

# Interpersonal Communication Model and Learning Readiness Among Santri in Achieving The Success of Study at Higher-Educational Institutions

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## Abstract:

This study aims to determine to what extent the education system of Islamic boarding schools (known as Pondok Pesantren) is related to the model of interpersonal communication and pesantren students (known as santri) readiness to learn can contribute to their success while taking the level in higher education. The authors used the quantitative method as the research approach. This research was conducted at the Pondok Pesantren "Anwarul Huda" Karang Basuki, Malang. To solve the problems in this study, two statistical analysis techniques were used, namely descriptive statistics and multiple regression analysis. The results of this study indicated that *first*, most of the santri studying at higher educational institutions (universities) had poor interpersonal communication, quite good learning readiness, and good learning outcomes. *Second*, the santri's interpersonal communication model and learning readiness significantly contribute to university learning outcomes achievement by 7.6% and other factors that influence the rest. This analysis indicates that santri's interpersonal communication and learning readiness have not been optimally carried out in Islamic boarding schools. Therefore, every educator should always provide directions to generate and develop santri's interpersonal communication model and learning readiness to maximize their learning outcomes in higher education.

**Keywords:** *Interpersonal Communication, Learning Readiness, Learning Achievement*

## Abstrak:

Penelitian ini bertujuan untuk melihat sejauh mana sistem pendidikan pesantren yang berkaitan dengan model komunikasi interpersonal dan kesiapan belajar santri itu mempunyai kontribusi terhadap keberhasilan mereka ketika menempuh jenjang di perguruan tinggi. Pendekatan penelitian yang digunakan adalah *Quantitative approach*. Penelitian ini dilaksanakan di Pondok pesantren "Anwarul Huda" Karang Basuki Malang. Untuk memecahkan permasalahan yang ada di penelitian ini digunakan dua teknik analisis statistik, yaitu *statistic deskriptif* dan analisa Regresi Ganda. Hasil dari penelitian ini adalah; *Pertama*, kebanyakan komunikasi interpersonal santri masih berkategori masih kurang baik, kesiapan belajar santri sudah cukup baik dan hasil belajar para santri di perguruan tinggi itu berkategori baik. *Kedua*, model komunikasi interpersonal dan kesiapan belajar santri mempunyai kontribusi terhadap prestasi

hasil belajar di perguruan tinggi secara signifikan sebesar 7,6% dan selebihnya dipengaruhi oleh faktor yang lainnya. Hasil analisis ini menunjukkan bahwa komunikasi interpersonal dan kesiapan belajar santri belumlah secara optimal dilakukan di pondok pesantren. Oleh karena itu dirokumendasikan kepada setiap pendidik untuk selalu memberi pengarahan dalam rangka membangkitkan dan mengembangkan model komunikasi interpersonal dan kesiapan belajar para santri agar supaya dapat memaksimalkan hasil belajar mereka di perguruan tinggi.

**Kata Kunci:** *Komunikasi Interpersonal, Kesiapan Belajar, Prestasi Belajar*

## INTRODUCTION

Battersby and Siracusa (2009) state that globalization causes the complexity of issues and values to spread and become universal. In this global cultural context, Islamic education must prepare human resources to promote advancement in various fields, including transportation, information, and communication (Munir, 2019; Christiani & Ikasari, 2020). Educational institutions as "factories" inevitably adapt to these demands (Tilaar, 1998). Thus, at least the target of pesantren as an Islamic educational institution must also be oriented to prepare skilled humans and master science.

In connection with the above notions, there is a need for santri education on the importance of interpersonal communication so that they can have balanced social relations both in the real world (community life) and the cyberspace (media) amidst the "knowledge society" era. Students need excellent and practical interpersonal communication skills (Monica, Ritongs, & Suhairi, 2021) so that in the process of social interaction, they can be meaningful and understand their duties and responsibilities when studying at Islamic boarding schools. This type of communication is considered the most effective in changing attitudes, opinions, or behavior since it is dialogical in a conversation (Saleh, 2018).

Hartley defines interpersonal communication as the process of exchanging information face-to-face between two people that can be directly known in return (Kumar, 2017). Interpersonal communication is inherent in the students themselves as social beings. Even with interpersonal communication, a person obtains information and can unite visions, perceptions, thoughts, views, insights, and interests with others (Ghofar, Akbar, & Luddin, 2019; Saraih, Sakdan, & Mohd Karim, 2018). Interpersonal communication can also be a valuable tool for offering constructive criticism, managing conflict, providing support, or sharing funny moments (Sakdiah, 2017).

