



Vol 1 No 2 2024

INTERNATIONAL JOURNAL OF EDUCATIONAL INNOVATION AND SCIENCE DEVELOPMENT RESEARCH

Email: arsypersadaquality@gmail.com

Home Page: <https://jurnal.asrypersadaquality.com/index.php/ijeisdr>

THE ROLE OF INTERPERSONAL COMMUNICATION IN INCREASING STUDENT ENGAGEMENT IN EXTRACURRICULAR ACTIVITIES

Rifda Ramadina¹, Fina Safitri Nasution², Ryan Fazli Zulna³

¹²³North Sumatra State Islamic University, Indonesia

rifdaramadina@gmail.com, finanasution1012@gmail.com, ryanfazli2323@gmail.com

KEYWORDS

Role Of Interpersonal
Communication, Student
Involvement,
Extracurricular
Activities.

ARTICLE INFO

Accepted: 1 Sep 2024

Revised: 23 Oct 2024

Approved: 28 Nov 2024

ABSTRACT

This research investigates the role of interpersonal communication in increasing student participation in extracurricular activities in the school environment. Extracurricular activities play an important role in developing students' personalities and social skills, but participation levels are often less than optimal. Therefore, this research aims to understand how interpersonal communication between students, teachers, and peers influences student participation levels. The method used in this research is qualitative. In extracurricular activities, participatory observation is carried out to provide a more complete picture of the interactions that occur. The results showed that good interpersonal communication, including emotional support, positive feedback, and collaboration, contributed significantly to increasing student participation. Students who feel heard and valued are more likely to actively participate in activities. Apart from that, a close relationship between students and teachers has also been proven to increase students' self-confidence in participating in these activities. These results show that the development of interpersonal communication skills between teachers and students is very important. The recommendation from this research is the need for communication training for teachers and self-development programs for students to create an environment that supports active participation in extracurricular activities. Therefore, this research contributes to the development of more effective educational strategies to increase student participation in school.

INTRODUCTION

Extracurricular programs are designed to meet the needs of students who have personal development potential and enable them to discover their talents outside of school hours. It is hoped that this extracurricular activity can provide new insight into students' learning experiences and help improve their learning outcomes.

Interpersonal communication is the process of sending and receiving messages between two or a small number of people who can provide feedback. Interpersonal communication helps us learn about

ourselves, others, and the world. We use interpersonal communication to find out who and what other people are and to find out what other people think about us. The effectiveness of interpersonal communication includes several elements: (a) open attitude, (b) ability to empathize, (c) supportive attitude, and (d) mutual respect. Interpersonal communication or what is often called interpersonal communication is a process where individuals interact and convey information and meaning to certain targets.

This process involves sending and receiving messages with varying impact from one person to another or to a small group, providing the opportunity to provide immediate feedback. When trainers communicate transparently, it will be easier for the communicator to understand the meaning of the message they want to convey. Apart from that, this attitude can also influence communicators to behave and act in accordance with their expectations (Afrina & Wisroni, 2023). Effective interpersonal communication creates constructive and mutually supportive bonds not only between teachers and students, but also between other students in order to achieve learning goals.

According to Hasibuan (Zulmi & Setiawati, 2022), communication is a human activity that aims to convey or spread news, messages, information, knowledge and values to other people. The aim is to enrich the understanding and learning outcomes of those involved in the communication process and to ensure that all information transmitted becomes a permanent collective asset. Interpersonal communication is one of the extra individual factors that influences elementary school student learning outcomes, so that it can further improve student learning outcomes. If the instructor's interpersonal communication is effective then student learning outcomes will increase.

Extracurricular activities also influence students' own communication. This is in accordance with research (Yugo Susanto, Sri Bangun Lestari, 2020) which suggests that student participation in extracurricular activities and learning has a positive impact on the development of their skills. Communication skills. The extracurricular activities that students participate in help them hone their talents and interests. At the same time, active student participation supports the implementation of a continuous learning process. These two factors play an important role in improving students' communication skills and helping them adapt to the various situations and situations they encounter. In addition, effective communication skills will help students achieve their desired goals.

