

INTERPERSONAL COMMUNICATION AND ORGANIZATIONAL ACTIVITIES IN INCREASING STUDENT ACADEMIC ACHIEVEMENT IN THE COVID-19 ERA

Javier Raditya
javierraditya3@gmail.com
Bagus Muhajirin
Maya Rezeki Angriani
Universitas Sari Mulia

ABSTRACT

Smooth communication between lecturers and students will minimize the occurrence of miss communication so that the understanding of a material is not ambiguous and can be understood properly by students, this will certainly have a good impact on student academic achievement. However, during the pandemic, lectures were conducted online. Problems that arise as a result of lecture activities carried out online indirectly change the style of communication between lecturers and students, because in general and students' habits are easier to communicate and express every idea, problem and thought when face to face. This study aims to determine the effect of interpersonal communication and organizational activities on increasing student achievement simultaneously and partially. This research is a type of quantitative research with data analysis methods using multiple regression analysis with a sample of 87 students. The results showed that there was a partial influence between interpersonal communication variables on increasing student achievement and there was a partial effect between organizational activity variables on increasing student achievement. The results also show that there is a simultaneous influence between interpersonal communication variables and organizational activities.

keywords: interpersonal communication, organizational activities, academic achievement, covid-19

ABSTRAK

Komunikasi yang lancar antara dosen dan mahasiswa akan meminimalisir terjadinya *miss communication* sehingga pemahaman suatu materi tidak *rancu* dan dapat dipahami dengan baik oleh mahasiswa, hal ini tentunya akan berdampak baik bagi prestasi akademik mahasiswa. Namun di masa pandemi, perkuliahan dilakukan secara *online*. Permasalahan yang muncul akibat kegiatan perkuliahan yang dilakukan secara daring secara tidak langsung mengubah gaya komunikasi antara dosen dan mahasiswa, karena pada umumnya dan kebiasaan mahasiswa lebih mudah untuk berkomunikasi dan mengungkapkan setiap ide, masalah dan pemikirannya ketika bertatap muka. Penelitian ini bertujuan untuk mengetahui pengaruh komunikasi *interpersonal* dan aktivitas organisasi terhadap peningkatan prestasi belajar siswa secara simultan dan parsial. Penelitian ini merupakan jenis penelitian kuantitatif dengan metode analisis data menggunakan analisis regresi berganda dengan jumlah sampel 87 siswa. Hasil penelitian menunjukkan bahwa terdapat pengaruh secara parsial antara variabel komunikasi *interpersonal* terhadap peningkatan prestasi belajar siswa dan terdapat pengaruh secara parsial antara variabel aktivitas organisasi terhadap peningkatan prestasi belajar siswa. Hasil penelitian juga menunjukkan bahwa terdapat pengaruh simultan antara variabel komunikasi *interpersonal* dan aktivitas organisasi.

Kata kunci: komunikasi *interpersonal*, aktivitas organisasi, prestasi akademik, covid-19

INTRODUCTION

In 2019, in December to be precise, a virus appeared that shocked the whole world, one of which was Indonesia. The virus called Coronavirus Disease 2019 (Covid-19) was first detected in Wuhan, China. The virus quickly spread to various parts of the world, including Indonesia. The Covid-19 virus was detected for the first time in Indonesia in early 2020. The rapid spread of the Covid-19 virus forced the Government to take action to break the chain of transmission of Covid-19. Various policies and decisions were taken by the Government in minimizing exposure to the Covid-19 virus. One of the Government's policies is implementing Large-Scale Social Restrictions (PSBB) which contain rules regarding social distancing and work from home (WFH) while still implementing health protocols. It is undeniable, the Covid-19 Pandemic has had a major impact on all sectors of people's lives, including the education sector.

The emergence of work from home rules made lecture activities have to be carried out online. The impact of this online lecture has changed the pattern of communication that occurs between lecturers and students. The pattern of teaching which was initially mostly carried out face-to-face with various teaching methods has changed to teaching which is carried out offline through various video conferencing applications, such as ZOOM or Google Meet. Various obstacles that occur but often arise, such as network problems, unpreparedness in implementing technological innovations, new teaching methods, student activity, etc.

