

THE ROLE OF COMMITMENT IN MEDIATING THE EFFECT OF INTERPERSONAL COMMUNICATION ON ACADEMIC ACHIEVEMENT

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Abstract: This study aims to determine the role of commitment in mediating the influence of interpersonal communication on academic achievement. This research was conducted at the Indragiri School of Economics (STIE-I) Rengat. The population of this research is STIE Indragiri Rengat students batch of 2020 totaling 377 people. The sampling technique was carried out by purposive sampling which resulted in as many as 194 students. The data analysis method used is Path Analysis with SPSS 21. The results of the study explain that interpersonal communication has a positive and significant effect on academic achievement. Interpersonal communication has a positive and significant effect on commitment. Commitment positive and significant effect on academic achievement. Interpersonal communication through commitment as a mediation has a positive and significant effect on academic achievement.

Keywords: Interpersonal Communication, Academic Achievement, Commitment

1. Introduction

One indicator of a country's progress is the quality of human resources who have good competence. To produce human resources with good competence, the state is obliged to continue to encourage and improve human resources, one way is by improving the quality of education. A person's learning achievement is influenced by various factors, both internal and external factors. Factors that influence a person in producing a learning achievement in principle affect the learner's internal self which provides an effective atmosphere in the learning process.

Winkel (2004) also defines learning achievement as one of the evidences that show the ability or success of someone who carries out the learning process in accordance with the weight/value achieved. Meanwhile, Syah (2010:148) defines learning achievement as an ideal learning outcome covering all psychological domains that change as a result of experience and the learning process.

Indragiri School of Economics (STIE-I) Rengat is a private university located in Rengat City, Riau Province. As a student of STIE Indragiri, you must be able to maintain academic achievement. Student academic achievement can be seen from the level of the Grade Point Average (GPA). Because in evaluating students who excel, the GPA is one of the factors of consideration. The table below shows the student GPA which is used as a measuring instrument for STIE students' academic achievement. With GPA intervals for low, medium and high categories.

Table 1. Class of 2020 Academic Achievement Index

| GPA Intervals | Number of Students | Category | % |
|---------------|--------------------|-----------|-------------|
| 2.41 – 2.58 | 7 | Low | 38.92 |
| 2.59 – 2.76 | 15 | | |
| 2.77 – 2.94 | 13 | | |
| 2.95 – 3.12 | 35 | | |
| 3.13 – 3.30 | 45 | Currently | 40.11 |
| 3.31 – 3.48 | 32 | | |
| 3.49 – 3.66 | 28 | Tall | 20.95 |
| 3.67 – 3.84 | 19 | | |
| Amount | 194 | | 100% |

Source: 2021 data processing

Grade Point Average (GPA) for the low category with a total of 70 students (38.92%), the medium category with a total of 77 students (40.11%) and for the high category with a total of 47 (20.95%). So the total is 194 students.

Communication is a basic human activity that can never be separated from life. Humans are monodualistic creatures who need other people to carry out their lives and to be able to interact with one another, humans carry out the communication process. Interpersonal communication is a natural communication that occurs between two individuals who face each other both verbally and nonverbally and have the opportunity to generate feedback. To better understand interpersonal communication, below is a visualization that describes the interpersonal communication process.



Figure 1. Visualization of Interpersonal Communication Process

Source: Suranto Aw's *Interpersonal Communication Book* (2011)

The frequency of interpersonal communication in everyday life is very large, giving rise to different characteristics and types of communication. According to Person in Aw (2011:16) there are six characteristics of interpersonal communication, namely, interpersonal communication begins with oneself, is transactional, involves the content of messages and interpersonal relationships, the existence of physical proximity that places the two parties communicating depending on each other. .

Full involvement and participation in learning in lectures is determined by the student's level of attendance. The strong commitment that students have in attending lectures should be of particular concern. Commitment that must be maintained from the beginning of the lecture to the end of the study period. Commitment can also mean the individual's strong acceptance of the goals and values of the organization, and the individual strives and works and has a strong desire to remain in the organization (Kreitner, 2014).

