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The Influence of the Teacher's Role in Learning and Interpersonal Communication on Learning Motivation: A Study of MPLB Students at Vocational High Schools in Bandung

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ABSTRACT

Learning motivation is a crucial factor in the success of vocational high school students, particularly in the Office Management and Business Services (MPLB) program, where signs of low motivation are evident through fluctuating attendance and academic performance. This study aims to analyze the influence of the teacher's role in learning and interpersonal communication on students' learning motivation. A quantitative approach was employed using an explanatory survey method, involving the total population of 41 MPLB students at in Bandung as respondents. Data were collected through questionnaires and analyzed using multiple linear regression. The results showed that teacher's role in learning has positive and significat effect yet interpersonal communication has positive but not signifant effect on students' learning motivation. Simultaneously, these variables also exert a strong and positive influence, with a determination coefficient of 63.3%. These findings emphasize the importance of optimizing the teacher's professional role and enhancing the quality of interpersonal communication in fostering a learning environment that sustainably encourages student motivation.

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1. INTRODUCTION

Education is a fundamental human need that must be fulfilled throughout life. Without education, humans cannot live and develop optimally in line with their aspirations and life goals. In essence, education serves as a means of comprehensively developing human resources (Supriadi, 2016). In the context of vocational education, Vocational High Schools (SMK) aim to equip students with skills in specific fields so that they are ready to enter the workforce, one of which is the Office Management and Business Services (MPLB) study program.

To achieve this goal, learning motivation becomes an important factor influencing students' readiness and success. High motivation encourages students to be active, study diligently, and achieve optimal results (Hamalik, 2009; Uno, 2016). However, research by Dewi (2023) found a decline in learning motivation, reflected in undisciplined attitudes, low enthusiasm, and a lack of student responsibility.

According to Uno (2016), motivation arises as a response to certain stimuli and plays an important role in directing a person to act more effectively. In an educational context, learning motivation encourages students to be more active and enthusiastic in participating in the learning process (Aziz & Meilani, 2020). Students with high motivation generally show greater and more consistent enthusiasm for learning in carrying out school activities (Pujoandika & Sobandi, 2021).

Observations at one of the vocational high schools in the city of Bandung revealed symptoms of low learning motivation among MPLB students, such as disengagement from learning, lack of focus, and low discipline and academic performance. This indicates that learning motivation is an issue that requires attention in efforts to improve the quality of student education. Students with low levels of learning motivation generally show several characteristics, such as a tendency to withdraw from learning activities, low attendance rates, and a tendency to achieve suboptimal learning outcomes (Pratama & Meilani, 2020). In line with this, Sardiman (2011) asserts that learning outcomes will be maximized when supported by adequate motivation. Thus, students' level of learning motivation can be identified through attendance and learning outcomes during the learning process.

Table 1. Summary of MPLB Student Absence Data

Class	Academic Year	Number of Students	Student Absences	Note
X MPLB	2021/2022	14	4%	-
	2022/2023	13	5%	Increased
	2023/2024	26	6%	Increased
XI MPLB	2021/2022	18	5%	-
	2022/2023	13	4%	Decreased
	2023/2024	13	5%	Increased
XII MPLB	2021/2022	14	3%	-
	2022/2023	18	3%	Unchanged
	2023/2024	14	4%	Increased

Source: Productive Subject Teacher for Office Management and Business Services Based

on the data in Table 1 above, it can be seen that over the past three years the student absence rate fluctuated. This indicates that student learning motivation remains fairly low. In addition to attendance data, the level of student learning motivation can also be seen from learning outcomes, namely midterm (UTS) and final exam (UAS) scores in productive subjects.

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Table 2. Summary of Percentage of MPLB Students' Midterm and Final Exam Scores Below 75

Class	Academic Year	Midterm Score < 75		Final Exam Score < 75	
		Odd	Even	Odd	Even
X MPLB	2021/2022	51%	58%	56%	40%
	2022/2023	44%	83%	61%	50%
	2023/2024	50%	43%	64%	43%
XI MPLB	2021/2022	57%	55%	55%	48%
	2022/2023	49%	52%	57%	35%
	2023/2024	56%	44%	44%	50%
XII MPLB	2021/2022	33%	-	42%	-
	2022/2023	60%	-	35%	-
	2023/2024	48%	-	54%	-

Source: Productive Subject Teacher for Office Management and Business Services

Based on the data in Table 2 above, it can be seen that the percentage of students with midterm and final exam scores below 75 fluctuated across class levels and academic years. In general, some students have not yet met the minimum standard, but there are signs of improvement. Although there is visible improvement in student learning outcomes, student learning motivation still needs to be enhanced so that learning outcomes can reach an optimal level. This is in line with the view of Andriani & Rasto (2019) that learning outcomes will be optimal when supported by learning motivation, because learning motivation plays a major role in students' success.