Several experts, Wood and Purhonen, argue that interpersonal communication depends on a particular context or situation, people's ability in communication, motivation, listening skills, cultural literacy, language, and communication skills. Moreover, Purhonen's research results show that interpersonal communication competence is essential in the process of sharing information among organizational members, managing diversity, adaptation and adjustment processes, integrating negotiations, creating and maintaining relationships, and managing network resources (Nedzinskaitė-Mačiūnienė & Merkytė, 2019). Therefore, the students in Islamic boarding schools must have good interpersonal communication skills in higher education. Through

interpersonal communication, individuals can express themselves and their feelings, form social networks and develop their personality (Widyastuti, 2018) and can support the acquisition of cognitive, social, emotional, and language knowledge and skills; all of which are very important for learning success or academic achievement (Aprianti, 2018).

This interpersonal communication may occur anywhere, anytime, and with anyone in all situations; one example is communication between *santri* and *kyai* or their teachers or fellow friends. This communication may occur in the teaching and learning process, both inside and outside the classroom. Contextually, the interpersonal communication that needs to be carried out by students in Islamic boarding schools can be described as communication between two individuals or a few individuals who interact with each other, giving each other feedback (Hafifah, 2020). Furthermore, factual interpersonal communication that needs to be carried out by students in Islamic boarding schools must be based on empirical facts. Interpersonal communication carried out by students is considered adequate if other people understand the speaker's message correctly and give their responses as the speaker wants. This effective interpersonal communication will help the students achieve specific goals. Kumar reveals the characteristics of effective interpersonal communication, such as openness, empathy, support, a sense of positivity, and equality (Marleni, 2021).

On the other hand, learning readiness is one factor that influences learning processes. The influence of the learning processes will also affect learning achievement. This is by Thorndike's theory of the "law of readiness." The theory states that learning will be successful based on students' readiness to learn (Woolland, 2010; Izzaty et al., 2017). Learning readiness is the condition that precedes the learning activity itself (Rizki, 2013). Without this readiness or willingness, the learning process will not take place. In line with the above theory, Slameto states that students' readiness to learn would affect the quality of the learning process and learning achievement (Rahmatika & Suyatno, 2020).

According to Holas and Huston, school and classroom climate can influence learning readiness. It is important to note that Holas and Huston also found evidence that highly effective teachers have a demonstrable impact on student engagement in classroom learning activities (Kearney & Garfield, 2019). Meanwhile, according to Lori Rice-Spearman, the factors that primarily influence learning readiness include psychological readiness. What is meant by psychological readiness is a psychological readiness for independent learning, which provides the sense of "fond of learning," lifelong learning, self-concept, self-understanding, tolerance for ambiguity in the learning experience, responsibility in education, initiative to organize learning activities, and creative approaches in learning activities (Widyaningtyas et al., 2013)

Meanwhile, one of the successes of every student who studies in tertiary institutions can be seen from their learning achievement, i.e., the result of learning assessments to the students who have followed the learning process, including cognitive, affective, and psychomotor shutters as measured by test instruments or relevant instruments (Rosyid et al., 2019). Learning achievement

is obtained from the learning outcomes achieved after going through the learning process. Learning achievement can be indicated through the score given by an educator based on the number of subjects taken by students, e.g., Grade Point Average (GPA) (Syafi'i et al., 2018; Anderha & Maskar, 2021) because the GPA is one of the indicators in academic competences the students have achieved (Dewi, P. S., & Septa, 2019; Anderha & Maskar, 2021).

Based on the description above, as students who live in Islamic boarding schools, they are also required to have good interpersonal communication skills and learning readiness to have academic achievements in higher education (college) to prepare them for the future. This issue is essential and significant to be observed to find out to what extent the pesantren education system can contribute to the success of its students while taking their academic degree in higher education.

Although there have been pretty several studies that discuss the model of interpersonal communication, learning readiness, and learning achievement, among others, Ritonga (2020), his research explains that there is a positive and significant influence of interpersonal communication, organizational culture, leadership style on teacher's performance. Daniar & Nurhaniza (2021) prove that the effect of superior communication on subordinates' willingness to stay and achieve (Strive) at SAB (Sekolah Alam Bandung) is more substantial than other drivers such as salary, work environment, and workload. Masjuli & Fatmawati (2021) highlights that the interactive communication model in PSM (Process Safety Management) training took place effectively.

