



Contents lists available at Jurnal IICET

Jurnal Konseling dan Pendidikan

ISSN: 2337-6740 (Print) ISSN: 2337-6880 (Electronic)

Journal homepage: <http://jurnal.konselingindonesia.com>



Teacher communication intensity impacts student learning motivation in the era of the industrial revolution 4.0

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Article Info

Article history:

Received Jul 13th, 2022

Revised Aug 13th, 2022

Accepted Sep 27th, 2022

Keyword:

Teacher communication

Learning motivation

Industrial revolution 4.0

ABSTRACT

The purpose of this study was to determine whether there was an influence of the intensity of teacher communication on students' learning motivation in Islamic education learning in the industrial era 4.0 at SMP Negeri 26 Seluma. This research is quantitative descriptive research with the method used is the survey method. The formulation of the problem in this study is whether there is an influence of the intensity of teacher communication on student learning motivation in the industrial era 4.0 for students of SMP Negeri 26 Seluma. the instrument used in this study was a questionnaire using a Likert scale. Based on the results of the study, it was concluded that there was an influence of the intensity of teacher communication on student learning motivation in Islamic education learning management in the industrial era 4.0 at SMP Negeri 26 Seluma, so the hypothesis states that there is an influence of teacher communication intensity on motivation to learn Islamic Education in the industrial era 4.0 students of SMP Negeri 26 Seluma can be accepted. The intensity of teacher communication contributes to student learning motivation by 22.27% and the remaining 77.3% is determined by other variables.



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Introduction

Humans are creatures that experience change. Over time accompanied by physical growth and development of human civilization from generation to generation, it shows that there is a shock in the paradigm of the situation and condition of the order of mass behavior that seems dynamic, changing, and even distorting from the ideal. In the field of education, the much older generation, for example, the Baby Boomer generation or Generation X teaches different principles and understandings to the younger generation such as Generation Z and Generation Alpha. For example, the Baby Boomer Generation where understanding of technology is relatively lower than Generation Z, in Generation Z where technology acculturation has an impact on conditions of dependence significantly with information technology devices that are evident in the current Industrial Revolution 4.0 era (Hapudin, 2021). The dynamic flow of development from the transition stage to the industrial revolution era as it is today has a direct effect on the behavioral and psychological development of the current millennial generation which requires all parties involved in the education system and learning management processes that occur, both at home, in the community, educational institutions, and even the government also has a significant role in anticipating, socializing and dealing with the phenomenon of adolescent moral degradation, in this case, the first middle school age students living in the Industrial Revolution Era 4.0 become a potential problem that must be resolved. The methods and approaches taken in education must produce the resources needed in accordance with the times, especially those that are in accordance with the demands of the Industrial Revolution Era 4.0.

This era of globalization is unavoidable in various sectors and these various stakeholders affect various changes including the aims and objectives of education, curriculum, teaching strategies, leadership, management, administration, assessment, evaluation and certification. Globalization has implications for the

idea of building a vision of national education that produces quality human resources so that they can survive and lead in an era full of change, including in the micro context in the world of schooling, through the role played by managers of educational institutions in this case school managers and teachers and education staff who there is (Power, 2004). Dynamic developments in people's lives cannot be separated from the development of industry 4.0 and the industrial era of 5.0. In this era what is called the "*VUCA WORLD*". VUCA stands for Volatile (turbulent), Uncertain, Complex, and Ambiguous (unclear) (Dwindia, 2021). The term was originally coined by the American military to describe the geo-political situation of the time. However, the term VUCA is now being adopted in various domains of life, including the realm of education, which has serious implications, especially in the process of teaching and learning interactions at schools.

The learning management process that takes place in schools, among others, in the form of teaching and learning interactions is the core of educational activities, delivering the dynamics of interactive communication activities between teachers and students in the realization of the achievement of the learning process and the desired learning outcomes in the educational goals themselves. As known, the goals of education will not be achieved if the process of teaching and learning interaction never takes place in education. This as stated in national education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens in the context of educating people's nation life (RI, 2003).