The policy issued by the Indonesian Ministry of Education and Culture, communication which is usually carried out online will be replaced with digital communication. This is stated in the Circular of the Minister of Education and Culture Number: 36962/MPK.A/HK/2020 on March 17 2020 concerning online learning and working from home in order to prevent the spread of Corona Virus Disease (COVID-19).

Research Chrisnatalia and Rahadi (2020) states that the difficulties experienced by students when participating in online learning include understanding material that is difficult to understand, internet networks that sometimes experience interruptions, difficulty in carrying out assigned assignments, assignment deadlines that are too fast and data quota costs are relatively large because of too frequent use.

Problems that arise as a result of lecture activities carried out online indirectly change the style of communication between lecturers and students, because in general and it is a habit that students find it easier to communicate and express every idea, problem and thought when face to face. Interpersonal communication is able to make communicators and communicants more intimate, because it is done face to face.

Interpersonal relationships are communication relationships including reciprocal predictions based on psychological data (Budyatna and Ganiem, 2011). When we talk about the development of interpersonal relationships, it will refer to the process by which humans make contact with each other and base predictions about each other's communication behavior, especially on psychological data.

One of the factors that can influence learning activities is communication. Smooth communication between lecturers and students will minimize the occurrence of miss communication so that understanding of a material is not ambiguous and can be well understood by students, this of course will have a good impact on student academic achievement.

Research conducted by Martinloi (2021) states that communication has a new pattern which is called the social change communication pattern during the Covid-19 pandemic, this pattern emerged as a result of the establishment of new rules by the government, then communicated into the social system so that it affects communication social and cause consequences of the adoption of these rules. Learning achievement is a

problem that has always been a major topic in the field of education. This assumption is developed with the consideration that learning achievement is an indicator of the quality and quantity of knowledge that has been mastered by students. Achievement is an assessment of educational outcomes, generally formulated in an evaluation or usually referred to as a report card. The purpose of evaluating educational outcomes is to find out (for various reasons) when the assessment is carried out, how far the progress of the child has been (Suryabrata, 2006).

Based on the background of the problems that have been raised, this research can be formulated as follows: (1) Is there an effect of interpersonal communication on increasing student academic achievement during the Covid-19 pandemic?, (2) Was there any influence from organizational activities on increasing student academic achievement during the Covid-19 pandemic?

Basically the research aims to determine the effect of interpersonal communication on increasing student academic achievement during the Covid-19 pandemic and to determine the effect of organizational activities on increasing student academic achievement during the Covid-19 pandemic. This research is useful for contributing to solving problems in student academic achievement, especially in identifying interpersonal communication and organizational activities that are intertwined. The results of this study are expected to be a reference for other researchers who wish to conduct studies in the field of interpersonal communication, organizational activities and student academic achievement. The results of this study are also expected to provide significant contributions and input to Sari Mulia University regarding interpersonal communication and organizational activities on student academic achievement.

THEORETICAL REVIEW

Interpersonal Communication

Communication is a very basic thing in human life. Simply put, communication can occur if there are similarities between the

sender of the message and the person receiving the message. Communication comes from the Latin "communis". Communis or in English "commun" which means the same. When we communicate (to communicate), this means we are in a state of trying to create similarities (Endraswara, 2006). Another definition of communication as stated by Moor in Rohim (2009) is the delivery of understanding between individuals, meaning that all human beings are based on the capacity to convey intentions, desires, feelings, knowledge and experiences from one person to another. Rogers in Cangara (2009) says that communication is a process in which an idea is transferred from a source to one or more recipients with the intention of changing their behavior.

Interpersonal communication in his book *The Interpersonal Communication Book* states that the process of sending and receiving messages between two people or between a small group of people with some effects and some instant feedback. Based on this definition, interpersonal communication can take place between two people who are both like two friends having a conversation, or between two people in a meeting, for example in a seminar, there is always communication between the paper presenters and the seminar participants (Devito, 2014). According to Mulyana (2009), interpersonal communication is communication between people face to face, which allows each participant to capture the reactions of other people directly, either verbally or nonverbally (Devito, 2014). Indicators of interpersonal communication are openness, empathy, supportive attitude, positive attitude, equality.