Interview results with teachers and students indicate that the teacher's role in learning and the quality of interpersonal communication are two factors that influence students' learning motivation. This is in line with Aunurrahman (2019), who states that the teacher's role is highly significant in fostering student learning motivation. In addition, research by Dewi & Yuniarsih (2020) also shows that the teacher's role has a positive effect on student learning motivation. This research indicates that learning motivation will increase when the teacher's role as a professional educator is carried out well.

Another factor indicated to influence learning motivation is interpersonal communication. Communication that occurs during the learning process must create a learning atmosphere that encourages students to participate actively and independently develop their potential (Darmawan et al., 2021, p. 13). Research conducted by Sidik & Sobandi (2018, p. 197) supports this, with findings that interpersonal communication has a positive and significant influence on student learning motivation. Furthermore, students' interpersonal communication is also used to build friendships with fellow students and establish closer relationships with teachers (Maharani & Rusmawati, 2020, p. 281).

This study focuses on the issue of student learning motivation by examining the influence of the teacher's role in learning and interpersonal communication, analyzed through Vygotsky's constructivist theory approach. This theory emphasizes that effective learning occurs within a supportive social environment, through cooperative interaction and guidance from more capable individuals, such as teachers (Vygotsky, 1978).

In relation to the phenomenon described above, there are indications of problems with student learning motivation in the MPLB department, particularly in productive subjects. Low learning motivation is an important concern because it is one of the key factors in the success of the learning process. If not addressed promptly, this condition can affect learning outcomes, students' mastery of professional skills, and the quality of teaching delivered by

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teachers.

2. LITERATURE REVIEW

The Teacher's Role in Learning

According to Kompri (2015), a teacher is a professional whose responsibility is to educate and guide students based on experience, in both formal and non-formal educational settings. In carrying out this role, teachers are expected to help students become intelligent and ethical individuals. Sardiman (2011) emphasizes that teachers are an important component in the learning process, playing a role in shaping high-quality human resources. Meanwhile, Djamarah (2010) refers to teachers as educators whose main task is to convey knowledge to students.

According to Wrightman, as cited in Usman (2011, p. 4), the teacher's role is the formation of a series of interconnected behaviors in a given situation, focused on advancing behavioral change and student development as its main objective. Furthermore, according to Prey Katz, as cited by Sardiman (2011), the teacher's role is described as a communicator, a friend who can offer advice, a motivator who inspires and encourages, a guide in shaping attitudes, behavior, and values, as well as someone who masters the subject matter. According to Nurbilady & Suryadi (2018), one of the teacher's roles is as a generator of student motivation, so that students are motivated and willing to study well. Herlianto et al. (2018) argue that teachers hold a strategic role, particularly in shaping national character, developing students' potential, and determining the success of education, which in turn affects the quality of education.

Usman (2011) states that there are several roles of the teacher in the learning process considered the most dominant, namely:

1. Teacher as demonstrator. As a demonstrator, the teacher needs to master and develop the subject matter to be taught. To this end, teachers must continue to learn, broaden their knowledge, and improve their abilities in order to deliver material effectively.
2. Teacher as classroom manager. Teachers need to manage the classroom effectively as a learning environment that supports the achievement of educational goals. This management includes organizing and supervising learning activities so that they remain directed toward the intended goals.
3. Teacher as mediator and facilitator. As a mediator, the teacher needs to understand and master educational media, since media function as a communication tool to increase the effectiveness of the teaching and learning process. Meanwhile, as a facilitator, the teacher must be able to provide learning resources that support the learning process and the achievement of goals, such as resource persons, textbooks, magazines, or newspapers.
4. Teacher as evaluator. As an evaluator, the teacher is responsible for assessing whether learning objectives have been achieved and whether the material taught is appropriate. Evaluation helps teachers measure student success, the effectiveness of teaching methods, and students' standing within the class or group. The results of this evaluation serve as feedback for improving and enhancing the learning process in the future.
5. Teacher as motivator. As a motivator, the teacher is responsible for fostering students' enthusiasm and interest in learning. Teachers must be able to create an enjoyable learning atmosphere and provide constructive encouragement and recognition, as well as adjust their teaching approach to the needs and characteristics of students.

