

The Effect of Teacher Interpersonal Communication and Communication Climate in The Class on Students' Learning Interest in Economic Subjects

Dwi Anggoro, Tri Wahyu Retno Ningsih

Faculty of Communication, Gunadarma University, Jakarta, Indonesia

ABSTRACT

Article Info

Publication Issue

Volume 10, Issue 1

January-February-2023

Page Number

201-212

Article History

Received : 10 Dec 2022

Accepted: 10 Jan 2023

Published: 30 Jan 2023

This study aims to determine the effect of teacher interpersonal communication and communication climate in the classroom on students' interest in studying economics at SMA Negeri 5 Depok. This study uses quantitative methods with ex post facto planning. The research population consisted of 929 students and the selected sample consisted of 280 students based on Slovin's calculations. The data collection method used in this study was a questionnaire, and the data analysis method used in this study was multiple regression analysis. This study shows the results that: (1) Students' interest in learning is strongly influenced by the teacher's interpersonal communication with a significance value of 0.004. Apart from that, the t value of the teacher's interpersonal communication quality variable (X_1) shows the t count > t table ($2,931 > 1,969$). (2) There is a strong influence between the communication climate in the classroom and students' interest in learning, with a significant relationship strength value of 0.000; the Class Communication Climate variable (X_2) shows the value of t count > t table ($11,918 > 1,969$), (3) There is a simultaneous relationship between the teacher's interpersonal communication variables and the communication climate in the classroom with students learning interest with an R^2 value of 0.656 (0.60 - 0.799), where this value is interpreted as the strong influence of teacher interpersonal communication and the classroom communication environment, on students' interest in learning economics. This study suggests teachers always build good interpersonal communication with students, create a positive communication environment (communication climate) in the classroom, try to make students aware of the importance of interest in learning during the learning process, and motivate students during the learning process. This will encourage the creation of a sense of security, comfort, and enthusiasm for learning in the classroom and have an impact on the development of a strong interest in learning in students.

Keywords : Interpersonal Communication, Classroom Communication Climate, Interests

I. INTRODUCTION

Education is a necessity for every human and hopefully can shape quality Indonesian people. Education implementation demands governance good in learning classes to achieve educational goals as an intended set. Law Number 20 about National Education System, Article 5 Paragraph 1 mandates that every citizen has the same rights in obtaining a quality education. Good education is expected to be able to face challenges based on dynamic local, national, and global demands that we need to improve the quality of human resources, where education plays an important role in this.

Teachers as personal professionals work to improve the quality of education (Zeichner, 2010). In the teaching profession, an educator also plays a role as a leader in the teaching and learning process, the teacher is very decisive in the learning process in the classroom, and the role of leadership will be reflected in his roles and duties during the teaching and learning process inside and outside the classroom. This implies that the quality of teachers is a factor that will determine the process and learning outcomes. Apart from that, the quality of education will also have implications for the quality of education output (Katsarou, Picower, & Stovall, 2010).

Interpersonal communication skills are indispensable in educating, building, and transferring knowledge to students to create a better performance (Basir, 2020). Interpersonal relationships in education include various kinds of relationships between actors such as peer relationships in the classroom, teachers, and students, school leaders and teachers, and teachers and parents (Zandvliet, 2014). De Vito (1995) defines interpersonal communication formally as the process of delivering news by a person and receiving the news from another person or a small group of people with immediate effect and feedback (Thoha, 2016, p. 161). De Vito explained that to see whether

interpersonal communication is effective in an organization, it is measured at least from five things, namely: 1) Openness, 2) Empathy, 3) Support, 4) Positivity, and 5) Similarity. Communication as an instrument of human life has several general purposes, namely as a means of communicating, teaching, encouraging, and changing attitudes and beliefs, as a means of changing behavior and stimulating behavior, and as a means of entertainment. (Mulyana, 2016).