Furthermore, Harmini (2017), based on his research, explains a positive and significant correlation between learning readiness and student achievement in Calculus courses. (Luh Putu Yuni Widia Ningsih & Wayan Suniasih, 2020) state a considerable influence of learning readiness and self-actualization on science learning outcomes. Also, Budiman and Hamdani (2017) explain a positive and significant relationship between learning readiness and student achievement on subjects caring for conventional light vehicle fuel systems. However, the focus on existing studies has not explicitly examined how students' interpersonal communication and learning readiness studying at Islamic boarding schools can support the success of their study in higher education with a quantitative approach.

Having provided with the description above, the objective of this study is to determine and describe the extent to which *pesantren* education system related to the santri's interpersonal communication model and learning readiness to learn can contribute to their success while pursuing a higher education level.

## RESEARCH METHODS

This study belongs to survey research, namely *Ex Post facto*. It will go through the events and trace them back to find out the factors that preceded them or determine the causes that might underline the events to be observed (Sugiyono, 1997). This study was conducted at Pondok Pesantren "Anwarul Huda" Karang Basuki, Malang. The location was chosen because almost all

santri in the pesantren also study at universities in Malang, such as UIN Maulana Malik Ibrahim, Universitas Islam Malang, Universitas Negeri Malang (State University of Malang) and Universitas Brawijaya.

The population of this study is the students who study at the Islamic boarding school "Anwarul Huda" Karang Basuki, Malang. While the sampling technique was adopted from that recommended by Arikunto, if the number of subjects is less than 100 people, it is better if the sample is taken all so that the research becomes a population study. If the number of subjects is more significant than 100 people, the sample can be taken about 10% - 15% or 20% - 25% or more (Arikunto, 1983).

The authors took 25% of the total population based on the consideration above. The samples were taken using a random sampling method (i.e., lottery). Since the population was 320, the sample who became respondents at the data collection was 80 students.

The data were collected using a questionnaire as the research instrument, observation, and documentation. The questionnaire filled out by respondents who become the research sample is a close-ended questionnaire using Guttman Scale with "Yes/No" answers. This interpersonal communication instrument was developed based on Devito's opinion. At the same time, the data regarding the achievement variable of the success of students' study in tertiary institutions is obtained from the final results of the achievement index obtained in college. The indicators of interpersonal communication instruments developed based on his opinion (Devito, 1997) are described as follows:

**Table 1: Interpersonal communication instrument indicator**

Variable	Indicator	No item	
		Support	Not support
Interpersonal Communication	<i>Openness</i>	1,14,25	6,19,21
	<i>Empathy</i>	2,11,26	7,15,22
	<i>Supportiveness</i>	8,12,27	3,16,23
	<i>Positiveness</i>	4,20,30	9,17,28
	<i>Equality</i>	13,18,29	5,10,24

Based on the table, a measuring instrument comprising supportive and unsupportive statements can be developed for measuring students' interpersonal communication. There are 30 items, which had been divided equally in each indicator. The indicators of learning readiness are listed as follows:

**Table 2: Indicators of Learning Readiness Instruments**

Variable	Aspect	Indicator
Learning readiness	Physical	Good visual condition
		Good hearing condition
		Good Health Condition
	Mental	Self-confidence
		Adjustment
	Emotional	Can manage conflict

	Can manage tension
Needs	There are textbooks/lectures
	There are lesson notes/lectures
	Supporting facilities
Knowledge	Reading textbooks/taking lectures
	Reading newspaper (to obtain information)
Motivation	Maintaining achievement
	Develop knowledge
	Interest in the scientific specialization

To solve the problems in this study, two statistical analysis techniques were used, namely descriptive statistics and inferential statistics. The descriptive analysis is used for organizing, displaying, and explaining data with a table in the form of a frequency distribution. This inferential statistic is used as a tool to draw general conclusions from a collection of data that has been collected and processed (Hartanato et al., 2019). Therefore, Multiple Regression analysis was used, in which pre-tested with prerequisites had initially been employed.