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Interpersonal Communication

The word communication originates from the Latin word communicatio, which derives from the word communis, meaning "shared" or "common" (Cangara, 2015). In this context, "shared" refers to a shared meaning. Communication is the process of conveying a message from a communicator to a recipient through a medium that produces a certain effect (Effendy, 2013). Furthermore, interpersonal communication is defined by Mulyana (2016) as face-to-face interaction between individuals, in which each participant can directly perceive the other's reaction, whether through verbal or non-verbal communication. Interpersonal communication is a form of communication that occurs spontaneously, allows each party to provide optimal feedback, and involves flexible participants (Amalia & Suwatno, 2019).

In De Vito's view (as cited in Suwatno & Arviana, 2023), interpersonal communication is a communication process that occurs when a person conveys a message to another individual or a small group of people. This interaction can produce various effects and provide the message recipient with the opportunity to respond directly. Suwatno & Arviana (2023) further explain that interpersonal communication is a distinctive and transactional form of human communication, involving mutual influence (feedback), with the aim of managing relationships between individuals.

De Vito, as cited by Suranto (2011), states that there are several indicators of interpersonal communication, namely:

1. Openness. Openness is an attitude that reflects a willingness to accept input and honestly share important information. This attitude supports interpersonal communication that is fair, transparent, two-way, and acceptable to all parties.
2. Empathy. The ability to understand and feel another person's experiences, feelings, and point of view as though placing oneself in their position. Empathy involves an effort to deeply understand the opinions, attitudes, and behavior of others.
3. Supportiveness. Effective interpersonal relationships are characterized by mutual support and a commitment to interact openly.
4. Positiveness. A positive attitude is reflected in both attitude and behavior. In terms of attitude, both parties need to hold positive thoughts and feelings free of prejudice or suspicion. In terms of behavior, actions taken must be consistent with the purpose of the communication.
5. Equality. Equality is the awareness and acknowledgment that both parties hold equal value, interests, and needs, accompanied by a willingness to respect one another and position themselves as equals in communication.

Learning Motivation

Santrock (2010) defines "motivation as a process that energizes, directs, and sustains behavior." This means that motivated behavior is behavior that is energetic, directed, and enduring defining motivation as a process that provides energy, direction, and persistence of behavior. Motivated behavior tends to be energetic, directed, and long-lasting. This is in line with the view of Kompri (2015), who describes motivation as a force that drives an individual's level of persistence and enthusiasm in carrying out activities, whether originating from within oneself (intrinsic motivation) or from outside oneself (extrinsic motivation).

According to Sardiman (2011), learning motivation is a non-intellectual psychological factor that plays a role in fostering enthusiasm, a sense of enjoyment, and eagerness to learn. In addition, Uno (2016) defines learning motivation as an internal and external drive that influences students in the learning process to change their behavior, generally supported by

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several specific indicators or elements. This motivation is also closely related to psychological aspects influenced by students' physiological condition and maturity (Kompri, 2015, p. 31). Meanwhile, according to Monika & Adman (2017), learning motivation can be defined as the drive to engage in learning activities originating from within and from outside oneself, thereby fostering enthusiasm for learning.

According to Uno (2016), there are six indicators used to assess students' learning motivation, namely:

1. The desire and drive to succeed
2. The urge and need to learn
3. Hopes and aspirations for the future
4. Recognition in learning
5. Interesting activities in learning
6. A conducive learning environment