Various studies have shown a positive relationship between effective interpersonal skills and benefits such as greater happiness in life, resistance to stress and psychosocial problems, and improved academic and professional achievement. Nadia (2020) explains that interpersonal relationships in teaching and learning activities need to be built through a personal approach, discussion, and negotiation. As well as providing freedom of activity outside the classroom to eliminate learning saturation, it needs to be done occasionally while still trying to keep students willing to take part in learning. Apart from that, Alkorina (2017) explains that effective interpersonal communication is needed to be able to change the daily lives of students so that they are interested and then involved in a lesson that has been designed by the teacher.

According to Fory A Naway (2017), in educational communication, teachers need to have effective communication principles so that students can understand and review the material provided. By implementing effective communication strategies, teachers are expected to be able to create an effective, creative and innovative learning environment so that not only the learning process is successful, but also the students' self-confidence accumulates. (Rahmanita, 2018). Research conducted in one of the Vocational High Schools majoring in office administration in the city of Cimahi in 2018 showed that teacher interpersonal

communication had a positive and significant influence on student interest and motivation.

According to Silalahi (2008), close interpersonal relationships, mutual respect, and prioritizing common interests can develop a healthy communication climate in the classroom. Murphy Denis (1957) suggests that the communication climate is the quality of experience as it is (objective) related to the organization's internal environment. This includes the perception of messages by members of the organization and the relationship between messages and events that occur within the organization (Dennis, 1957, p. 65)

Guzley (1992) conveys climate communication gives guidelines for individual decisions and behavior. Decision organization members for To do profession them, to tie them to the organization (Cartono & Maulana, 2019, p. 230) A good communication climate will be able to lead to organizational communication satisfaction, namely all levels of satisfaction of an employee perceiving the overall communication environment (Wijaya, 2013, p. 122). According to Kadarsih, Ramses & Efendi (2016), learning activities in the classroom are supported by the classroom climate. The quality of learning is influenced by the carrying capacity of a conducive educational environment. On the other hand, a bad classroom climate affects the learning process that takes place in the classroom. At this point, the teacher's role becomes very urgent to regulate teaching and learning activities in the classroom (Kadarsih, Ramses, & Efendi, 2016) Teachers should create a conducive classroom atmosphere and provide interesting learning so that students do not feel bored and bored so that students are comfortable learning in class and are enthusiastic about learning which will have implications for maximum learning outcomes. (Setiyadi & Loviansi, 2020) According to Sudjana (2014), as quoted (Meyzilia, 2019), one of the things that affect learning outcomes is student interest and motivation.

Student learning interest has a positive relationship with student learning outcomes (Meyzilia, 2019). student's interest and motivation to learn will increase if the teacher can create a comfortable communication climate in the classroom. This allows students to study quietly and comfortably with their teachers and classmates (Sari, Rusmin, & Deskoni, 2018). Interest encourages the formation of learning motivation. Interest in learning is the full involvement of a student using all mind activities attentively to gain knowledge and reach an understanding of the scientific knowledge he has learned in school. (Khairani, 2013). However, in practice, many teachers face obstacles in teaching in the classroom because students are not interested in the material presented. If this happens, the teaching and learning process will encounter obstacles in achieving learning objectives.

Based on the monthly homeroom report data for November for the 2021-2022 academic year, it is known that students' interest in studying economics at SMAN 5 Depok is low. The low interest of students in learning Economics at SMAN 5 Depok can be shown from the high percentage of incompleteness in the Semester Final Examination where the average percentage of incompleteness in economic subjects reaches 75%.

Seeing the above phenomena, teacher interpersonal communication and communication climate are very important as one of the key holders in growing student interest in learning, especially economics subjects at school, it is interesting to do scientific research, especially on the influence of interpersonal communication and communication climate in increasing student interest in learning. This study aimed to determine the relationship between interpersonal communication and communication climate on student interest in learning at SMA Negeri 5 Depok.