Openness

The quality of openness refers to at least three aspects of interpersonal communication. First, effective interpersonal communicators must be open to the people with whom they interact. The second aspect of openness refers to the communicator's willingness to react honestly to incoming stimuli. Silent, uncritical, and unresponsive people

are generally boring conversation participants. The third aspect concerns the "ownership" of feelings and thoughts. Being open in this sense is acknowledging that the feelings and thoughts you express are indeed your own and you are responsible for them.

Empathy

Empathy as "a person's ability to 'know' what another person is experiencing at a given moment, from that other person's point of view, through that other person's point of view". Sympathizing, on the other hand, is feeling for someone else, feeling sorry for someone else, for example. Empathizing is feeling something like the person who experienced it. Empathic people are able to understand the motivations and experiences of others, their feelings and attitudes, and their hopes and desires for the future. This empathic understanding will make a person more able to complete his communication.

Supportive Attitude

Effective interpersonal relationships are relationships where there is an attitude of support (supportiveness). Open and empathetic communication cannot take place in an unsupportive environment. We show support by being (1) descriptive, not evaluative, (2) spontaneous, not strategic, and (3) provisional, not overly sure.

Positive Attitude

We communicate a positive attitude in interpersonal communication in at least two ways: (1) expressing a positive attitude and (2) positively encouraging the people we interact with. A positive attitude refers to at least two aspects of interpersonal communication. First, interpersonal communication is fostered if people have a positive attitude towards themselves. People who feel negative about themselves always communicate these feelings to other people, who may then develop the same negative feelings. Second, positive feelings for the communication situation in general are essential for effective interactions. There is nothing

more unpleasant than communicating with people who do not enjoy interactions or do not react favorably than communicating with people who do not enjoy interactions or do not react favorably to situations or interactions.

Equality

In every situation, there may be some inequality. One person may be smarter, richer, more handsome or beautiful, or more athletic than the other. Apart from this equality, interpersonal communication will be more effective if the atmosphere is equal, meaning that there must be a tacit acknowledgment that both parties are equally valuable and valuable, and that each party has something important to contribute. In general, requests (especially friendly ones) communicate equality; demands (especially unfriendly ones) communicate superiority. In an interpersonal relationship marked by equality, disagreements and conflicts are seen more as attempts to understand the differences that inevitably exist than as opportunities to bring the other party down. In Carl Rogers' terms, equality asks us to give "unconditional positive regard" to others.

Starting from the notion of communication that has been put forward by several experts, human communication can only occur, if someone conveys a message to another person with a specific purpose, meaning that communication can only occur if it is supported by a source, message, media, recipient, and effect. These elements can also be called components or elements of communication. Shannon and Warren in Cangara (2008) state that:

"The occurrence of a communication process requires five supporting elements, namely sender, transmitter, signal, receiver, and destination. This conclusion is based on the results of a study they conducted on radio and telephone message senders".

In the early 1960s, Berlo in Cangara (2008) made a simpler communication formula. The formula is known as "SMCR", namely: Source (sender), Message (message),

Channel (channel-media) and Receiver (receiver). Apart from Shannon and Berlo, it was also noted that Osgood, Miller and De Fleur in Cangara (2008) added more elements of effects and feedback as a complement in building perfect communication. These two elements are more developed in the process of interpersonal communication and mass communication.

Organizational Activities

Organizational activities can make students smarter. This is because in organizational activities there are skills that are not obtained while in the learning process in the classroom. For this reason, organizational activities are important for students to improve learning achievement. This is in line with the opinion expressed by Maslow and Berne's motivational theory in Suyitno (2010) which reveals that:

"Organization can be used as a motivation booster to increase achievement because by organizing students can fulfill one of the seven hierarchies of their needs and the organization can be used as a place to receive good stimulation."

