



## THE RELATIONSHIP BETWEEN TUTOR VERBAL COMMUNICATION AND THE LEARNING MOTIVATION OF RESIDENTS TO LEARN THE HIGH SCHOOL EQUALITY PROGRAM AT SANGGAR KEGIATAN BELAJAR

Munawwarah Ahmad<sup>1</sup>, Hartini Wulandari<sup>2</sup>

Faculty of Education, University of Malaya, Malaysia  
Sanggar Kegiatan Belajar, Kota Binjai, Binjai, Indonesia

Email: [Wulandarih@gmail.com](mailto:Wulandarih@gmail.com)

**Abstract:** The aims of this research are; 1) To determine the tutor's verbal communication with residents studying Package C classes X and XI, 2) To determine the learning motivation of residents studying Package C Classes X and XI at the Binjai City SKB. This type of research is descriptive correlational research. The population in this study was 30 students studying package C classes X and XI. The sample for this research was the entire population, namely 30 people using a total sampling technique. Data collection techniques use questionnaires and documentation instruments. The data analysis technique uses the product moment correlation formula, *t* test and simple linearity. From the research results, it can be concluded that there is a relationship between the tutor's verbal communication and the learning motivation of residents studying package C at SKB Binjai City. This is known from the calculation results obtained by the price  $r_{xy} > r_{table}$ , namely  $0.408 > 0.361$ . So the hypothesis which reads: "There is a significant relationship between the tutor's verbal communication and the learning motivation of residents studying package C in SKB Binjai City", can be accepted.

**Keywords:** verbal communication, tutor, learning motivation

**Abstrak:** Tujuan penelitian ini yaitu; 1) Untuk mengetahui komunikasi verbal tutor dengan warga belajar paket C kelas X dan XI, 2) Untuk mengetahui motivasi belajar warga belajar paket C kelas X dan XI, 3) Untuk mengetahui hubungan komunikasi verbal tutor dengan motivasi belajar warga belajar paket C kelas X dan XI di SKB Kota Binjai. Jenis penelitian ini adalah penelitian deskriptif korelasional. Populasi dalam penelitian ini yaitu warga belajar paket C kelas X dan XI yang berjumlah 30 orang. Sampel penelitian ini seluruh populasi yang ada yaitu 30 orang dengan menggunakan teknik total sampling. Teknik pengumpulan data menggunakan instrumen angket dan dokumentasi. Teknik analisis data menggunakan rumus korelasi product moment, uji *t* dan linieritas sederhana. Dari hasil penelitian dapat disimpulkan bahwa terdapat hubungan antara komunikasi verbal tutor dengan motivasi belajar warga belajar paket C di SKB Kota Binjai. Hal ini diketahui dari hasil perhitungan diperoleh harga  $r_{xy} > r_{tabel}$  yaitu  $0,408 > 0,361$ . Jadi hipotesa yang berbunyi: "Ada hubungan yang signifikan antara komunikasi verbal tutor dengan motivasi belajar warga belajar paket C di SKB Kota Binjai", dapat diterima.

**Kata Kunci:** komunikasi verbal, Tutor, Motivasi Belajar

**History Article:** Submitted 8 December 2024 | Revised 18 December 2024 | Accepted 23 May 2025

**How to Cite:** Ahmad, M., & Hartini Wulandari. (2025). The Relationship Between Tutor Verbal Communication And The Learning Motivation Of Residents To Learn The High School Equality Program At Sanggar Kegiatan Belajar. *Journal Education for All: Media Informasi Ilmiah Bidang Pendidikan Luar Sekolah*, 14(1), 45-53

**DOI:** <https://doi.org/10.24114/jefa.v14i1.69606>



## INTRODUCTION

Improving the quality of education for the Indonesian nation is a problem that always receives absolute attention for the implementation of a country's community development. The development of the Indonesian nation that is oriented towards the development of the Indonesian society as a whole makes the development of the education sector occupy a very important position. Where education is a process that is carried out consciously to develop the potential of students by providing encouragement and facilitating their learning activities.