I. METHODS AND MATERIAL

This research uses quantitative methods with ex-post facto design. The research population is students of SMAN 5 Depok who study economics as many as 929 students and the selected sample is 280 students based on slovin calculations. The data collection technique used a Likert rating scale. The instrument test includes validity and reliability tests on 37 students outside the research sample. From the test results, all items in the instrument were declared valid. Researchers used the help of the google form application in distributing questionnaires. The data analysis technique used is the inferential statistical analysis technique. Calculations are carried out with the help of a computer. The program used is data analysis through SPSS-25 for windows.

II. RESULTS AND DISCUSSION

A. Data Analysis

The researcher used the T-test and the F-test. Both of these tests were conducted to determine whether the independent variable affected the dependent variable. A T-test was conducted to determine how much the partial effect of the independent variable (X) on the dependent variable (Y). The partial effect of independent variables on the dependent interpersonal communication variable can be observed in the following table:

TABLE I
MULTIPLE REGRESSION COEFFICIENT

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12,447	2,330		5,3	,000
Teacher	,157	0.054	,166	2,9	,004

Interpersonal Communication (X ₁)					
Communication Climate (X ₂)	,370	,031	,674	11,9	,000
a. Dependent Variable: Student Interest (Y)					

Based on the results of data processing, it was found that the significance value of the two independent variables had a value below 0.05. Where the significance value of alpha on the teacher's interpersonal communication variable is 0.000 and the value of the communication climate variable is 0.004. This indicates that the two independent variables (X₁ and X₂) have a partial effect on the dependent variable (Y), namely the variable of student interest in learning.

Based on the calculation, the T-table value for 280 samples was 1.969. After the T-count value of the two independent variables is consulted with the Ttable value, it can be concluded that the Tcount value of the two independent variables (X₁=2,931 and X₂=11,918) exceeds the value of Ttable. Therefore, it can be concluded that the teacher's interpersonal communication variable and the classroom communication climate variable have a partial effect on the dependent variable (Y), namely the student's learning interest variable.

The F test is needed in this study to test whether the independent variables (X) in this study simultaneously affect the dependent variable (Y). The resume of the F test of this research is as follows:

TABLE II
MULTIPLE REGRESSION ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	18418,4	2	9209,2	264,7	.00

n					0b
Residual	9637,1	277	34,8		
Total	28055,5	279			
a. Dependent Variable: Student Interest (Y)					
b. Predictors: (Constant), Communication Climate (X2), Teacher Interpersonal Communication (X1)					

Based on the results of multiple regression tests, it can be concluded that there is a positive and simultaneous influence between the teacher's interpersonal communication and the climate of classroom communication on students' learning interest in economics subjects at SMA Negeri 5 Depok. The ANOVA table of data processing results shows the F-count value of 264.7 greater than the F-table value of 3.028. The significance value of the relationship between the three research variables is 0.000, this means that there is a positive and simultaneous influence of the independent variables (X_1 and X_2) on the dependent variable (Y).

Based on the results of data processing, the R-square value is 0.656. This indicates that the variable of student interest in economics (Y) can be explained by using the teacher's interpersonal communication quality variable (X_1) and the classroom communication climate variable (X_2) of 65.6% and the remaining 34.4% is explained by the variable others not investigated. The resume of the multiple regression test of this research is as follows:

TABLE III
MODEL SUMMARY MULTIPLE REGRESSION

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.810a	.656	.654	5.89839
a. Predictors: (Constant), Communication Climate (X2), Teacher Interpersonal Communication (X1)				

B. The Influence of Teacher Interpersonal Communication on Students' Interest in Learning.

Based on the calculation of the T-test, it is known that the value of the T-count on the variable Teacher Interpersonal Communication of 2,931. After consulting with the value of the T-table (1,969) empirically it can be proven that the teacher's interpersonal communication variable affects students' interest in learning economic subjects partially ($T\text{-count} > T\text{-table}$). Submission of messages between communicators and communicants can take place through the mind or body language. Carey (2010) uses interpersonal communication balloons through thoughts and body language (Carey, Madill, & Manogue, 2010). If the teacher has mastered various communication skills, the teacher's performance will also increase. The same explanation states that interpersonal communication is communication that occurs between two or more people which is usually done face-to-face including the use of communication media without their presence with each other. (Kurtz & Draper, 2017). Based on the test of hypothesis 1, it can be stated that there is an influence between teacher interpersonal communication on student learning interests.

