has the desire to achieve something," if he doesn't like it, he will try to avoid or negate it. Motivation can be defined as a driver for learners to develop learning activities, maintain learning

activity continuity, provide learning activity direction, and enable the attainment of learning subject goals in learning activities [10]. Because motivation is so vital in learning, learners' motivation must be built in order to attain the intended goals of the teaching and learning process. If there is motivation, according to Sardiman [10], learning results will be ideal. The more specific the motivator, the more effective the learning will be. As a result, the amount of intensity of a learner's learning efforts will always be determined by motivation.

The word optimization comes from the word optimum, which means best or highest, according to the Great Dictionary of Indonesian (KBBI). Making it the best or highest means optimizing it. While optimization is another word for optimization, it refers to the process, method, or act of making something better or higher. Learning, according to Pane [11], is essentially a process of guiding and structuring the environment around learners with the goal of growing and motivating learners to finish the learning process. The learning process, according to Wagiran [12], is an educative interaction between learners and their learning environment.

In the learning process, students have the flexibility to select the best or most effective learning strategies, methods, and techniques based on subject qualities, learner characteristics, educator characteristics, and available resources. So, learning optimization is a means of improving learning activities by implementing effective learning strategies, methods, and approaches determined by educators and learners.

II. RESEARCH METHODS

This study employs a quantitative technique and a survey strategy. Because it is founded on the postivist philosophy, this quantitative method is known as the postivistic method. This approach qualifies as a scientific method since it adheres to scientific principles such as being concrete/empirical, objective, measurable, rational, and methodical. This method is also known as the discovery method, because it allows for the discovery and development of a wide range of new science and technology. Because research data is presented in the form of numbers, and statistics are used to analyze the data, this method is referred to as a quantitative method (Sugiyono [13]).

This research was conducted at Bogor Agricultural Institute which is located at Jalan Raya Dramaga, Babakan, Kec. Dramaga, Bogor City, West Java 16680 and Vocational School of Bogor Agricultural Institute located at Jalan Beetle No.14, RT.02/RW.06, Babakan, Central Bogor Subdistrict, Bogor City, West Java 16128. The research time used is from March to June 2021.

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions (Sugiyono [13]). The population could be an object of events or anything that was the object of a population survey in this study was a student of Bogor Agricultural Institute.

Bogor Agricultural Institute is one of the universities in Bogor City and was officially formed since September 1, 1963. Bogor Agricultural Institute has many students. Judging from the official website of PDDikti, the number of active students in 2021 enrolled in Bachelor and Vocational programs reached 22,744 students. The number of students in undergraduate and vocational programs is much more than post-graduate students. So that in undergraduate and vocational programs there is a much wider and more student interaction. According to Sugiyono [13] the sample is part of the number and characteristics that the population has. A good sample whose conclusions can be imposed on a population is a sample that is representative or that can describe the characteristics of the population. The sample to be taken in this study is a student of Bogor Agricultural Institute. To determine the sample of the study will use a non-probability sampling technique, which is a sampling technique that does not provide the same opportunity for each element (member) of the population to be selected to be a member of the sample. The technique of sampling by incidental sampling is sampling by chance, i.e. anyone who meets by chance with researchers and is seen as suitable as a source of data [13].

The data used in this study is quantitative. Quantitative data is a type of data that can be measured or calculated directly, which is information or explanations expressed by numbers or in the form of numbers. In this case the quantitative data needed is: The number of lecturers, students and employees, the number of facilities and infrastructure, and the results of the questionnaire.

The characteristics of respondents in the study were not tested in classical assumption or regression tests. The characteristic variables of respondents were used to reinforce arguments in the study. The spread of age in respondents varied and divided into six categories. Most IPB Diploma and Bachelor program students are aged between 18, 19, 20, 21, 22 and 23 years. For 18-year-olds, 21 people, 19 years as many as 34 people, 20 years as many as 14 people, 21 years as many as 25 people, 22 years as many as 6 people. IPB Student Respondent Age Percentage Diagram Source: Research Questionnaire Results. Based on the results of questionnaires in this study, it can be seen that the gender of respondents is more dominated by female students, namely as many as 81 students and as many as 19 male students.