Education and teaching is a conscious process that each individual carries out to achieve a desired goal. This means that teaching and learning activities are an event that is bound, directed to the goal and carried out to achieve a goal. In each individual there is an internal and external condition, where this condition also plays an important role in each individual.

According to Uno (2008:31) internal and external encouragement in learning citizens in general include: 1) the existence of desire and desire to succeed, 2) the existence of encouragement and need in learning, 3) the existence of future hopes and ideals, 4) the existence of rewards in learning, 5) the existence of interesting activities in learning, 6) the existence of a conducive learning environment that allows a student to learn well.

According to Uno (2008:1), motivation is the basic motivation that moves a person to behave. This impulse is in a person who moves to do something in accordance with the impulse in him. Motivation will arise if there is encouragement from within a person, from family, friends, and the school environment. With the motivation that arises from within the learning community, the learning community will try to achieve the goals they want, for example, a child will undergo an exam at school, the child must be motivated by the family so that the child can be serious in learning and can do the exam questions that will be given to him. With the enthusiasm given, the child will try to get good grades.

Menurutnya motivasi belajar anak juga dapat terlihat dari pengajaran yang dilakukan oleh tutornya. Kebanyakan tutor pada saat mengajar lebih sering memberikan catatan kepada warga belajarnya dan penjelasan dari materi yang diajarkan dilakukan pada pertemuan berikutnya. Kurangnya motivasi yang diberikan tutor kepada warga belajar, membuat minat belajar mereka pun semakin memprihatinkan.

In the educational process, learning activities are the main activities that residents learn through the learning process. Many factors affect the effectiveness of the teaching and learning process, such as the infrastructure and the tutors. Where infrastructure facilities and tutors have an important role in the learning process. Facilities and infrastructure as a complement to learning. Tutors as a learning resource in non-formal education that plays an important role in the implementation of teaching and learning activities. In addition to teaching, a tutor must also motivate his students, direct and guide his students and must be able to create a conducive atmosphere for his students to learn. In classroom teaching, good communication is necessary so that a good relationship is established between tutors and their learning residents.

Tutors can communicate with their learning residents using verbal communication. According to Mulyana (2008:259) verbal communication is a form of communication that is delivered by the communicator to the communicator in a written or oral way. Verbal communication occupies a large portion. Because in reality, ideas, thoughts or decisions are easier to convey verbally than nonverbally. With the hope, communicators (both listeners and readers) can more easily understand the messages conveyed.

In the teaching and learning process, tutors must be able to communicate well, both during the learning process in class and outside the classroom. In communication, the motivation of learning residents will determine the intensity of the response to the message communicated. In the classroom, a tutor must be able to provide good and clear communication to his students so that the students do not feel bored in learning, sleepiness and disturb friends so as to make a commotion in the class.

In communicating, it is possible that a tutor/teacher is difficult to communicate well with his students. For example, if when teaching a tutor in presenting learning materials is more focused on textbooks, emphasizing more on lectures and without any action/movement that

makes students enthusiastic about learning, then students will feel lazy, bored and not focused on the lessons given by their tutors. A tutor must be able to communicate well with his students, so that the message or delivery of communication can also be well received by his students. Tutors must be able to provide stimulation and encouragement as well as foster activities in the classroom so that learners can play an active role during the teaching and learning process. With encouragement and actions or activities carried out during learning, enthusiasm and seriousness in learning will grow.

Based on the above line of thought, it can be predicted further regarding the "Relationship between Tutor Verbal Communication and Motivation of Residents to Study Package C Classes X and XI at SKB Binjai City".

## METHODS

This study employed a descriptive correlational research design to examine the relationship between tutor verbal communication and the learning motivation of residents enrolled in the High School Equality Program (Package C) Classes X and XI at Sanggar Kegiatan Belajar Binjai. The correlational approach was chosen because the purpose of this research was to determine the degree and direction of the relationship between two variables without manipulating them.