This shows that the better the interpersonal communication competence of a teacher, the process of delivering messages/information to students in the context of science here can be effective and efficient. This can help students in understanding quickly any knowledge that students learn in the teaching and learning process. Increasing students' understanding of knowledge, directly contributes to the growth of students' interest in the knowledge they are learning. Because the learning does not give psychological or physical pressure on students because of the difficulty of the content of the material they learn. This statement is by the results of a study conducted by Febri Rachmawati (2019) which states that teacher

interpersonal communication has a positive and significant effect on student learning interest in Archiving Subjects at SMKN 1 Bandung. Based on the proof of the research hypothesis using the SPSS 20.0 application, the t-value is obtained count t-table with a value of $4.100 > 1.98397$, so that H_0 is rejected and H_1 received (Rachmawati, 2019, p. 225).

This research is also in line with the research conducted by Sylva Alkornia (2017) regarding "The Role of Interpersonal Communication in Disseminating Green House Technology in the Situbondo Learning Activity Studio", where effective interpersonal communication is needed to be able to change the daily life of farmers in mango cultivation where previously they were not interested in being involved in the spread of greenhouse technology is then interested and then involved or disseminates greenhouse techniques which have various advantages including being effective, reliable, and inexpensive (Alkornia, 2017, p. 52). Rizi Putri Nadia (2020) conveyed in her study on "The Role of Communication between Teachers and Students in Building Interest in Learning in the Jakarta Jendela Community" that to increase student interest in learning, the Jakarta community window volunteers need to build communication with a personal approach, through discussion and negotiation. Apart from that, giving freedom to play outside the classroom to eliminate boredom needs to be done, while still trying to persuade slowly so that students want to take lessons (Nadia, 2020, p. 93).

The explanation shows that one of the factors that influence students' interest in learning economics is interpersonal communication. This condition states that interpersonal communication among economics subject teachers at SMA Negeri 5 Depok is effective because good and effective communication according to Devito (2013) has 5 characteristics, namely: (1) openness, (2) empathy, (3) supportive attitude, (4) positive attitude, and (5) equality.

Thus, the better the teacher's interpersonal communication, the better the student's interest in learning. In this study, interpersonal communication has a direct effect on student learning interest with an effective contribution of 11.5%, and 88.5% are influenced by variables other than teacher interpersonal communication.

C. The influence of classroom communication climate on students' interest in learning.

Based on the calculation of the T-test, it is known that the value of the T-count on the climate variable class communication of 11,918. After consulting with the value of the T-table (1,969) empirically it can be proven that partially the class communication climate variable affects students' interest in learning economics subjects ($T\text{-count} > T\text{-table}$). Apart from that, a simple regression analysis conducted on the variables of communication climate and student interest in learning shows that there is a significant influence between the communication climate in the classroom and students' interest in studying economics subjects. The significance value of the class communication climate variable is 0.000. This value is far below the probability value or asym.sig alpha ($\alpha = 0.05$). Based on these tests, it can be stated that there is a positive influence between the classroom communication climate on students' interest in learning.

The results of this study describe the quality of the atmosphere of communication between teachers and students or students with students in the class that positively takes place. The atmosphere and culture of communication in the classroom are characterized by mutual support (supportiveness), mutual trust, full of openness and honesty, and work goals in the context of teaching and learning activities are communicated to all class members.

A positive classroom communication climate has been well developed so that it grows students'

interest in learning economics subjects. The learning atmosphere in the classroom is filled with various interactions of mutual support (supportiveness), mutual trust, full of openness, and honesty, as well as work objectives in the context of teaching and learning activities that are communicated to all class members.

This conclusion is in line with the results of research conducted by Veronika Tri Handayani (2015) regarding "The effect of initial knowledge, learning discipline and classroom communication climate on productive learning outcomes of accounting students of class XI majoring in accounting at SMK Negeri 3 Bangkalan" where the classroom communication climate has a positive influence on interest learning which in turn encourages the improvement of student learning outcomes (Handayani, 2015, p. 101).