III. RESULTS AND DISCUSSION

Social Relations Function

Group communication as a function of social relationships. The function of social relations, which is how a group is able to maintain and strengthen social relations among its members such as how a group routinely gives its members the opportunity to carry out informal, relaxing and entertaining activities [7]. The function of social relations, which is the communication actions carried out by students to preserve or improve social relationships in the learning process, is the first sign of group communication. According

to data from the social relationship function indicator table, 68 percent of respondents agreed, with 28 percent strongly agreeing. This indicates that respondents agree and believe that the role of social relationships in student group communication will be beneficial and improve social ties if communication is conducted frequently, including online. Especially when it comes to the activities of students who work together to complete lecture assignments. Other data revealed that 4% of respondents disapproved of group communication as a result of social interactions in student learning activities, whereas 0% severely disapproved. This research reveals that some respondents still do not believe there is a positive association between students. It can be claimed that there are still students who have limited engagement with other students because they minimize interaction with other students during lectures and activities outside of lectures.

Function of Education

The function of education, according to Roudhonah [7] [14], is how a group works formally or informally to achieve and exchange knowledge. According to the findings, 38 percent of respondents agreed, with 61 percent expressing strong agreement. This demonstrates that respondents approve of the role of persuasion in student group communication activities related to the learning process in order to achieve optimal learning outcomes by reminding and inviting one another to learn optimally, such as by doing tasks diligently and collecting on time. During the process, students are also encouraged to actively ask questions and express their thoughts to one another. Students disapproving of the role of persuasion in group communication were 1 percent for those who disagreed and 0 percent for those who strongly disagreed, according to the data. This is because individual pupils have a low level of concern for the lectures that take place. 42% of respondents agreed and 52% of respondents strongly agreed. This means that respondents agree and feel that the function of education in student group communication is good to produce optimal learning activities. With the activity of providing information related to lectures, other students can follow the lecture well. Students also exchange ideas and opinions openly both in class forums and outside class forums.

Other data showed that as many as 6% of respondents who expressed disapproval and 0% of respondents who expressed strongly disapproval of group communication as a function of education in student learning activities. Students who do not agree feel there are still obstacles when they want to convey their ideas and opinions both from factors within themselves and factors from outside the student. There are also students who feel the information shared is still little and less helpful in the lecture.

Problem Solving and Decision Making Functions

The function of problem solving and decision making, i.e. relating to the discovery of alternatives or solutions that were not previously known, while decision making; It has to do with the selection between two or more solutions. So problem solving produces material or materials for decision-

making [7].

The fourth indicator is the function of problem solving and decision making is an activity carried out by students in discussing a problem that occurs in the law and finding a common solution to overcome the problem. Indicators of problem-solving functions and decision makers get the most response, with 72% of students agreeing and 24% of students agreeing. That is, students agree and feel the always held discussion together to make a decision related to problems that occur in lecture activities and activities outside the lecture. There are fewer students who disagree, which is 4% and 0% for students who express strongly disagree. Students still feel the lack of joint discussion activities if there are problems in lecture activities.

Motivation to learn

Students consider it useless if the value achieved is large but in fact the student does not master the material studied. There are also parents who will not scold their children if they get low grades because they understand the ability of these students in the learning process. On the aspect of appreciation and praise, students feel it is their responsibility to get good learning outcomes and boast parents. There are also parents of students who do not care about student lecture activities because they feel the student is an adult in choosing actions that should be done for their own future. In the role of lecturers in learning motivation, students feel there are some that are not in accordance with the given learning methods. In terms of environmental conditions, there are still many students who prefer to learn alone rather than study together with friends in completing individual tasks. From the results of data analysis and research in the field it is known that group communication does not have a real influence on student learning motivation. This shows that student group communication at Bogor Agricultural Institute is not very successful. Learning motivation is influenced by group communication by 28%, while the rest is influenced by other factors. Group communication has a very important role in creating good relationships within a group, so that students can work with each other to achieve group goals.

Relationship of Hope Theory with Research Results

Humans, in general, have a reason and an urge to do something. To put it another way, man has a purpose that drives him to carry out various acts in order to reach a specific goal. These motives result in a motivation that might be regarded as a driving force. Motivation, according to Sardiman [10], is a series of attempts to create particular conditions so that a person wants to do something and, if he doesn't like it, it will try to neutralize or avoid sensations of dislike.

Hope theory is one of the theories of motivation based on the process developed by Victor Vroom. Vroom in Tewal [15] suggests that motivation is determined by the expected outcome a person gets as a result of his actions. Hope is the ability to plan a way out in an effort to achieve goals despite obstacles and make motivation as a way to

achieve goals. So that hope is one of the generators of the emergence of motivation in a person. According to Atkinson in *The Son* states that a person has high motivation in general the hope of success always defeats the fear of failure. In other words, students as students who have high motivation always feel optimistic in doing every task given by lecturers. Therefore, in every given task should be able to cause optimism in every student to complete it. So it is important for students to have a hope in themselves to be motivated to realize the desired expectations and get optimal results. According to the findings of the study, one of the aspects that can effect enhancing student enthusiasm in learning activities and achieving optimal results is the role of student group communication.