The research was conducted during the active learning semester of the 2025 academic year. The population consisted of all residents enrolled in Package C Classes X and XI at SKB Binjai City. Considering the relatively limited number of learners, this study applied a total sampling technique, meaning all members of the population were involved as research respondents.

Data were collected through documentation and questionnaires. Documentation was used to obtain supporting institutional data, including the number of learners, class structure, and institutional profile. The primary instrument was a structured closed-ended questionnaire using a Likert scale format. Each statement provided alternative responses (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree), and respondents selected the option that best reflected their perceptions and experiences.

Before distribution, the instrument underwent validity testing using Product Moment correlation and reliability testing using Cronbach's Alpha to ensure measurement accuracy and consistency.

The variables examined in this study are presented in the following table:

Table 1. Research Variables

Variable	Type	Description
Tutor Verbal Communication	Independent (X)	Clarity of explanation, language use, questioning techniques, feedback delivery, and motivational expressions used by tutors during learning activities.
Learning Motivation	Dependent (Y)	Internal and external drives that encourage residents to participate actively in learning, complete assignments, and achieve academic goals.

After data collection, the responses were converted into numerical scores and analyzed quantitatively. The analysis aimed to determine whether a statistically significant relationship exists between tutor verbal communication and learning motivation. The data analysis procedures are summarized below:

Table 2. Data Analysis Techniques

Analysis Technique	Purpose
Descriptive Statistics	To describe the distribution, mean, and percentage of each variable.
Pearson Product Moment Correlation	To determine the strength and direction of the relationship between variables X and Y.
Linearity Test	To examine whether the relationship between the two variables follows a linear pattern.
Simple Linear Regression (if significant)	To measure the contribution of tutor verbal communication to learning motivation.

All statistical analyses were conducted at a significance level of 0.05. The correlation coefficient ( $r$ ) was interpreted based on standard interpretation criteria, ranging from very low to very strong correlation levels. Through this methodological framework, the study aims to provide empirical evidence regarding how tutor verbal communication relates to the learning motivation of residents in the High School Equality Program at SKB Binjai City.

## RESULTS AND DISCUSSION

The Binjai City Learning Activity Studio (SKB) is located on Samanhudi Street No. 16 Binjai City. The location of SKB Binjai City is very strategic, because it is surrounded by offices, schools and crossed by various public transportation. In the residents studying Package C classes X and XI at the Binjai City SKB, there are 30 people, who are generally learning residents consisting of indigenous people.

SKB Binjai city has adequate facilities in carrying out the teaching and learning process. The school has 3 classrooms, 1 SKB head office, 1 tutor office, 1 student bathroom and 1 tutor bathroom, 1 library and laboratory. In this place there is also a parking lot and a school canteen. The drawback of this school is that it does not have a large courtyard which is used for ceremonies every Monday and also for sports practice. As well as not having a prayer room for tutors and Muslim students to worship.

### Tutor Verbal Communication Data (X)

Based on the research data obtained from the results of the dissemination of the questionnaire on the tutor's verbal communication, a maximum score of 70 and a minimum score of 48 were obtained. The results of the calculation obtained an average score ( $\bar{x}$ ) = 61.23, standard deviation ( $s$ ) = 4.525, median ( $Md$ ) = 60.38, and Mode ( $Mo$ ) = 58.3. The data obtained is then created in a list of frequency distributions, which are briefly shown in the table below:

Table 3. Tutor Verbal Communication Data Table

No	Interval Classes	f	Percentage
1	48 -51	2	6,67%
2	52 - 55	2	6,67%
3	56-59	9	30%
4	60 - 63	6	20%
5	64 - 67	5	16,67%
6	68 - 71	6	20%
Quantity		30	100%

The table above shows that there are 9 people (30%) who are in the average score, 4 people (13.34%) are below the average score, and 17 people (56.67%) are above the average score.