## RESULTS AND DISCUSSION

Interpersonal communication is communication that takes place between two people who have a steady and transparent relationship. It also requires taking and giving between the actors involved in the communication. According to Mulyana, interpersonal communication can carry out instrumental functions as a tool to influence or persuade others because people can use their five senses to enhance the persuasion of messages to our communicants. As the most complete and most perfect communication, interpersonal communication plays an essential role at any time, as long as humans still have emotions. Face-to-face communication makes people feel more familiar with each other, in contrast to communication through mass media such as newspapers, television, or the most sophisticated technology (Pontoh, 2013).

Students' interpersonal communication occurs when they interact with their friends, both in Islamic boarding schools and in other places, such as campus and others. The students' interpersonal communication refers to communication with other people. The interpersonal communication that the students often do is dyadic, public communication, and small-group communication.

Based on the results of the study, it showed that students' interpersonal communication categorized as good communication was seven santri (9%), 29 santri (36%) had quite good communication, those in the poor category were 37 santri (46%) and those in the inferior category were seven santri (9%). More details can be seen in the following table:

**Table 3: Interpersonal Communication Score Calculation Category**

Category	Absolute Frequency	Relative Frequency (%)
Very good	-	-
Good	7	9%
Quite good	29	36%
Poor	37	46%
Very poor	7	9%
Total	80	100

The results confirm that most of the interpersonal communication model of is poor. At the same time, interpersonal communication is considered the most effective in changing a person's attitude, opinion or behavior since it is dialogic. This is in line with the opinion of William F. Glueck that interpersonal communication is considered the most effective communication since it is directly performed between the communicator and the communicant so that they can influence each other (Abubakar, 2015). Therefore, in the educational process in Islamic boarding schools, it is necessary to promote an effective communication system in fostering a positive mindset and behavior to learn sciences.

According to Barseli et al., (2019), an individual who has good interpersonal communication skills will show positive attitudes and behaviors, namely: (1) having close social relationships with others, (2) being able to maintain social relationships with those who have been fostered, (3) understand the various ways that can be used in establishing relationships with other people, (4) being able to accept feelings, thoughts, motivations, behaviors, and ways of life of others, (5) participating in collaborative efforts and occupying various good leader roles, (6) requiring relationships of at least two people with free and varied ones, (7) being able to communicate both verbally and non-verbally. Even Badawi and Rahadi (2021) state that humans can know and learn more about the outside world that may not have been known before by conducting interpersonal communication. However, a lot of information has been circulating and can be found through mass media. People often get knowledge through interpersonal communication, which is discussed and then studied.

On the other hand, readiness is essential to start a job because any job will be handled and done smoothly by having the readiness to get a good result. It will be one of the important factors in competency-based learning, considering that the competency learning design focuses on developing the ability to perform specific tasks by predetermined performance standards. Madjid states that "Competency-based Education is geared toward preparing individuals to perform identified competency" (Fatchurrochman, 2011).

Djamarah (2002) states that "readiness to learn should not only be translated as ready in a physical sense, but also a psychological and material sense". Physical readiness, for example, refers to a healthy and fit body condition. Psychological readiness, for example, is a desire to learn, concentrate, and have intrinsic motivation. Material readiness, for instance, is related to any material to learn or do in the form of reading books, lesson notes, modules, and job sheets for practical learning. Students' readiness in education is the

condition of students who have been prepared to do learning activities. Students' self-readiness will generate to a struggle to achieve what they aspire to.

Based on the calculation, the results show that the santri's learning readiness at universities that are categorized as very good communication was found in 4 santri (5%), those with good communication were 33 santri (41%), those in quite good category were 36 (45%), and those in poor communication were 7 santri (9%). More details can be seen in the following table:

**Table 4: Category Santri Readiness Score**

Category	Absolute Frequency	Relative Frequency (%)
Very good	4	5%
Good	33	41%
Quite good	36	45%
Poor	7	9%
Very poor	-	-
Total	80	100

The results of this study revealed that the students' readiness to learn to take part in the learning processes at the university was in a quite good category. Most of the students spend more of their time studying the teachings of Islam taught in Islamic boarding schools. So sometimes, they forget to study and prepare the lecture materials taught in college carefully and in-depth.