In an effort to improve the quality of the process and learning outcomes of students at every level and level of education, quality human resources are needed in accordance with the expected educational goals. This effort is the duty and responsibility of all education personnel, especially teachers. Reflection on the implementation of Law Number 14 of 2005 concerning Teachers and Lecturers (Undang-Undang RI Nomor 20 Tahun 2003) is ideally a breath of fresh air for the world of education, especially for teachers and lecturers, because the teaching profession has so far been the profession of last choice after other professions. This means that the existence of teachers or lecturers is expected to be able to carry out and develop their competencies well in carrying out their task performance (Jono, 2022) at the schools. Teachers play an important role both in planning and implementing learning (Arslan, 2019). It was further stated that teachers are planners, implementers and developers of curriculum (Bovill et al., 2011) and learning for their classes. Therefore, in every learning teacher has a very central role, both as planners, implementers and learning evaluators. This means that the professional ability of teachers in creating quality learning will determine the success of education as a whole. The quality of learning is highly dependent on the professional ability of teachers, especially in providing learning facilities for students effectively and efficiently (Mulyasa, 2006).

Teachers as one of the main elements that determine the passage of an educational process, must be able to improve the quality of education itself in carrying out their duties and responsibilities as educators and teachers. A teacher has a very vital role in creating a conducive atmosphere of teaching and learning interactions. A teacher's understanding of the characteristics of teaching and learning interactions is not enough without the ability to apply them to the teaching and learning interaction process. This is where teacher competence is needed in preparing these stages which cannot be ignored in teaching planning and teaching strategies regarding the achievement of the goals that have been set (Feryal, 2010). Not to mention that education today is in the wave of life in the era of communication and information (industrial era 4.0 to 5.0) and the realm of education is also faced with a challenge that is full of competition and complexity. This is a problem for teachers in all their movements in education. This is a challenge, especially for teachers, how to create learning that is exciting, challenging the interests of students and fun. For this reason, creative, professional, and fun teachers are needed, so that they are able to create conducive learning, challenging learning atmosphere, and able to organize fun learning. These are all part of the competence of a teacher that must always be addressed in answering the problems of education and teaching today.

Currently, with the pace of development marked by the development of communication and information technology, people are required to be adaptive and interactive with various digital devices to meet various needs through communication, and communicating effectively can show dynamic social interactions. In this context Anderson, explained the theory of communication, that "Communication is any process in which people share information, ideas, and feelings. That process involves not only the spoken and written word, but also body language, personal mannerism, and style (Anderson, 1996). One form of communication needed in the student learning process is interpersonal communication. Many studies prove the importance of the intensity of interpersonal communication between lecturers and students who can help students, in this case students who are classified as teenagers, which demand extra attention, especially in the process of

effective communication, including the phenomenon of students who find it difficult to communicate with others more negative behavior. He will be aggressive, imaginative, cold, physically and mentally ill, and suffer from 'flight syndrome' or run away from his environment (Rakhmat, 2011).

In this context, it is necessary to support the school which can make it a medium for channeling interpersonal communication in the form of face-to-face interactions that have high effectiveness. Teachers, especially Islamic Religious Education teachers as teaching staff who always interact with their students, carry out their duties as educators and mentors who are obliged to shape the growth and development of students to realize their respective maturity and are expected to be able to lead students to become complete and noble individuals. Muslim personality is a personality that has Islamic religious values (Othman et al., 2014), chooses and decides and acts based on Islamic values and is based on responsibility in accordance with Islamic values. To shape the personality of students in accordance with the Muslim personality, teachers should have a standard of professional ability to conduct quality learning (Pedaste et al., 2019). Therefore, competence is an absolute ability that must be possessed by teachers so that their duties as educators can be carried out properly (Rakhmat, 2011). To actualize these goals, in this context the learning of Islamic Religious Education as one of the subjects in schools, teachers as educators have the responsibility to lead people towards that goal. Therefore, the existence of educators in the world of education is very much needed, because their obligations are not only to transform knowledge but are also required to internalize values in students.