**Learning Motivation Data (Y)**

The results of the analysis of learning motivation data for students obtained a maximum score of 69 and a minimum score of 35. The results of the calculation obtained an average score ( $\bar{y}$ ) = 52.9, standard deviation (s) = 4.270, median (Md) = 59.16 and Mode (Mo) = 60.1. The data obtained is then made in a list of frequency distributions which are briefly shown in the table below.

Tabel 4. *Self Confidence* (percaya diri)

No	Interval Classes	f	Percentage
1	35 - 40	5	16,67%
2	41 - 46	5	16,67%
3	47 - 52	3	10%
4	53 - 58	5	16,67%
5	59 - 64	9	30%
6	65 - 70	3	10%
Quantity		30	100%

The table above shows that there are 9 people (30%) who are in the average score, 18 people (60%) are below the average score, and 3 people (10%) are above the average score.

Therefore, based on the results of the research obtained, it is to find out the verbal communication of tutors with the learning motivation of learning residents in participating in package C teaching and learning activities at SKB Binjai City. So the researcher conducted data collection using a questionnaire that was distributed to 30 study residents (sample). Total sampling. Based on the data obtained from the results of the questionnaire distribution, it is proven that the tutor's verbal communication has a positive relationship with the learning motivation of learning residents in participating in package C teaching and learning activities at the Binjai City SKB.

This can also be shown from the level of tendency of each variable as follows: Judging from the results of the tutor's verbal communication tendency test at SKB Binjai City, it was in the high category of 56.67%, the medium category was 13.34%, the poor category was 13.34%, and the low category was 6.67%. Judging from the results of the tendency of learning motivation of students to study in the Binjai City SKB which is in the high category of 56.67%, the medium category is 10%, the undercategorized is 26.67%, and the low category is 33.34%. This means that good verbal communication carried out by tutors can increase the learning motivation of learning residents in participating in package C teaching and learning activities at SKB Binjai City.

The findings of this study indicate that tutor verbal communication has a significant relationship with the learning motivation of residents in the High School Equality Program (Package C) at Sanggar Kegiatan Belajar (SKB) Binjai City. This result reinforces the theoretical assumption that communication behavior in instructional settings plays a crucial role in shaping students' motivational orientation and engagement.

From the perspective of communication theory in education, teacher clarity and immediacy are essential elements in enhancing student learning outcomes. Research has consistently demonstrated that teacher verbal behaviors—such as clarity of explanation, structured delivery of content, and meaningful feedback—positively influence student motivation and academic achievement (Hattie, 2009; Zhang, 2014). When tutors communicate clearly and use language that is understandable and supportive, learners tend to feel more confident and motivated to participate in classroom activities.

The correlation found in this study aligns with the meta-analytical findings of Witt et al. (2004) and Allen et al. (2006), which emphasize that teacher immediacy behaviors significantly predict student motivation and affective learning. Verbal immediacy such as calling students by name, providing encouragement, and expressing enthusiasm creates a psychologically safe learning environment. In nonformal education contexts such as the Equality Program, where learners often have diverse academic backgrounds, such supportive communication becomes even more critical.

Moreover, the results can be interpreted through the lens of Self-Determination Theory (SDT) proposed by Deci and Ryan (2000) and further elaborated by Ryan and Deci (2020). SDT posits that motivation is enhanced when learners experience autonomy, competence, and relatedness. Tutor verbal communication that acknowledges students' efforts, provides constructive feedback, and encourages participation may fulfill learners' psychological needs, thereby strengthening intrinsic motivation. In the context of adult or youth learners in nonformal education, fostering intrinsic motivation is particularly important because attendance and persistence often depend on personal commitment rather than institutional obligation.

The findings also support Keller's (2010) ARCS motivational model, which highlights the importance of Attention, Relevance, Confidence, and Satisfaction in instructional design. Effective verbal communication contributes to gaining learners' attention, clarifying the relevance of learning materials, building confidence through positive reinforcement, and creating satisfaction through meaningful interaction. Therefore, tutor communication functions not merely as a tool for information delivery but as a strategic component of motivational design. In addition, classroom motivational climate plays a significant role in influencing learners' attitudes toward learning (Patrick et al., 2011). When tutors use supportive and engaging verbal communication, they create a positive classroom atmosphere that encourages active participation. This is consistent with findings by Kim and Kim (2018), who reported that teacher communication behavior significantly predicts student engagement and motivational levels.