Meanwhile, the santri's learning achievement at the university is good. This can be seen from the results of calculations which indicate that students' learning achievements in the very good category were 29 santri (36%), those in good category were 31 santri (39%), and those in quite good category were 20 santri (25%). More details can be seen in the following table:

**Table 5: Category Santri Achievement Score**

Category	Absolute Frequency	Relative Frequency (%)
Very good	29	36%
Good	31	39%
Quite good	20	25%
Poor	-	-
Very poor	-	-
Total	80	100

Furthermore, multiple regression analysis was used to find out to what extent the students' interpersonal communication and learning readiness contribute to the results of their learning achievements at the university. Based on the calculation results, the determinant coefficient of R<sup>2</sup> is 0.076, p = 0.047. This means that 7.6% of the variable achievement of students' learning success in tertiary institutions is affected by interpersonal communication and readiness to learn together. At the same time, the rest is affected by other variables. More details can be seen in the following table:

**Table 6: Contribution of X1, X2 to Y**

Variable	R <sup>2</sup>	p
X1, X2-Y	0.076	0.047

Further analysis obtained the value of  $F = 3.173$  with  $p = 0.047$ . Therefore, the  $p$ -value  $< 0.05$ . The null hypothesis is rejected, and the research hypothesis is accepted. This means that there are provisions for acceptance and rejection if the significance is below or equal to 0.05, then  $H_a$  is accepted, and  $H_o$  is rejected. Thus, it can be concluded that the interpersonal communication model and the readiness to learn together have a real contribution to students' learning achievement in higher education. More details can be seen in the following table:

**Table 7: Results of Regression Analysis X1, X2 against Y**

ANOVA(b)				
Model	Sum of Squares	Mean Square	F	Sig.
Regression	.519	.259	3.173	.047(a)
Residual	6.292	.082		
Total	6.810			

a Predictors: (Constant), X1, X2

b Dependent Variable: Y

The results of the analysis above confirm that interpersonal communication and readiness to learn are two essential things to build student achievement in learning success in studying subjects at universities, both private and public. However, this analysis indicates that students' interpersonal communication and learning readiness have not been optimally carried out in Islamic boarding schools. Therefore, every educator should always provide directions to generate and develop students' interpersonal communication models and learning readiness to maximize their learning outcomes in higher education.

The results of this study support the research conducted by (Podung 2018; Suryani, 2019, Yusuf et al., 2020), which explains a positive and very significant influence of interpersonal communication skills on learning achievement. This is because interpersonal communication is the need for social affiliation needed to understand who "we" really are about the world around us, thus enabling us to achieve what Silverstone calls "ontological security" (Cohen & Metzger, 2009). Building interpersonal communication is not accessible in the higher education learning process. Therefore, a person must build self-confidence to communicate and express thoughts orally or in writing (Prasetyo & Anwar, 2021). Interpersonal communication is essential in educational institutions, but it also has a significant effect on learning outcomes (Putri, 2010). Also, Joni (2013) states that the more harmonious interpersonal communication in a family is, the more students' learning outcomes will improve.

Based on the results above, the students' learning readiness is in different categories; some are poor (9%), quite good (45%), good (41%), and perfect (5%). This is something that teachers in universities need to pay attention to. Because according to Amurdawati et al., (2020), learning readiness is one of the indicators to support student learning achievement. The higher the student's learning readiness, the higher the probability of achieving learning outcomes. According to Trigunawan & Solfema (2021), the lack of learning readiness is driven by the learning community's lack of encouragement, which assumes that learning is not essential. The students' low learning readiness to take the lecture is caused by a job they cannot be left behind. The students lack awareness that they are taking education, so they consider it trivial. Whereas learning readiness provides students with the necessary skills, thereby preventing them from failure in the future, even learning readiness will affect their level of social activity (Grigoryeva, 2019). Billett (2018), based on his research, found that learning readiness includes everything that is recognized and done by students. He added that readiness also means values that connect students' understanding of their experiences and enable them to integrate experiences to achieve successful learning (adaptability). Abubakar (2015) and Fathurrohman (2011) also state that good learning achievement can be obtained by improving student learning behavior, then the implementation of the interpersonal communication function between teachers and students must be improved.

## CONCLUSION

Based on the description above, this study shows several results, namely, *first*, most of the santri studying at higher educational institutions (universities) had poor interpersonal communication, good learning readiness, and good learning outcomes. *Second*, the santri's interpersonal communication and learning readiness significantly contribute to university learning outcomes by 7.6% and other factors that influence the rest. This analysis indicates that Islamic boarding schools have not optimally implemented interpersonal communication and student learning readiness. Therefore, every educator should always provide directions to generate and develop interpersonal communication models and learning readiness among students to maximize their learning outcomes in higher education.

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