Culture, as used in the study of consumer behavior, refers to values, ideas, artifacts and other meaningful symbols that help individuals to communicate, interpret and evaluate as members of society (Engel, Blackwell and Miniard, 1994:46 in Wulandari *et al.*, 2017). According to Sudarman (2004), describes the organizational activities that students participate in (Ormawa) that basically, student organizations in tertiary institutions, are organized on the basis of the principle of by and for the students themselves. The organization is a vehicle and means of student development towards broadening the horizons of increasing knowledge and student personality integrity. Ormawa is also a forum for developing student extracurricular activities in tertiary institutions which include the development of reasoning, scholarship, interests, talents and hobbies of the students themselves.

Student academic activity can be interpreted as all forms of activities carried out by

students whether carried out inside or outside the learning process, carried out inside or outside the classroom where these activities are intended to meet national education goals and create an atmosphere and academic culture in tertiary institutions and develop potential owned by the students themselves (Mahariah and Ramadhani, 2019). Based on the descriptions that have been disclosed, it can be concluded regarding organizational activities, namely all forms of activities carried out by students in supporting student soft skills, both academic and non-academic in nature which have been contained in the academic guidebook and academic ethics in a tertiary institution and regulated in the Constitution No. 12 of 2012 concerning higher education.

Student organization activity indicators in this case use the concept of performance. The organizational performance indicators put forward by Chester I Barnard in Prawirosentono in Angriani and Eliyana (2020) are (1) Effectiveness and Efficiency. The activities of an organization if the goals of an organization can be achieved in accordance with the planned needs, efficiency is related to the number of sacrifices incurred in achieving these goals. (2) Authority and responsibility. In this case authority is the authority possessed by a person to manage other people (subordinates) to carry out the tasks assigned to each subordinate in an organization. Meanwhile, responsibility is an integral part of or as a result of such authoritative ownership. If there is authority, responsibility automatically appears. (3) Discipline. Discipline in complying with laws and regulations. Employee discipline as employee obedience to the work agreement where the employee works. (4) Initiative. Someone's initiative is related to intellect, creativity in the form of ideas for something related to organizational goals. Each initiative in turn gets positive attention or response from superiors.

Academic achievement

Student achievement in the academic field is a combination of abilities, interests, talents, facilities, motivation, abilities of teaching staff, attention, study habits, and the learning environment which are interconnected and influence the behavior patterns of each student (Jawa *et al.*, 2019). According to Suryabrata (2006) academic achievement is the final learning outcome achieved by students within a certain period of time. Dwipurwani *et al.*, (2012) said that student achievement can be seen from the GPA (Grade Point Average) which measures students academically.

Achievement is a real ability which is the result of interaction between various factors that influence both internal and external individuals in learning (Sardiman, 2018). Achievements are achieved from the results of tenacity of work, where everyone pursues achievements according to their respective fields and abilities. Achievement can be said as a result that has been achieved by someone as evidence of the effort that has been made. Based on the definition of achievement, that self-achievement includes learning achievement or often called academic achievement and non-academic achievement. Academic achievement or learning achievement is the learning process experienced by students and produces changes in the fields of knowledge, understanding, application, analysis, synthesis and evaluation. Student academic achievement is a process carried out by students to obtain and achieve

the desired goals or in this case, namely academic value, which is followed by students during the lecture period.

Dwipurwani *et al.*, (2012) said that student achievement can be seen from the GPA (Grade Point Average) which measures students academically. The GPA score is influenced in various ways by the quality of the teaching staff as measured by the level of formal education completed, mastery of teaching methods and mastery of the material being taught. Syah (2001) also added that indicators of academic achievement achieved by a student can be seen through the GPA (Grade Point Average) which is listed in each semester and at the end of study completion. Where the GPA is obtained through an assessment of students through test results or assignments that have been done by students. So, the indicator of academic achievement is the student's GPA (Grade Point Average).