Apart from that, the atmosphere of positive organizational relationships or relationships between class members in the learning process will encourage the formation of effective performance communication, so that they can complete assignments or student learning bills, both individual and group assignments. This is in line with Cartono's research (2019) regarding communication climate and organizational communication climate which states "The organizational climate that exists in the management will form effective program performance communication so that it will make performance conditions run well, become easier, and the program will feel lighter. to be realized together (Cartono & Maulana, 2019, p. 234)

Thus, the better the classroom communication climate built by the teacher, the better the student's interest in learning. In this study, the classroom communication climate has a direct effect on students' interest in learning with an effective contribution of 54.2%, and 45.8% are influenced by

variables other than classroom communication climate.

D. The influence of teacher interpersonal communication and classroom communication climate on students' interest in learning.

Based on the results of multiple regression tests, it can be concluded that there is a positive and simultaneous influence between the teacher's interpersonal communication and the climate of classroom communication on students' learning interest in economics subjects at SMA Negeri 5 Depok. The ANOVA table of data processing results shows the F-count value of 264.7 greater than the F-table value of 3.028. The significance value of the relationship between the three research variables is 0.000. This value is far below the probability value or asym.sig alpha ($\alpha = 0.05$) this means that there is a positive and simultaneous influence of independent variables (X_1 and X_2) on the dependent variable (Y).

Students have involvement fully in all learning activities both physically and mentally to gain knowledge and gain an understanding of economic competence. In general, students tend to focus and feel happy in participating in economic learning given by the teacher (Fiske, 2012). Students' interest in learning economics can arise because teachers can respect students, generate a sense of need for this knowledge, and provide opportunities for achievement in every learning process. Students show an attitude of pleasure, interest, and concern in learning economics. Based on this it can be concluded, students have a strong interest in learning economics.

Based on the results of data processing, the R-square value is 0.656. This indicates that the variable of student interest in economics (Y) can be explained by using the teacher's interpersonal communication quality variable (X_1) and the classroom communication climate variable (X_2) of 65.6% and

the remaining 34.4% is explained by the variable others not investigated.

E. Effective and Relative Contribution of Teachers' Interpersonal Communication Variables and Communication Climate on Students' Interest in Learning.

To measure how much influence the independent variable has on the dependent variable, the effective and relative contribution is calculated. The summary of the calculation of the effective and relative contribution of the independent variable to the dependent variable is as follows:

TABLE IV
SUMMARY OF EFFECTIVE AND RELATIVE CONTRIBUTION CALCULATION RESULTS

Variable	R Square	Coefficient of Determination	Donations	
			Effective	Relatively
Teacher Interpersonal Communication (X_1)	0.656	66%	11.5 %	17.5 %
Communication Climate (X_2)			54.2 %	82.5 %

From the calculation of the effective contribution, it can be seen that the effective contribution of the teacher's interpersonal communication variable (X_1) to student learning interest (Y) is 11.5%. Meanwhile, the effective contribution of the class communication climate variable (X_2) to students' interest in learning (Y) is 54.2%.

Based on the calculation of the relative contribution between the independent variables (X_1 and X_2) and the dependent variable (Y), it is known that the relative contribution of the teacher's interpersonal communication variable (X_1) is 17.5% and the relative contribution of the class communication

climate variable (X_2) is 82.5%. So it can be concluded that The classroom communication climate variable (X_2) has a more dominant influence than the teacher's interpersonal communication variable (X_1).