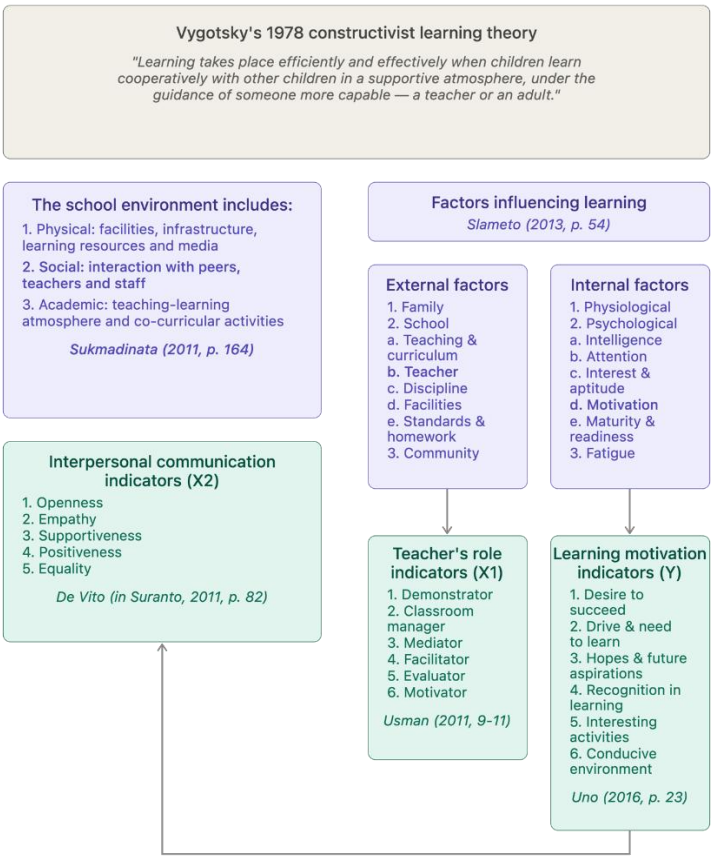


Figure 1. Research framework
Source: Author's own analysis

3. METHODOLOGY

This study uses a quantitative approach with the explanatory survey method, applied by distributing questionnaires to obtain a description of three variables, namely the teacher's role in learning (X1), interpersonal communication (X2), and student learning motivation (Y). A quantitative approach was used because the study aims to examine the influence of the teacher's role in learning and interpersonal communication on student learning motivation. This study is a population study, in which all members of the population serve as research subjects, namely all 41 students in the MPLB department. Referring to the view of Arikunto

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(2010), who states that if the population size is less than 100, all members of the population should be used as the research sample (total sampling/census), this study used all 41 MPLB students as respondents, without sampling. Data were collected directly at the research population's location by the author, with consent obtained from the students who filled out the questionnaire, and each questionnaire response was anonymous. Because the study used a saturated sample of a small size, validity and reliability tests were conducted on a different population group with similar characteristics, since it was not possible to draw a validity and reliability testing sample from the already small population. The results of the validity and reliability tests showed that all questionnaire items were valid and reliable, so that further testing could proceed.

Data were collected by distributing a questionnaire using a Likert scale. The data analysis techniques used were descriptive analysis and inferential analysis. Descriptive analysis was used to obtain a picture of the teacher's role in learning, interpersonal communication, and student learning motivation. Inferential analysis was used to identify relationships among the variables studied; in this study, the technique used was multiple regression analysis.

4. RESULTS AND DISCUSSION

Descriptive Analysis Technique

The Teacher's Role in Learning

The variable of the teacher's role in learning in this study was measured based on 6 indicators, namely (1) demonstrator; (2) classroom manager; (3) mediator; (4) facilitator; (5) evaluator; and (6) motivator, organized into 16 statement items in the questionnaire. Based on the calculations, the following are the results obtained from distributing the questionnaire to 41 respondents, namely MPLB students at a vocational high school in the city of Bandung:

Table 3. Respondents' Responses to Variable X_1

Teacher Role Dimension	Response Category	Frequency	Percentage
Very Effective	5	253	39%
Effective	4	271	41%
Fairly Effective	3	73	11%
Less Effective	2	44	7%
Ineffective	1	15	2%
Total		**656**	100%

Based on Table 3, 271 responses, or 41%, fall into the “effective” category. This finding empirically indicates that the teacher’s role in learning in productive subjects in the Office Management and Business Services Department at SMK Kiansantang Bandung is perceived to be at an effective level.

Interpersonal Communication

The interpersonal communication variable in this study was measured based on 6 indicators, namely (1) Openness; (2) Empathy; (3) Supportiveness; (4) Positiveness; and (5) Equality, organized into 16 statement items in the questionnaire. Based on the calculations, the following are the results obtained from distributing the questionnaire to 41 respondents, namely MPLB students at a vocational high school in the city of Bandung:

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Table 4. Respondents' Responses to Variable X_2

Interpersonal Communication Dimension	Response Category	Frequency	Percentage
Very Effective	5	240	37%
Effective	4	270	41%
Fairly Effective	3	117	18%
Less Effective	2	25	4%
Ineffective	1	4	1%
Total		**656**	100%

Based on Table 4, 270 responses, or 41%, fall into the "effective" category. This finding empirically indicates that interpersonal communication in productive subjects in the Office Management and Business Services Department at SMK Kiansantang Bandung is perceived to be at an effective level.