CONCEPTUAL FRAMEWORK

The Conceptual Framework is presented in Figure 1. Research Hypothesis:

- Ha1: There is an influence between interpersonal communication on student achievement
- Ho1: There is no influence between interpersonal communication on student achievement
- Ha2: There is an influence between academic activity on student achievement
- Ho2: There is no influence between academic activity on student achievement

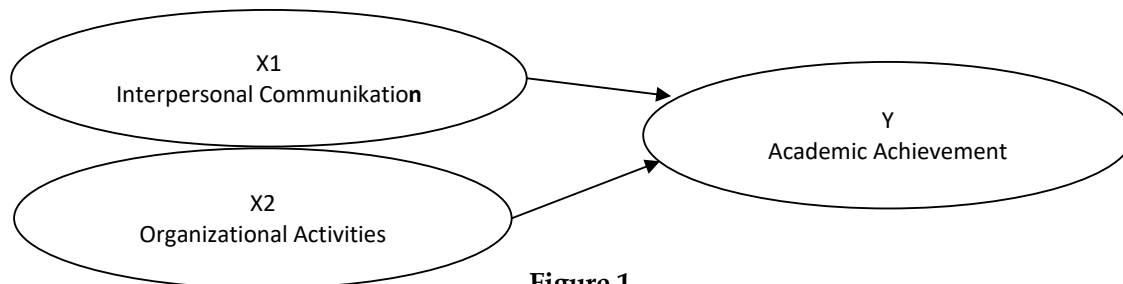


Figure 1
Conceptual Framework

Source: Processed Data, 2023

The focus of this research is on increasing student academic achievement during a pandemic with the background of the process of interpersonal communication and organizational activities. This research involves the process of interpersonal communication between lecturers and student organization activities during the Covid-19 pandemic. The theory used in this study is the reinforcement theory of motivation put forward by B.F. Skinner and the Proceed View Theory, this theory is a theory of communication seen from personal qualities.

RESEARCH METHODS

The subjects in this study were students of the Faculty of Humanities, Sari Mulia University (UNISM) Banjarmasin, Class of 2018 to 2021. The population of students at the Faculty of Humanities UNISM totaled 87 students consisting of 31 students from the Management Study Program, 19 students from the Accounting Study Program, 19 students from the Law Study Program, and 18 English Education Study Program students.

According to Arikunto (2006), if the subject is less than one hundred, it is better to take all of them so that the research is a population study. From the subjects taken in this study, it can be concluded that this research is a population study. This study uses a quantitative approach, because it aims to test or determine the effect of interpersonal communication and organizational activities on student academic achievement during the Covid-19 pandemic. This study uses a quantitative approach, because it aims to test or determine the effect of interpersonal communication and organizational activities on student academic achievement during the Covid-19 pandemic. This type of research is explanatory, because it aims to examine the relationship between variables, both correlational (relationship) and causality (influence) in accordance with the title, problem formulation and objectives to be achieved (the effect of interpersonal communication and organizational activities on student aca-

ademic performance during a pandemic Covid-19). Quantitative research is a systematic scientific study of parts and phenomena and their relationships. The purpose of quantitative research is to develop and use mathematical models, theories and hypotheses associated with natural phenomena.

The data used in this study are primary data and secondary data. Primary data, namely data collected directly by researchers from the field, obtained from questionnaires distributed to all students of the UNISM Faculty of Humanities. Questionnaire, is a set of questions that contain questions about research variables. While secondary data, namely data provided by the University of Sari Mulia Banjarmasin as research objects and literature (books).

The score collection technique uses a Likert scale. According to Sugiyono (2014): "The Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. In this social phenomenon, it has been specifically determined by the researcher, hereinafter referred to as the research variable. With a Likert scale, the variables to be measured are translated into variable indicators. Then these indicators are used as a starting point for compiling instrument items which can be in the form of statements which are then answered by respondents".

The answers to each instrument item used on the Likert scale have a gradation from very positive to very negative. (1) Very Satisfied (SP) = 5. (2) Satisfied (P) = 4. (3) Quite Satisfied (CP) = 3. (4) Dissatisfied (TP) = 2. (5) Very Dissatisfied (STP) = 1.