From the calculation of the effective contribution, it can be seen that the effective contribution of the teacher's interpersonal communication variable (X_1) to student learning interest (Y) is 11.5%. Meanwhile, the effective contribution of the class communication climate variable (X_2) to students' interest in learning (Y) is 54.2%. The results of the study indicate that the better the teacher's interpersonal communication, the better the student's interest in learning. In this study, interpersonal communication has a direct effect on student learning interest with an effective contribution of 11.5% and 88.5% are influenced by variables other than teacher interpersonal communication. Apart from that, the classroom communication climate built by the teacher will directly affect students' interest in learning. In this study, the classroom communication climate has a direct effect on students' interest in learning with an effective contribution of 54.2% and 45.8% being influenced by variables other than classroom communication climate.

In general, the two independent variables have a great influence on the presence of students' interest in learning in a lesson. However, the findings in the field show that the communication climate variable has a greater influence than the teacher's interpersonal communication variable in terms of increasing students' interest in learning a subject. This is very possible because the classroom communication climate has implications for the presence of a sense of satisfaction in communication between members of the class organization (students and teachers).

Climate communication which is good will bring out a sense of satisfaction in communication (Wijaya, 2013). Climate communication in study classes on basic refers to quality experience factual related to a situation that takes place inside the organization class. This also refers to on perception of the teacher and student-related information and relationship with various events which occur in class. Climate communication this cover the satisfaction of student and teacher with information and knowledge available in learning classes.

Satisfaction in the context refers to so far where information is available Fulfill needs information class organization members from where message and knowledge originated, how Things that distributed, received, processed, including how communicant react to information and knowledge the. Communication climate is influenced also by perception which feels students and teachers use Fulfill needs they are in activity communication in class rate satisfaction communication be measured with what which received by class organization member compared with what they expect.

Satisfaction to communication organization is influenced by various aspect organization like trust, Support, and destination performance which tall. Communication satisfaction has implications for the emergence of satisfaction among students in the study. A satisfaction study is a reaction student to various environmental studies which he faced, like a friend classmate, policy teacher, etc. The important atmosphere which supports communication organization in class is emphasized to reach satisfaction in student learning. Teachers, as organizers of in-house learning classes, could contribute for create a climate of communication which positive in the class they teach. With Fulfill not quite enough answer teacher as leader class, means teacher join help student reach satisfaction study. Every teacher as a leader class must set a destination for his students. All teachers must

continuously practice and increase their ability students and help them study more effectively and efficiently.

In the do activity communicate interpersonally with the students and create a climate of communication in which positive class, Teachers, and student face many One of the obstacles is the emergence of communication anxiety. According to DeVito (1995) often worry communication in an interaction could manifest in the form of flavor embarrassment, reluctance to communicate, and fever stage. Devito explains that worry communication refers to fear and worry about interaction interpersonal communication. For a person with worry communication which very tall, interaction which they get up in form communication not comparable with the worry which they feel.

Anxiety in this communication can be triggered by the uncertainty of communication that shrouds communication interactions between teachers and students. In the Uncertainty Reduction Theory proposed by Charles Berger and Richard Calabres (1975), communication is a tool to reduce uncertainty. In the context of educational communication, essentially students and teachers will always face situations of uncertainty during teaching and learning activities. This uncertainty is in the form of uncertainty in interpersonal situations when communicating with strangers (teachers/students). The number of students taught by a teacher will affect the amount of energy in reducing interpersonal uncertainty.

This uncertainty can cause cognitive stress and pressure on both teachers and students. Generally, this situation is uncomfortable, so it drains energy. When teachers and students who previously did not know each other meet and talk, they try to reduce uncertainty or increase predictability (the ability to make predictions about the interlocutor). To increase this predictability, teachers and students need to find information by asking each other.

When interpersonal interactions are built in an atmosphere of positive and supportive organizational communication climate, over time the uncertainty will gradually decrease. The initial interaction of teachers and students is a component important to the process of developing interpersonal relationships in learning organizations (classes). High uncertainty in the teacher-student relationship causes a decrease in familiarity in communication. Increased uncertainty will lose interest for interact with each other. The higher the uncertainty, the lower the level of communication satisfaction. In the context of the relationship between teachers and students in teaching and learning activities, situations like this will reduce students' interest in liking and deepening the knowledge they are learning.