There is a research gap in Hudaidah's research (2017) which states that from a simple regression analysis interpersonal communication has no significant effect on student achievement motives. While the research conducted by Fauzi Abu Bakar (2015) the results show that interpersonal communication between lecturers and students affects learning motivation (24.4%) and also affects student academic achievement by (1.04).

2. Literature Review

Academic achievement.

Academic achievement is the result that has been achieved by students after participating in the teaching and learning process within a certain time in the form of changes in behavior, skills and knowledge then measured and assessed which is manifested in numbers or statements.

From the statement above, it can be said that student learning achievement is the result of an activity that has been carried out, created, both individually and in groups. Changes achieved in learning activities are learning outcomes. Student learning outcomes are known as learning achievements which can be known after learning evaluation. So, student learning achievement is focused on the achievement index achieved by students in the learning process on campus. Academic achievement indicators (Sutrisno, 2016) are as follows: Results, Knowledge and Attitudes.

Interpersonal Communication.

According to Aw (2011: 3) interpersonal communication is a very dominant activity in everyday life, but it is not easy to provide a definition that can be accepted by various parties. Interpersonal communication will be effective if the communicator takes a supportive attitude towards the occurrence of the communication process. Interpersonal communication indicators include source or communicator, action, message, channel, receiver, response, distraction and communication context.

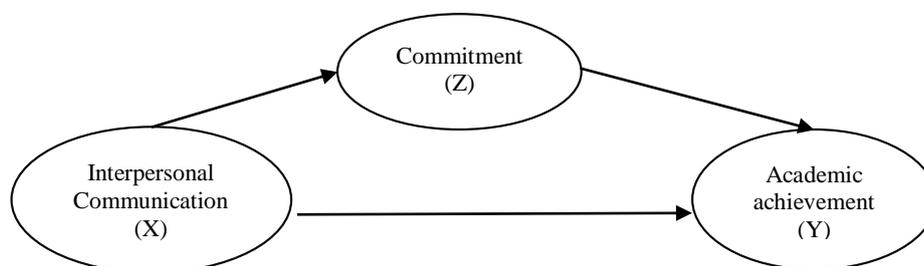
Commitment.

Commitment can also mean an individual's strong acceptance of the goals and values of the organization, and individuals strive and work and have a strong desire to remain in the organization according to Meyer and Allen (Kreitner, 2014).

This type of organizational commitment is known as the attitude approach to the organization, which has two components, namely the attitude and the will to behave, according to Mowday in (Anggraini, 2014). The indicators of commitment are being involved in organizational activities, it is very difficult to leave the organization and it is unethical to move to another organization.

Research Framework

Figure 2. Research Framework



3. Method

This research was conducted on students of the Indragiri School of Economics (STIE-I) Rengat. The data used in this study concerns secondary data. The population used in this study was the 3rd (three) semester students of the class of 2020 totaling 377 students. The sample used in this study was 194 students. The sampling technique was carried out by purposive

sampling with the aim of obtaining a representative sample in accordance with the specified criteria.

To perform data analysis, data processing is carried out using path analysis.

Hypothesis testing and path analysis

Model jalur I

$$Y = \rho_{yx} X + \rho_{yz} Z + \varepsilon_1$$

Model jalur II

$$Z = \rho_{zx} X + \varepsilon_2$$

4. Result and Discussion

Results

**Table 2. Pathway I . test results
Coefficients^a**

| Model | Unstandardized Coefficients | | Standardized Coefficients Beta | t | Sig. |
|-------------------------------|-----------------------------|------------|-----------------------------------|--------|------|
| | B | Std. Error | | | |
| 1 (Constant) | 4,939 | ,669 | | 7,385 | ,000 |
| 1 interpersonal communication | ,609 | 0.050 | ,700 | 12,237 | ,000 |
| 1 commitment | 0.057 | .042 | ,078 | 1.360 | ,005 |

a. Dependent Variable: academic achievement

Source: SPSS 21, Data processed

Based on the table above, the equation of the model can be seen as follows:

$$Y = 4.939 + 0.609 X + 0.057 Z$$

From the results of the calculations and statistical analysis equations of the coefficients above, it can be interpreted that:

1. The constant value of (a = 4.939), is a constant if all values of the independent variables = 0, then the value of academic achievement (Y) is 4.939
2. Interpersonal communication coefficient value (X= 0.609), meaning that if the other independent variables remain and interpersonal communication has increased by 1 unit, then interpersonal communication will increase by 0.609. A positive coefficient means that there is a positive relationship between interpersonal communication and academic achievement
3. Commitment coefficient value (Z= 0.057), meaning that if the other independent variables are fixed and the commitment has increased by 1 unit, then the commitment will increase by 0.057. A positive coefficient means that there is a positive relationship between commitment and academic achievement

**Table 3. Pathway II Model Test Results
Coefficients^a**

| Model | Unstandardized Coefficients | | Standardized Coefficients Beta | t | Sig. |
|-------------------------------|-----------------------------|------------|-----------------------------------|-------|------|
| | B | Std. Error | | | |
| 1 (Constant) | 6,151 | 1.053 | | 5,840 | ,000 |
| 1 interpersonal communication | ,633 | ,072 | ,537 | 8.813 | ,000 |

a. Dependent Variable: commitment

Source: SPSS 21, Data processed

Based on the table above, the equation of the model can be seen as follows:

$$Z = 6.151 + 0.633 X$$

From the results of the calculations and statistical analysis equations of the coefficients above, it can be interpreted that:

1. The constant value of ($a = 6.151$), is a constant if all the values of the independent variables = 0, then the commitment value (Z) is 6.151
2. Interpersonal communication coefficient value ($X = 0.633$), meaning that if the other independent variables remain and interpersonal communication has increased by 1 unit, then interpersonal communication will increase by 0.633. A positive coefficient means that there is a positive relationship between interpersonal communication and commitment

Hypothesis test

t Test Results

From the results of data processing can be presented in the following table:

**Table 4. Partial over all independent variables
Path model I**

| Independent Factor | t-count | Significant |
|-----------------------------|---------|-------------|
| Interpersonal communication | 12,237 | 0.000 |
| Commitment | 1.360 | 0.005 |

Source: SPSS 21, Data processed

**Table 5. Partial over all independent variables
Path model II**

| Independent Factor | t-count | Significant |
|-----------------------------|---------|-------------|
| Interpersonal communication | 8.813 | 0.000 |

Source: SPSS 21, Data processed

F Test Results

**Table 6. Hypothesis testing of all variables simultaneously
Path model I
ANOVA^a**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------|
| 1 | Regression | 677,595 | 2 | 338,798 | 119,009 | ,000b |
| | Residual | 543,745 | 191 | 2,847 | | |
| | Total | 1221,340 | 193 | | | |

a. Dependent Variable: academic achievement

b. Predictors: (Constant), commitment, interpersonal communication

Source: SPSS 21, Data processed

**Table 7. Hypothesis testing of all variables simultaneously
Path model II
ANOVA^a**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------|
| 1 | Regression | 645,944 | 1 | 645,944 | 77,674 | ,000b |
| | Residual | 1596,680 | 192 | 8,316 | | |
| | Total | 2242,624 | 193 | | | |

a. Dependent Variable: commitment

b. Predictors: (Constant), interpersonal communication

Source: SPSS 21, Data processed

Coefficient of Determination (R^2)

**Table 8. Coefficient of determination test results
Path model I
Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1 | ,745a | ,555 | ,550 | 1.68726 |

a. Predictors: (Constant), commitment, interpersonal communication

Source: SPSS 21, Data processed

Based on the table above, the Adjusted R² (R square) number is 0.555 or 55.5%, this shows that the percentage of the contribution of interpersonal communication variables, commitment to academic achievement is 0.555 or 55.5%. While the remaining 44.5% is influenced by other variables outside of this study.