METHOD RESEARCH

The research method used by researchers in this research is a qualitative approach with descriptive methods. The qualitative research method is collecting data from natural settings using the researcher as the key instrument, data collection techniques are carried out in a combined manner, data analysis is inductive, and the results emphasize meaning rather than generalization.

The data analysis procedure carried out by data reduction, data presentation, and drawing conclusions is one of the qualitative data analysis techniques. "Methodology is the process, principles and procedures we use to approach problems and find answers."

The data collection technique in qualitative research is by conducting interviews. Interviews were conducted to find out and complete the data and as an effort to obtain accurate data. It is through interviews that researchers explore data, information and information frameworks from research subjects. The interview technique used is a free guided interview, meaning that the questions asked are not limited to the interview guide but can be deepened or developed according to the situation and conditions in the field. In this research, researchers interviewed a teacher or teaching staff as well as an extracurricular supervisor at an educational institution.

RESULT AND DISCUSSION

RESULT

Basic Concepts of Interpersonal Communication

Interpersonal communication is a special description of human communication that occurs simultaneously with other individuals who interact and influence each other. Simultaneous interaction means if the communicator takes the same action on information at the same time. Interpersonal communication is communication that occurs from one person's mouth to another person's mouth which is carried out during face-to-face interaction. Through effective interpersonal communication, each member will be able to find themselves, find the outside world, form and maintain meaningful relationships, change attitudes and behaviors for play and pleasure, and to help. Interpersonal communication is the process of transferring messages through someone which is then received by others in the form of a direct response, either good or bad.

Interpersonal communication is a face-to-face interaction between two or more people where the sender can directly send information and the recipient of the information can directly receive and reply to the message. There are five aspects in interpersonal communication, namely:

a. Attitude of Openness

Openness is being willing to receive and convey information that is in accordance with the principle of validity. This openness is characterized by honesty in facing various communication stimuli. There are no lies, no hiding of real information, open interpersonal communication will show fairness, transparency, two-way and can be accepted by various communication partners.

b. Empathy Attitude

Empathy is an individual's ability to feel and understand the feelings of other individuals, which is proven through actions.

c. Supportive Attitude

Each party that communicates supports each other on the messages given. In this case, with the supportive attitude of the mentor will create a pleasant atmosphere, because the mentor and members will communicate well with each other.

d. Positive Attitude

Positive attitude is seen with trust, no prejudice or suspicion. This positive attitude manifests itself in the form of behavior in other words the chosen action is a real action to establish cooperation in realizing the goals of interpersonal communication.

e. Attitude of Equality

Equality is a recognition by each party that they are mutually beneficial, equally valuable, and need each other (Rahman & Natsir, 2024).

Student Extracurricular

Extracurricular is an educational activity outside of class hours and counseling services to help develop students according to their needs, potential, talents, and interests through activities specifically organized by educators and/or education personnel who are competent and authorized in schools. This extracurricular program is an internal part of the learning process aimed at meeting students' needs. Initially, it was impossible to distinguish between internal and extracurricular school activities or activities; Extracurricular activities or activities are also an extension or complement to the strengthening of intracurricular activities or activities in order to channel talents or as a driving force for the development of students' potential to achieve maximum levels (Sidik & Sobandi, 2018).

Extracurricular programs mean programs that are used to meet the needs of students who have the potential to develop themselves to explore talents that are carried out outside of school hours. These extracurricular activities are expected to provide new knowledge for students' learning experiences and help improve student learning achievements. In implementing extracurricular activities, the role of mentors is very important. The benefits of extracurricular activities are very diverse, including: students are trained to participate in an organization; students gain experience as event organizers; students are equipped with leadership skills; students are accustomed to interacting with activities outside of school; students have skills that can be capital for the future; students learn to appreciate the strengths of others; students are trained to face various challenges; students build sustainable relationships; students are inspired to achieve their ideals or desired careers; unconsciously, students feel responsible for the development of the school; and students increasingly appreciate the efforts made by their parents.

Extracurricular functions in schools have the following functions:

1. Development, namely as a vehicle to develop students' interests and talents.
2. Social, namely as a vehicle to expand social experiences, practice communication skills, and internalize character values.
3. Free time, carried out in a pleasant and enjoyable atmosphere, so that this environment supports the process of developing students' personal potential/abilities.
4. Vocational Preparation, namely as a means to facilitate student preparation by developing talents and interests in the extracurricular fields of interest.