The real excesses that are felt today in the youth education process in schools, including through learning Islamic religious education indirectly are also the impact of the development of civilization known as the melineal generation plus the post-Covid-19 pandemic syndrome currently requires teaching and learning activities to continue. even if the students are at home. The solution, educators are required to design learning media as an innovation by utilizing online media. This is in accordance with the decision of the Minister of Education and Culture of the Republic of Indonesia regarding Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Covid-19. The condition of millennial and syndrom generation civilizations after the Covid-19 pandemic has resulted in extraordinary changes, where like it or not, this condition forces all components of education to be 'forced' to transform to adapt massively to do learning from home through online media. This is certainly not an easy thing, because it is not fully ready. The problem in the world of education is that the learning process is not yet uniform, both the standard and the quality of the desired learning outcomes.

The results of previous research regarding the role of teachers in the learning process during the first Covid-19 pandemic as caregivers and educators by paying attention to children include giving advice in the form of telling children to study hard, giving words of encouragement, providing examples of comparisons and providing an understanding of education. Second, as a motivator by giving gifts if children are diligent in studying and carrying out school assignments during the industrial era 4.0 (Rakhmat, 2011). Based on the phenomena, it can be understood that communication between teachers has a very large role in the learning process (Pedaste et al., 2019) of children during this industrial 4.0 era. However, the results of initial observations made on the learning process at SMP Negeri 26 Seluma during the industrial era 4.0 showed that there were limited capabilities, costs, and time. Based on the results of initial observations at SMP Negeri 26 Seluma, it turns out that the problem of teacher social competence in communicating with students is still experiencing obstacles, teachers have not implemented learning communication in the process of student learning interactions as the most important part of the learning system in the current 4.0 industrial era.

Through observations that researcher found during process of teaching-learning was only limited to theoretical teaching and transfer of knowledge, teachers did not yet have the ability to communicate with students optimally, did not have a high willingness to follow developments. technology. This causes students to be bored in learning and the enthusiasm of students to be low. Not having the ability to communicate optimally with students is one of the factors for the low motivation of students in participating in learning. The teaching and learning process that has taken place so far has not produced the desired learning achievement. Most teachers have not demonstrated social competence, including in terms of managing the teaching and learning interaction process, classroom management and relating to the implementation of learning evaluation (Efriadi, 2020). Based on the description of the background of the problem above, the author intends to conduct research with the title: "teacher communication intensity impacts student learning motivation in the era of the industrial revolution 4.0".

Methods

The type of research in writing this thesis is field research with a quantitative approach through associative methods. This research was conducted in students of SMP Negeri 26 Seluma in 2022. Sample from this research using 26 students that taken from 6 class and used purposive sampling.

The techniques used in collecting data in this study are: Observation, Observation is a technique or method of collecting data by conducting observations of ongoing activities (Sukmadinata, 2008). The object of research is students aged 12-15 years at SMP Negeri 26 Seluma. Questionnaire ; Questionnaires are an efficient data collection technique if the researcher knows with certainty the variables to be measured and knows what to expect from the respondents (Sugiyono, 2014). Questionnaire is a data collection technique that is done by giving a set of questions or written questions to respondents to answer. The questionnaire in this study was submitted to the students of SMP Negeri 26 Seluma. The questionnaire was used to measure the motivation of students using a Likert scale with 4 alternative answers, namely: Strongly Agree (SS) with a score of 4, Agree (S) with a score of 3, Disagree (TS) with a score of 2, Strongly Disagree (STS) with a score of 1. From the results of validity testing, this questionnaire contained 36 questions which were filled in by 100 respondents in this study. It was obtained $r_{table} = 0.1966$. From the results of calculating the validity of the r count $> r_{table}$, there were 35 questionnaires which were declared valid and 1 questionnaire which was declared negative, 35 questionnaires were declared valid because r count was more than r_{table} but there was 1 questionnaire which was declared negative because the results were less of the number of r_{table} s, namely 0.1966. the results of the reliability test showed that using cronbach's alpha $0.678 > 0.60$. From these results it can be concluded that all statements on this variable are declared reliable or can be trusted.