Learning Motivation

The student learning motivation variable in this study was measured based on 6 indicators, namely (1) The desire to succeed; (2) The urge and need to learn; (3) Hopes and aspirations for the future; (4) Recognition in learning; (5) Interesting activities in learning; and (6) A conducive learning environment. Based on the calculations, the following are the results obtained from distributing the questionnaire to 41 respondents, namely MPLB students at a vocational high school in the city of Bandung:

Table 5. Respondents' Responses to Variable Y

Student Learning Motivation Dimension	Response Category	Frequency	Percentage
Very High	5	271	47%
High	4	191	33%
Moderate	3	72	13%
Low	2	39	7%
Very Low	1	1	0%
Total		**574**	100%

Based on Table 5, 271 responses, or 47%, fall into the "very high" category. This finding empirically indicates that student learning motivation in productive subjects in the Office Management and Business Services Department at SMK Kiansantang Bandung is perceived to be at a very high level.

Inferential Analysis Technique

After collecting the data and conducting the analysis prerequisite tests namely the normality test with a significance value of 0.200 > 0.05, indicating a normal distribution, and the linearity test with results of 0.175 > 0.05 for variable X1 and 0.236 > 0.05 for variable X2, indicating that both variables show linearity with variable Y there was no indication of heteroscedasticity in this model, since the significance values for X1 and X2 were 0.131 and 0.107, respectively, both > 0.05. The final prerequisite test, the multicollinearity test, produced a Tolerance value of 0.528 for both variables and a VIF of 1.893, so it can be concluded that there was no indication of multicollinearity between the two independent variables, allowing them to be used together in a regression to predict student learning motivation.

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After conducting the analysis prerequisite tests, and with the results meeting the requirements, hypothesis testing was carried out using multiple regression analysis with the help of SPSS Statistics 27 software. The following table presents the results of the multiple linear regression test:

Table 6. Results of the Multiple Linear Regression Test

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	t	Sig.
1	(Constant)	2.569	5.740	1.337	.189
	Teacher's Role in Learning	.466	.131	4.326	.000
	Interpersonal Communication	. 0.315	.171	1.746	.089

a. Dependent Variable: Student Learning Motivation

Source: SPSS version 27 data processing results

The Influence of the Teacher's Role in Learning on Student Learning Motivation

Hypothesis testing for the teacher's role in learning variable (X1) on student learning motivation, based on Table 6, produced a p-value of 0.000, which is smaller than the maximum threshold of 0.05. Based on this result, it can be concluded that H0 is rejected and H1 is accepted, indicating that "there is a positive influence of the teacher's role in learning on student learning motivation."

This finding is consistent with the results of several previous studies. Research by Dewi & Yuniarsih (2020) concluded that the teacher's role has a significant positive effect on student learning motivation, and that student learning motivation can be enhanced through the teacher's role as a professional educator. Furthermore, research by Nurharli & Junaidi (2022) also reinforces this finding, stating that the teacher's roles as demonstrator, classroom manager, mediator, facilitator, evaluator, and motivator have a positive and significant influence on student learning motivation. This shows that the complexity of the teacher's role greatly determines how students respond to the learning process. In addition, Mutasemi & Abdussalam (2024) also concluded that the teacher's role influences student learning motivation.

The Influence of Interpersonal Communication on Student Learning Motivation

Hypothesis testing for the interpersonal communication variable (X2) on student learning motivation, based on Table 6, produced a result of 0.089, which exceeds the upper threshold of 0.05. Based on this result, it can be concluded that H0 is accepted and H1 is rejected, indicating that "there is no positive influence of interpersonal communication on student learning motivation."

This finding challenges various previous research results showing that interpersonal communication plays a significant role in influencing student learning motivation. Research conducted by Sidik & Sobandi (2018) concluded that teachers' interpersonal communication has a positive and significant effect on students' learning motivation. This indicates that a teacher's ability to build effective communication with students can increase student learning motivation. Furthermore, Sari & Adman (2019) concluded that interpersonal communication has a significant influence on student learning motivation.

Several reasons are explained by Xu et al. (2025), who state that the Teacher-Student

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relationship has an influence when the relationship is positive. This may indicate, in the context of this study, that there is no influence at all. Previous research also points to a condition in which differences in teachers' cultural backgrounds affecting their interpersonal communication are perceived differently by their students (Jiang et al., 2021). Based on research by Ryan and Deci (2020), students who already possess self-motivation do not show a need for good communication with teachers, because they are already able to motivate themselves in the learning process.