The focus of this research is on increasing student academic achievement during a pandemic with the background of the process of interpersonal communication and organizational activities. This research involves the process of interpersonal communication between lecturers and student organization activities during the Covid-19 pandemic. The theory used in this study is the Reinforcement Theory or reinforcement theory of motivation put forward by

B.F.Skinner and the Proceed View Theory, this theory is a theory of communication seen from personal qualities.

To determine the effect of interpersonal communication and organizational activities on student academic achievement during the Covid-19 pandemic, multiple linear regression analysis was used with the help of SPSS 25.0. Multiple linear regression analysis is a linear relationship between two or more independent variables (X) and the dependent variable (Y).

ANALYSIS AND DISCUSSION

Based on data analysis testing with the help of SPSS, the results are:

Table 1
Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		87
Normal	Mean	.0000000
Parameters	Std.	7.23630890
a,b	Deviation	
Most	Absolute	.077
Extreme	Positive	.055
Differences	Negative	-.077
Test Statistic		.077
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.
 d. This is a lower bound of the true significance.
 Source: Processed Data, 2023

Based on the output table 1 above, it is known that the 2-tailed significance value is 0.200, which means the significance value is greater than 0.05, so according to the basis of decision making on the Kolmogorov-Smirnov normality test it can be concluded that the data is normally distributed.

Table 2
Model Summary Table

Model Summary				
Model	R	Adjusted R Square	Std. Error of the Estimate	
1	.797 ^a	.636	.627	7.322

a. Predictors: (Constant), Organizational Activities, Interpersonal Communication
 Source: Processed Data, 2023

The results of the output table 2 above show that the value of multiple correlation analysis is 0.797 and is in the range 0.60-0.799 which according to Sugiyono (2014) shows a strong relationship between interpersonal communication variables (X1) and organizational activity (X2) on improving student academic achievement (Y). While the results of the analysis of determination (R2) show the number 0.636 or 63.6%, it means that the percentage of the influence of variables X1 and X2 on variable Y is 63.6%.

Table 3
F Count Table

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7852.199	2	3926.099	73.233	.000 ^b
	Residual	4503.318	84	53.611		
	Total	12355.517	86			

a. Dependent Variable: Academic Achievement
 b. Predictors: (Constant), Organizational Activities, Interpersonal Communication
 Source: Processed Data, 2023

Table 4
T Count Table

		Coefficients ^a			
		Unstandardized Coefficients		Standardized Coefficients	
	Model	B	Std. Error	Beta	t Sig.
1	(Constant)	13.070	3.804		3.436 .001
	Interpersonal Communication	.427	.065	.543	6.567 .000
	Organizational Activities	.838	.203	.341	4.120 .000

a. Dependent Variable: Academic Achievement
Source: Processed Data, 2023

The hypothesis on F test is Ha: There is a simultaneous influence between interpersonal communication and organizational activities on increasing student achievement. Ho: There is no simultaneous influence between interpersonal communication and organizational activities on increasing student achievement.

The results in table 3 show that the calculated F value is 73.233 with a significance of 0.000. If the significance is less than 0.05 (Sig <0.05), then it can be said that there is a simultaneous influence between variables X1 and X2 on Y.

The results in table 4 show that the calculated t value in the interpersonal communication variable test (X1) on student academic achievement is 6.576 with a significance of 0.000. If the significance is less than 0.05 (Sig < 0.05), then it can be said that there is a partial influence between variable X1 on Y. Then the calculated t value in the partial test of organizational activity variables (X2) on student academic achievement (Y) is 4.120 with a significance of 0.000. If the significance is less than 0.05 (Sig <0.05) then it can be said that there is a partial effect between variable X2 on Y.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of the calculations, it is stated that testing the variables X1 and X2 on Y results that: (1) There is a simultaneous influence between interpersonal

communication variables and organizational activities on increasing student academic achievement. (2) There is a partial influence between interpersonal communication and organizational activity variables on increasing student academic achievement. So interpersonal communication and organizational activities take effect in increasing student academic achievement in the covid-19 era.

Suggestions

In this study, it only examined one institution with a population of 1 faculty. Subsequent research can take a larger subject and research object by adding additional variables.

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