There are at least several strategies that teachers and students can use to reduce this uncertainty. First, the teacher/student (communicator) can passively observe the communicant when interacting with other people. Second, do an action actively to learn someone (communicant), without dealing directly with that person. Third, communicators (teachers/students) interact through direct interaction and communication with people who have previously sought supporting information. In this way, teacher-student interpersonal communication supported by a positive classroom communication climate will able to reduce interpersonal uncertainty. In the end, both parties will be comfortable in learning activities and increase interest in learning and teaching among the parties involved in teaching-learning activities.

III. CONCLUSION

Interpersonal communication built between teachers and students has encouraged children's interest to learn and explore economics subjects in class. Submission of subject matter looks more

interesting so that students pay attention to the teacher while teaching. The results of statistical tests (T-test) have empirically proven that teacher interpersonal communication affects students' interest in learning economics. This is because the attitude of empathy, equality, openness, and positive and supportive attitude among teachers and students makes students feel happy to take part in the learning session.

A positive classroom communication climate has been well developed so that it grows students' interest in learning economics subjects. The learning atmosphere in the classroom is filled with various interactions of mutual support (supportiveness), mutual trust, full of openness, and honesty, as well as work objectives in the context of teaching and learning activities that are communicated to all class members. The results of statistical tests (T-test) have empirically proven that the climate of classroom communication affects students' interest in learning economics. A part of that, the atmosphere of positive organizational relations between class members in the learning process has encouraged the formation of effective performance communication,

The results of the inferential analysis show that there is a positive and simultaneous influence between the teacher's interpersonal communication and the climate of classroom communication on students' interest in studying economics at SMA Negeri 5 Depok. This implies that students are fully involved, physically and mentally in all learning activities to gain knowledge and understanding of economic competence, as a result of the positive interpersonal communication built by the teacher and a healthy communication climate in the classroom.

IV. REFERENCES

- [1] Alkornia, S. (2017). The Role of Interpersonal Communication in Disseminating Green

- House Technology in the Situbondo Learning Activity Center. Channel: Journal of Communication Studies, 6(1), 41-54. <https://doi.org/10.21070/kanal.v6i1.1423>
- [2] Basir, S., & Basir, M. (2020). The influence of interpersonal communication and work culture on teacher performance in Junior High School at Wajo Regency (Indonesia). *Revista Espacious*, 41(6), 12-17. ISSN 0798 1015
- [3] Carey, JA, Madill, A., & Manogue, M. (2010). Communications skills in dental education: a systematic research review. *European Journal of Dental Education*, 14(2), 69-78. <https://doi.org/10.1111/j.1600-0579.2009.00586.x>
- [4] Cartono, C., & Maulana, A. (2019). Communication Climate, Organizational Climate And Organizational Communication Climate. *ORATION: Journal of Da'wah and Communication*, 10(2), 228-235. DOI: 10.24235/orasi.v10i2.5420
- [5] Dennis, M. (1957). *Better Business Communication*. London: McGraw-Hill Book Company.
- [6] Handayani, VT (2015). The Influence of Initial Knowledge, Learning Discipline, and Classroom Communication Climate on Productive Accounting Learning Outcomes of Class XI Students of Accounting Department at SMK Negeri 3 Bangkalan. *Journal of educational economics and entrepreneurship*, 3(1), 91-102. Doi:<https://doi.org/10.26740/jepk.v3n1.p91-102>
- [7] Hargie, O. (2019). *The Handbook of Communication Skills*. New York: Routledge.
- [8] Kadarsih, W., Ramses, R., & Efendi, Y. (2016). Class Climate Relationship With Learning Outcomes Of Class Xi Students OF SMAN 8 BATAM. *SYMBIOUS*, 5(1), 33-40. DOI:<https://doi.org/10.33373/sim-bio.v5i1>
- [9] Katsarou, E., Picower, B., & Stovall, D. (2010). Acts of solidarity: Developing urban social justice educators in the struggle for quality public education. *Teacher Education Quarterly*, 37(3), 137-153. Doi:<https://www.jstor.org/stable/23479502>
- [10] Khairani, M. (2013). *Learning Psychology*. Yogyakarta: Aswaja Pressindo.
- [11] Greiner, AC, & Knebel, E. (2003). Challenges Facing the Health System and Implications for Educational Reform. In *Health Professions Education: A Bridge to Quality*. National Academies Press (US).
- [12] Kurtz, S., Silverman, J., Draper, J., van Dalen, J., & Platt, FW (2017). *Teaching and learning communication skills in medicine*. CRC press.
- [13] Meyzilia, A., Darsiharjo, D., & Ruhimat, M. (2019). Interest in studying geography for students from State High Schools in Bangka Regency. *Journal of Geography Education: Study, Theory, and Practice in Education and Geography*, 24(1), 25-33 doi<http://dx.doi.org/10.17977/um017v24i12019p025>
- [14] Mulyana, D. (2016). *Communication Science - an introduction*. Bandung: Youth Rosda Karya.
- [15] Nadia, RP, & Delliana, S. (2020). The Role of Communication between Teachers and Students in Building Interest in Learning in the Jakarta Window Community. *Journal of Communication*, 14(1), 83-94. DOI:<https://doi.org/10.21107/ilkom.v14i1.7019>
- [16] Rachmawati, F., & Sojanah, J. (2019). The influence of learning media and teacher interpersonal communication on student learning interest in archival subjects at SMKN 1 Bandung. *Journal of Office Management Education (JPManper)*, 4(2), 215-227. DOI:<https://doi.org/10.17509/jpm.v4i2.18017>