The Influence of the Teacher's Role in Learning and Interpersonal Communication on Student Learning Motivation

Because the test result for interpersonal communication was not significant, a power analysis for both independent variables needs to be explained. The results show that the minimum f^2 required to achieve adequate power is 0.207. Meanwhile, the test results for the teacher's role variable show an f^2 of 0.453, giving this variable a power value of 0.957. In contrast, the interpersonal communication variable has an f^2 below the standard (0.089), resulting in a weak power of 0.453. This indicates that, due to the small sample size, the statistical power produces a non-significant effect, so that in this simultaneous relationship the teacher's role variable becomes the main support for student motivation. Hypothesis testing for the teacher's role in learning variable (X1) and interpersonal communication (X2) on student learning motivation, using SPSS Statistics 27 software, produced a significance value of 0.000, which is smaller than the upper threshold of 0.05. In addition, the calculated F value obtained was 43.583, which is > 3.241. Based on these results, it can be concluded that H0 is rejected and H1 is accepted, indicating that "there is a positive influence of the teacher's role in learning and interpersonal communication on student learning motivation."

Based on the results of the multiple linear regression test, the relationship between the teacher's role in learning and students' interpersonal communication on student learning motivation can be explained by the equation Y = 15.469 + 0.466X1 + 0.381X2. The positive (+) sign indicates that the relationship between the teacher's role in learning variable, the interpersonal communication variable, and the student learning motivation variable moves in the same direction, meaning that every increase or decrease in the level of one variable will be followed by a corresponding increase or decrease in the other variable. Thus, the higher the teacher's role in learning and interpersonal communication, the higher student learning motivation will be, and vice versa.

Table 7. Results of the Correlation and Determination

Coefficient Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.796	.633	.613	531.276

a. Predictors: (Constant), Interpersonal Communication, Teacher's Role in Learning

Source: SPSS version 27 data processing results

Furthermore, the correlation coefficient value shown in Table 7 is 0.796, categorized as a "strong or high relationship." This indicates a strong or high relationship between the teacher's role in learning (X1) and interpersonal communication (X2) variables and the student learning motivation variable (Y). The coefficient of determination (R Square/R^2) is 0.633, or 69.6% when expressed as a percentage. Thus, it can be concluded that the magnitude of the influence of the teacher's role in learning and interpersonal communication variables on the student

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learning motivation variable is 63.3%, while the remaining 36.7% is influenced by other factors not examined in this study.

This study reveals a significant influence of the teacher's role in learning and interpersonal communication on student learning motivation. This finding is reinforced by various previous research results. Mutasemi & Abdussalam (2024) emphasize the importance of the teacher's role in increasing student learning motivation. Research by Dewi & Yuniarsih (2020) also found that the teacher's role has a significant positive effect on student learning motivation, and that student learning motivation can be enhanced through the teacher's role as a professional educator.

Furthermore, Sidik & Sobandi (2018) concluded that teachers' interpersonal communication has a positive and significant effect on students' learning motivation. This indicates that a teacher's ability to build effective communication with students can increase student learning motivation. Similarly, Sari & Adman (2019) concluded that interpersonal communication has a significant influence on student learning motivation. Meanwhile, Luthfi et al. (2022), who examined interpersonal communication from the students' perspective, concluded that student interpersonal communication also has a positive and significant influence on learning motivation.

Thus, the combination of a high-quality teacher's role in learning and the ability to build good interpersonal communication becomes an important key in encouraging students to be more enthusiastic about learning.

5. CONCLUSION

Based on the data processing and analysis, the level of the teacher’s role in learning is assessed as being in the “effective” category. The level of interpersonal communication is assessed as being in the “effective” category, while the level of student learning motivation is assessed as being in the “very high” category. Partially, the teacher’s role in learning has a positive and significant influence, while interpersonal communication has a positive but not significant influence on student learning motivation. In addition, simultaneously, the teacher’s role in learning and interpersonal communication also show a positive and significant influence on student learning motivation. The relationship between each variable is unidirectional, meaning that the higher the teacher’s role in learning and interpersonal communication, the higher student learning motivation will be, and vice versa.

Recommendations that can be given include deepening the study of the indicators with the lowest percentages, namely the facilitator indicator for the teacher's role in learning variable, the equality indicator for the interpersonal communication variable, and the drive and need to learn indicator for the learning motivation variable. In addition, other variables such as learning style, work environment, or classroom climate could be added.

6. AUTHORS’ NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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