Schools must determine the priority of extracurricular activities based on an analysis of students' potential and interests and the school's ability to provide the resources needed to carry out extracurricular activities. Schools can develop forms of activities other than those mentioned above,

based on local wisdom and social conditions of the community in the school environment, while still paying attention to the objectives of extracurricular activities in elementary and secondary schools. Extracurricular activities and the active participation of students in extracurricular activities provide a good place and vehicle for students to develop their talents and skills according to the creativity they have. So as to provide positive activities that lead to the goodness of students, as well as train and develop students' abilities so that they can become good citizens who will later become provisions in their lives in community activities (Annisa, Dewi, & Furnamasari, 2021: 89).

The Role of Interpersonal Communication in Increasing Student Participation in Extracurricular Activities

In extracurricular activities, there is interaction between instructors and participants. During the activity, instructors can understand the material taught in the learning process. A teacher who understands the content of the teaching material can deliver learning in an effective way, so that the explanation is structured, easy to understand, and clear to students. A communicator who has knowledge and understands various learning situations will find it easier to deliver explanations. When conducting interpersonal communication, an instructor must understand the information that has been conveyed by its members. This is due to the fact that each student conveys messages in a unique way.

To achieve success in the learning process, a coach needs to master various communication skills. The success of interpersonal communication skills requires coaches to have the ability to understand their students. This is in accordance with Darmansyah's opinion quoted from the journal (Sidik & Sobandi, 2018) said the best educators are those who prioritize interaction (communication) in the learning process, and pay attention to the quality of relationships between students and also the relationship between students and mentors. In essence, member confidence will emerge when the interaction built with the mentor is not rigid. In other words, it is not always the mentor who has to take over in communicating during the activity.

The role of interpersonal communication is not only between one individual and another, but also plays a very important role between one member and another member in the family as a depiction of the smallest organization in human life. The communication gap that occurs between children and parents in the family is influenced by the child's low interpersonal communication skills, making it difficult for them to communicate.

Student participation in extracurricular activities plays a very crucial role in the development of extracurricular programs designed by the school. Extracurricular programs aim to broaden and deepen students' knowledge and encourage the development of their positive values and attitudes in order to hone their interests and talents. By participating in extracurricular activities, students can develop their talents and discover new abilities that were previously unknown. By understanding the potential within themselves, it will be very useful for preparing for a future career. In addition, extracurricular activities can develop students' social attitudes towards others, so that they do not become antisocial.

Therefore, interpersonal communication is very important for the instructor to increase student participation in participating in extracurricular activities. It is expected that extracurricular activities can function as a forum for students in schools to develop their creativity. It is necessary to involve all students by holding various activities that suit their needs. These activities must also provide benefits for students as a means to develop themselves and channel their talents (Annisa et al., 2021: 8).

DISCUSSION

Based on the interviews that have been conducted, the author can describe the questions asked to the informants, namely the following is a description of the questions and answers from the informants:

The first question from the researcher is how important is interpersonal communication in the context of extracurricular activities at school? The answer from him is:

“Interpersonal communication is very important in the context of extracurricular activities. Which includes interactions between teachers, students, and also between students themselves. Because, good communication can create strong relationships, which in the end can increase students' self-confidence to be involved in various activities both in the school environment and outside the school environment.”

Next, the researcher's question is related to the role of interpersonal communication in student involvement in extracurricular activities. His explanation is as follows:

“Of course, the role of interpersonal communication is very important in increasing student engagement. When students feel comfortable communicating with their teachers and friends, they are more likely to participate in various activities. Good communication creates a sense of togetherness and also supports each other.”

Then, how is interpersonal communication done in this school to support extracurricular activities. And the resource person answered:

“At this school, we encourage open communication through various means, such as regular meetings between mentors and students, as well as group discussions. We also use social media to inform about activities and foster interaction. In this way, students feel more involved and have a voice in every activity. They also ultimately feel valued because their opinions are heard. Some students even expressed that they felt more motivated to get involved in extracurricular activities after feeling like they were part of the decision-making process.”