- [17] Ratnawati, E. (2018). Teacher Interpersonal Communication Strategy in Building Confidence of Class IX Students to Face the National Standard School Final Examination (USBN) at MTs Negeri 10 Majalengka. *Edueksos: Journal of Social & Economic Education*, 7(1).DOI:<http://dx.doi.org/10.24235/edueksos.v7i1.3100>
- [18] Roem, ER (2019). *Interpersonal Communication*. Malang: CV IRDH.
- [19] Sari, DP, & Rusmin, AR (2018). the influence of class climate on students' learning motivation at sman3 tanjung raja. *Journal of Profit: Study of Economics and Economics Education*, 5(1), 80-88. DOI :10.36706/jp.v5i1.5639
- [20] Setiyadi, B., & Loviansi, L. (2020). The relationship of class climate and learning motivation with students' learning outcomes. *Journal of education management*, 8(1), 26-30. DOI:10.33751/jmp.v8i1.1960
- [21] Sidik, Z., & Sobandi, A. (2018). Efforts to increase student learning motivation through the teacher's interpersonal communication skills. *Journal of Office Management Education (JPManper)*, 3(2), 190-198. DOI:<https://doi.org/10.17509/jpm.v3i2.11764>
- [22] Thoha, M. (2016). *Organizational Behavior (basic concepts and applications)*. Jakarta: Rajawali Press.
- [23] Wijaya, IS (2013). Interpersonal communication and communication climate in organizations. *Tabligh Da'wah Journal*, 14(1), 115-126. DOI:<https://doi.org/10.24252/jdt.v14i1.318>
- [24] Zandvliet, D., Den Brok, P., & Mainhard, T. (Eds.). (2014). *Interpersonal relationships in education: From theory to practice*. Springer.
- [25] Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college-and university-based teacher education. *Journal of teacher education*, 61(1-2), 89-99.<https://doi.org/10.1177/0022487109347671>

Cite this article as :

Dwi Anggoro, Tri Wahyu Retno Ningsih, "The Effect of Teacher Interpersonal Communication and Communication Climate in The Class on Students' Learning Interest in Economic Subjects", *International Journal of Scientific Research in Science and Technology (IJSRST)*, Online ISSN : 2395-602X, Print ISSN : 2395-6011, Volume 10 Issue 1, pp. 201-212, January-February 2023. Available at doi : <https://doi.org/10.32628/IJSRST2295190>
Journal URL : <https://ijsrst.com/IJSRST2295190>