Students can be motivated if they feel the connection and hope provided by their peers through appropriate and high-quality group communication. If pupils are able to engage well with one another, they will be more motivated to work together. Students with high motivation are more likely to continue to perform well on their responsibilities as students, especially in situations and conditions that do not promote the smooth flow of learning activities.

IV. CONCLUSION

From the results and discussion of research that has been explained in the previous chapter, namely the acquisition of data on group communication to student learning motivation through primary and secondary data. Then the researchers obtained the results of the study with the following conclusions in general, the group communication variables at the Bogor Agricultural Institute had the largest response expressing agreement because they felt the influence and impact of student group communication. Group communication is measured by five indicators: social relations function, educational function, persuasion function, problem-solving and decision-making function, and therapeutic function. Judging from the activities summarized in statements representing each indicator, the indicator that has the highest value is the persuasion function and the lowest value is in the indicator of therapeutic function. Although the influence from outside is equal, but the communication of student groups at Bogor Agricultural Institute is good and correct. In general, the motivation variables of learning get the most responses expressing agreement because the main factor to do an activity or achieve the desired goal must be encouragement from within a person and from outside a person and the motivation they get more comes from lecturers and college friends. Student learning motivation is measured by two indicators: intrinsic motivation and extrinsic motivation. In this study, the most influential intrinsic motivation factors, the stronger students towards their interests, ideals and individual conditions that support the higher the learning motivation and in the process of achieving the optimization of learning more smoothly. From the results of the research obtained there is a positive and significant influence between

group communication on student learning motivation. This shows that the better student group communication will increase student learning motivation at Bogor Agricultural Institute. Group communication is not the only factor in influencing students' learning motivation. There are several factors that influence student motivation outside of group communication.

REFERENCES

- [1] Ngalmun. *Ilmu Komunikasi Sebuah Pengantar Praktis*. Yogyakarta: Pustaka Baru Press. 2017.
- [2] Y. Suchyadi and N. Nurjanah, "Relationship between Principal Supervision in Increasing the Job Satisfaction of Private Junior High School Teachers in East Bogor District," *JHSS (Journal Humanit. Soc. Stud.*, vol. 02, no. 01, pp. 26–29, 2018.
- [3] Y. Suchyadi, "Relationship between Work Motivation and Organizational Culture in Enhancing Professional Attitudes of Pakuan University Lecturers," *JHSS (Journal Humanit. Soc. Stud.*, vol. 01, no. 01, pp. 41–45, 2017.
- [4] Abubakar, F. Pengaruh Komunikasi Interpersonal antara Dosen dan Mahasiswa Terhadap Motivasi Belajar dan Prestasi Akademik Mahasiswa. *Jurnal Pekommas* 18(1): 53-62. 2015.
- [5] Jatnika, Ajat. *Komunikasi Kelompok*. Bandung: Alfabeta. 2019.
- [6] Mulyana, Deddy. *Ilmu Komunikasi Suatu Pengantar*. Bandung: PT. Remaja Rosdakarya. 2007.
- [7] Roudhonah. *Ilmu Komunikasi*. Depok: PT. RajaGrafindo Persada. 2018.
- [8] Y. Suchyadi and N. Karmila, "The Application Of Assignment Learning Group Methods Through Micro Scale Practicum To Improve Elementary School Teacher Study Program College Students' Skills And Interests In Following Science Study Courses," *JHSS (Journal Humanit. Soc. Stud.*, vol. 03, no. 02, pp. 95–98, 2019.
- [9] Emda, A. Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Jurnal Lantanida* 5(2): 93-196. 2017.
- [10] A.M, Sardiman. 2016. *Interaksi dan Motivasi Belajar-Mengajar*. Depok: PT. RajaGrafindo Persada.
- [11] Pane, A. Belajar dan Pembelajaran. *Jurnal Kajian Ilmu-ilmu Keislaman*03(2): 333-351. 2017.
- [12] Wagiran. *Upaya Dosen Dalam Optimalisasi Pembelajaran Ditinjau Dari Heterogenitas Karakteristik Mahasiswa*. 2012.
- [13] Sugiyono. *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: CV. Alfabeta. 2018..
- [14] Y. Suchyadi and Y. Ambarsari, "Analysis of Social Interaction of Mentally Retarded Children," *JHSS (Journal Humanit. Soc. Stud.*, vol. 02, no. 02, pp. 17–21, 2018.
- [15] Tewal, B., Adolfina, Pandowo, M.H.C., dan Tawas, H.N. *Perilaku Organisasi*. Bandung: CV. Patra Media Grafindo. 2017.