Results and Discussion

Based on the results of the study, it is known that there is an influence of the intensity of teacher communication on the motivation to learn Islamic education in the industrial era 4.0 students of SMP Negeri 26 Seluma. This can be seen from the value of " r " count 0.472 with $N = 26$ at $df = 24$ with a significance level of 5% of 0.388. While the calculation results r_{xy} of 0.472 was greater than the " r " table with a significance level of 5%. So that the hypothesis proposed in this study is the influence of the intensity of teacher communication on motivation to learn Islamic education in the industrial era 4.0 students of SMP Negeri 26 Seluma can be accepted and proven true at the significance level of 5% and 1% as follows: (1) the calculated " r " has an effect, because " r " is not equal to 0 (" r " = 0.472), (2) the nature of the effect obtained is positive, because the calculated " r " obtained is positive, (3) the calculated " r " obtained is significant because " r " count $> r_{table}$ (table value of " r " product moment).

Based on the description above, it can be said that the influence of communication between teachers and students is a variable that determines student learning motivation, so that the more intensive the communication between teachers and students in the teaching and learning process, the better the students' learning motivation. Conversely, the worse or lower the communication between teachers and students in the teaching and learning process, the lower the motivation to learn Islamic education (Wahyuni & Bhattacharya, 2021) in the industrial era 4.0 students of SMP Negeri 26 Seluma. This is because basically student learning motivation is not only influenced by internal factors but also external factors (Ramli et al., 2018), one of which is good communication between teachers and students, good communication between teachers and students is an absolute requirement that must be owned by a teacher. Because the main factor that has an impact on student activity in participating in the teaching and learning process.

As explained by Djali (2008) that motivation is important in learning, with strong motivation, students will feel happy and excited to learn. This motivation can be in the form of praise given by parents to students for their achievements, then showing good ways of learning to their children and finding additional education to increase children's understanding of lessons. It is understood that in order to generate motivation, teachers must be able to demonstrate the importance of experience and learning materials not just to get grades or praise but to be driven by a desire to fulfill their needs. Without motivation, it is impossible for students to have the will to learn (Asvio, 2015; Asvio et al., 2017; Putri, 2016). Therefore, generating motivation is one of the roles and duties of the teacher in every learning process (Sanjaya, 2014).

Indicators of learning motivation that come from within students (intrinsic) are as follows: Diligent in facing assignments, meaning that students can work continuously for a long time (never stop before finishing). As students start working on assignments on time, look for other sources, don't give up easily and

check the completeness of assignments. Tough to face difficulties, students do not give up quickly in the face of difficulties. In this case, students are responsible for success in learning and carrying out learning activities; Shows interest in various problems consisting of daring to face problems, finding solutions to problems being faced and not easily discouraged in dealing with problems; They prefer to work independently, meaning that he does not have to be asked to do what is his duty; Get bored quickly on routine tasks or things that are mechanical, just repeating themselves so they are less creative; Can defend his opinion (if you are sure of something) (Sardiman, 2014).

The result of findings and discussion, teacher communication research have an effect on student learning motivation (Bimas Saputra, 2022; Mawardi, 2018; Rembeksari et al., 2021). Communication between teachers and principals in increasing students' learning motivation in learning (Ybnu Taufan & Basalamah, 2021). The communication factor is very supportive in the process of developing the learning process both in the classroom and in the school environment, with good and effective communication it will lead to positive results. Good communication between teachers and students will achieve an effective teaching and learning process, thus it is necessary to find the right communication pattern between teachers and students so that an effective teaching and learning process can be realized in the form of formal communication.

Formal communication is communication carried out within official institutions, through government lines, based on the structure of institutions, actors who communicate as agency officers with their respective statuses, with the aim of conveying messages related to official forms that apply to official institutions in general.

From this communication, the results are two things that the teacher must do to increase student learning motivation. The first is that the teacher organizes the learning process in order to create a positive climate in the classroom. In order for learning to be organized, the teacher must prepare the steps, including what will be delivered, namely planning communication. There are eight principles that need to be done so that communication can be carried out effectively, one of which is communication must be planned. In learning the teacher must be able to organize the learning process well. The point is that the teacher can handle problems in the classroom, such as dealing with noisy, lazy students and so on. The ability to manage classroom management is one of the characteristics of a professional teacher. Classroom management is necessary because from time to time behavior and actions students are always changing. Therefore the teacher must be able to manage class management so that always direct students to create an effective teaching and learning atmosphere and fun and can motivate students to study well accordingly the ability to carry out learning activities as expected (Kadri, 2018).