The researcher then asked, what challenges do you face in implementing interpersonal communication with students?

“One of the challenges is the differences in student character. Some students are more open, while others tend to be quiet. To overcome this challenge, I try to create a safe and supportive environment, where every opinion is valued, and I also often give praise to encourage their courage. So, those students who are less confident, feel more comfortable and more confident to speak up.”

Then, are there any concrete examples experienced where interpersonal communication contributed to the success of an extracurricular activity?

“Yes, one of them is in scouting activities. We hold a sharing session during the scouting extracurricular where students can express ideas and input. Through active communication between the instructor and members and members with members, we have succeeded in designing an interesting program, so that the number of participants has also increased. So from that situation, students feel that they have a role in the planning, and this makes them more enthusiastic to be involved in every activity.”

All questions asked by the researcher during the interview describe the role of interpersonal communication in increasing student involvement in extracurricular activities. From the results of the interview, it can be concluded that interpersonal communication has a significant role in increasing student involvement in extracurricular activities at school. Positive and open relationships between teachers and students, as well as between students themselves, can create a conducive environment for students to participate actively.

CONCLUSION

From the discussion and research results regarding interpersonal communication and its role in increasing student involvement in extracurricular activities, it can be concluded as follows:

1. Definition and Importance of Interpersonal Communication: Interpersonal communication is a process of interaction between individuals who influence each other, which can form meaningful relationships and facilitate better understanding. Attitudes of openness, empathy, support, positivity and equality are important aspects in creating effective communication.
2. The Role of Extracurriculars in Student Development: Extracurriculars function as a vehicle for developing students' interests and talents, as well as expanding social experiences and communication skills. This activity not only complements formal learning, but also helps students discover their own potential which can be useful for their future.
3. The Relationship between Interpersonal Communication and Student Engagement: Good interpersonal communication between teachers and students, as well as between students themselves, creates a supportive and comfortable environment for students to participate in extracurricular activities. Students who feel valued and listened to tend to be more motivated to get involved.
4. Challenges in Implementing Interpersonal Communication: Although there are challenges, such as differences in student characteristics, efforts to create a safe and supportive environment are very important in this situation. Respect for students' opinions can also increase their confidence in communicating.
5. Real Examples of Success: Implementation of active interpersonal communication, such as in scout activities, shows that student involvement increases when they feel they have a hand in planning and implementing activities.

ACKNOWLEDGMENTS

On this occasion, the author would like to thank those who have helped in the preparation and publication of this paper, who have been willing to cooperate in this qualitative research so that this scientific journal can be compiled.

REFERENCES

- Afrina, Siska, & Wisroni, Wisroni. (2023). The Relationship Between Parental Involvement and Learning Outcomes of Class VII Students at SMP Negeri 3 Padang. *COLLOQUIUM Journal of Out-of-School Education*, 11(3), 459–468. <https://doi.org/10.24036/kolokium.v11i3.676>
- Annisa, Marcella Nurul, Dewi, Dinie Anggraeni, & Furnamasari, Yayang Furi. (2021). The Role of Extracurricular in Improving Students' Citizenship Character in Schools. 5, 7286–7291.
- Rahman, Adinda Fitria, & Natsir, M. H. D. (2024). The importance of interpersonal communication of coaches in increasing student participation in extracurricular activities. (2), 257–268.
- Sidik, Zafar, & Sobandi, A. (2018). The effort of improving students' learning motivation through teachers' interpersonal communication skill 3(2), 190–198 <https://doi.org/10.17509/jpm.v3i2.11764>
- Yugo Susanto, Sri Bangun Lestari, Elly Purwati. (2020). The Effect of Student Participation in Extracurricular Activities and Learning Activity on the Communication Ability of Students of Class X OTKP SMK Negeri 6 Surakarta Academic Year 2019/2020. *International Journal of Environmental Research and Public Health*, 1(2), 1–10.
- Zulmi, Hanifa, & Setiawati, Setiawati. (2022). The Relationship Between Interpersonal Communication Instructors With Learners' Participation In The Dance Training Program At LKP Sanggar Permata Hati Padang City. *SPECTRUM: Journal of Out-of-School Education (PLS)*, 10(2), 271.