Table 9. Coefficient of determination test results

Path model II

| Model Summary | | | | |
|---------------|-------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | ,537a | ,288 | ,284 | 2.88375 |

a. Predictors: (Constant), interpersonal communication

Source: SPSS 21, Data processed

Based on the table above, the number of Adjusted R² (R square) is 0.288 or 28.8%, this shows that the percentage of the contribution of the interpersonal communication variable to the commitment variable is 0.288 or 28.8%. While the remaining 71.2% is influenced by other variables outside of this study.

Path Analysis Test Results

Path analysis test interpretation

Based on the path diagram that has been formulated, it can be concluded that the direct and indirect influences are as follows:

1. Direct influence

$$X \longrightarrow Y = 0.700$$

$$X \longrightarrow Z = 0.537$$

$$Z \longrightarrow Y = 0.078$$

2. Indirect influence

$$X \longrightarrow Y \longrightarrow Z = (0.537)(0.078) = 0.042$$

Discussion

Based on the results of research that has been done, the authors can imply the following:

The Effect of Interpersonal Communication on Academic Achievement.

The results of the study found that interpersonal communication has a positive and significant effect on academic achievement. It is proven by the value of sig (0.000) > (0.05). Based on the results obtained, Ho is rejected and H1 is accepted. Thus, the first hypothesis of the interpersonal communication variable partially positive and significant effect on academic achievement is accepted. This research is in line with previous research conducted by Mukhammad (2016), Arif Budianto (2013). The results of this study indicate that interpersonal communication has a positive and significant effect on academic achievement.

The Effect of Interpersonal Communication on Commitment.

The results of the study found that interpersonal communication has a positive and significant effect on commitment. It is proven by the value of sig (0.000) > (0.05). Based on the results obtained, Ho is rejected and H2 is accepted. Thus, the second hypothesis is that the interpersonal communication variable partially has a positive and significant effect on accepted commitment. This study is in line with previous research conducted by Falakh (2016), the results of the study show that interpersonal communication has a positive and significant effect on commitment.

Commitment Effect against Academic Achievement.

The results of the study found that commitment has a positive and significant effect on academic achievement. Evidenced by the value of sig (0.005) > (0.05). Based on the results obtained, Ho is rejected and H3 is accepted. Thus, the third hypothesis that the commitment variable partially has a positive and significant effect on academic achievement is accepted. This research is in line with previous research conducted by Dirwan (2012) where the results of this study indicate that there is a positive and significant influence between commitment to academic achievement.

The Effect of Interpersonal Communication through Commitment as Mediation on Academic Achievement.

The results of the study found that interpersonal communication through commitment as a mediation on academic achievement has a positive and significant effect. It is proven by the value of sig (0.000) > (0.05). Based on the results obtained, Ho is rejected and H4 is accepted. Thus, the fourth hypothesis interpersonal communication through commitment as a mediation to academic achievement **received**. This means that commitment is able to mediate between interpersonal communication on academic achievement. This is because there is a high commitment in students and good interpersonal communication will increase academic achievement.

5. Conclusions

The conclusions from the research that has been carried out are

- a. Interpersonal communication has a positive and significant effect on academic achievement.
- b. Interpersonal communication has a positive and significant effect on commitment.
- c. Commitment positive and significant effect on academic achievement.
- d. Interpersonal communication through commitment as a mediation has a positive and significant effect on academic achievement.
- e. For the Adjusted R2 (R square) figure of 0.555 or 55.5%, this shows that the percentage of the contribution of interpersonal communication variables, commitment to academic achievement is 0.555 or 55.5%. While the remaining 44.5% is influenced by other variables outside of this study.
- f. For the Adjusted R2 (R square) number of 0.288 or 28.8%, this shows that the percentage of the contribution of the interpersonal communication variable to the commitment variable is 0.288 or 28.8%. While the remaining 71.2% is influenced by other variables outside of this study.

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