When the class is conducive, the learning atmosphere will be better. This method is quite effective if the teacher can do it well. The second is, the teacher gives a positive attitude to students which is a reinforcement for students. Giving a positive attitude through verbal communication. Verbal communication is communication that uses words, spoken or written. This communication is most widely used in human relations. Through words to express feelings, emotions, thoughts, ideas, or intentions. Conveying facts, data, and information and explaining them, exchanging feelings and thoughts, arguing and fighting. In verbal communication, language plays a very important role. In the classroom the teacher can increase the enthusiasm of students spiritually by giving positive words that make them melt and realize. Students will feel equal to other students because they are treated the same. The teacher does not demean students who are wrong, the teacher also motivates them. Students who succeed in learning can be rewarded. This keeps students' self-confidence awake. This method is very effective because the attitude of students in the classroom and towards the teacher is very influential in the interest and motivation of students to learn. The role of teachers in improving student learning motivation is one of the integral activities that must be in learning activities. In addition to providing and transferring teacher knowledge is also tasked to improve children's motivation in learning. It cannot be denied that student learning with others is very different, that's why it is important for teachers to always motivate students so that students always have the spirit of learning and being able become students who excel and can develop themselves optimally (ARIANTI, 2019).

Communication between teachers and fellow teachers in increasing student motivation in learning Islamic education. From this communication, the results are two things that the teacher must do to increase student learning motivation. The first is the teacher doing personal communication. Personal communication or personal communication is a communication process that takes place between two or more people face to face, where the sender can convey messages directly. this is appropriate that

Communication is the main key to the practice of social competence (Ahmad, 2019). To deal with students who have many characters in class, especially those who are difficult to manage. The teacher takes the best approach when teaching, namely by exploring the desires of the students' hearts and their psychological state. This is intended to establish closeness from heart to heart by students. This is a right step based on paper with title Sepuluh Faktor Agar Menjadi Guru yang Dicintai Oleh Siswanya (Busthomi, 2020). This method is quite good, especially for teachers because teachers will be more respected and know the wishes of their students. However, this method takes a lot of time and thought, because each student has a different character. Second, the teacher uses an interesting method. The message or material taught by the teacher must be appropriate and acceptable. This corresponds to one of the criteria of being a teacher who is loved by his students (Busthomi, 2020).

Strategies that can be developed in an effort to create/build effective communication between teachers and students means that they can be heard or understood well, like result of research (Rube'i, 2017). one of which is that a message must be conveyed in a way or attitude that can be accepted by the recipient of the message, a bright face, discuss good body, polite words, or pointing. Preparing interesting learning activities aims to avoid student boredom in learning and is also intended so that learning can take more attention from students. Teachers should choose the right method according to the material being taught. This method is quite good because students look more enthusiastic and enthusiastic because learning is interesting. But the teacher must always prepare a dynamic and interesting method every week this will make the teacher's task more and more. Communication between teachers and students in increasing student motivation in learning Islamic education. From the communication, it gives the results that there are two things that the teacher must do to increase students' learning motivation. These results are also in line with the results of research conducted by Qoid and Munif (2020)

Conclusion

Based on the results of the research that has been carried out, it can be concluded that there is an influence of the intensity of teacher communication on islamic education learning motivation in the industrial era 4.0 for students of SMP Negeri 26 Seluma. This can be seen from the results of the correlation calculation, the value of "r" count is 0.472 with N = 26 at df 24 with a 5% significance level of 0.388. While the calculated r_{xy} result of 0.472 was greater than the "r" table at a significance level of 5%, so the hypothesis which states that there is an influence of teacher communication intensity on student learning motivation in the industrial era 4.0 students of SMP Negeri 26 Seluma can be accepted. The intensity of teacher communication contributes to student learning motivation by 22.27% and the remaining 77.3% is determined by other variables. So, the more intense the teacher communicates with students, the more students' learning motivation can be increased.

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