Considering that the High School Equality Program is categorized as nonformal education, the role of tutor communication becomes even more vital. Learners in equality programs may have previously experienced academic setbacks or interruptions. Thus, supportive verbal interaction can help rebuild their confidence and commitment to learning. As Frymier and Houser (2000) argue, the teacher-student relationship, strengthened through effective communication, influences both cognitive and affective learning outcomes.

Overall, the study confirms that tutor verbal communication is not merely a technical instructional skill but a determinant factor influencing learners' motivation. Improving tutor communication competence especially in clarity, encouragement, and interactive dialogue can significantly contribute to enhancing the learning motivation of residents in the Equality Program.

### **Comparative Analysis with Previous Studies**

The results of this study demonstrate a significant positive relationship between tutor verbal communication and the learning motivation of residents in the High School Equality Program at Sanggar Kegiatan Belajar (SKB) Binjai City. This finding is consistent with prior research emphasizing the central role of instructional communication in shaping students' motivational engagement.

The present findings align with the meta-analysis conducted by Witt et al. (2004), which revealed that teacher immediacy behaviors significantly correlate with students' affective learning and motivation. Similarly, Allen et al. (2006) found that teacher immediacy functions as a motivational factor that indirectly enhances cognitive learning outcomes. The consistency of these findings suggests that verbal communication—particularly expressions of encouragement, clarity, and responsiveness—serves as a universal predictor of student motivation across educational settings.

In addition, this study supports the findings of Zhang (2014), who reported that teacher clarity positively influences students' motivation and perceived learning. In the context of SKB Binjai City, tutors who provide structured explanations and understandable instructions appear to reduce learners' confusion and increase their willingness to engage in learning tasks. This is particularly relevant in nonformal education, where learners may have varied academic backgrounds and learning gaps.

The findings are also in line with Kim and Kim (2018), who demonstrated that teacher communication behavior significantly predicts student engagement. However, while most previous studies were conducted in formal school settings, this research extends the discussion to nonformal education, specifically the High School Equality Program. Therefore, the present study contributes empirical evidence that the relationship between tutor verbal communication and learning motivation is not limited to formal classrooms but is equally important in alternative education contexts. From a motivational theory perspective, the results reinforce Self-Determination Theory (Deci & Ryan, 2000; Ryan & Deci, 2020), which emphasizes that supportive interpersonal interactions enhance intrinsic motivation. Effective tutor communication may fulfill learners' psychological needs for competence (through clear explanation), relatedness (through positive interaction), and autonomy (through encouraging dialogue). Thus, this study provides contextual support for SDT in nonformal education settings.

Furthermore, the findings correspond with Keller's (2010) ARCS model of motivational design. Tutors' verbal strategies that capture attention, clarify relevance, build confidence, and provide satisfaction appear to stimulate higher levels of learner motivation. Compared to earlier studies that focused mainly on teacher immediacy, this research highlights the broader construct of verbal communication, including clarity, feedback, questioning techniques, and motivational expressions.

While the results are largely consistent with previous studies, one distinctive aspect of this research lies in its setting. Unlike traditional high schools, learners in the Equality Program often come from diverse socio-educational backgrounds, including those who previously dropped out of school. Therefore, the impact of tutor verbal communication may be even more pronounced because these learners require stronger emotional and motivational support to sustain participation.

### **Theoretical Implications**

Theoretically, this study strengthens the integration between communication theory and motivational psychology in education. It confirms that instructional communication is not merely a transmission process but a relational and motivational mechanism.

First, the study provides empirical support for Self-Determination Theory in the context of nonformal education. The significant relationship found suggests that verbal communication behaviors contribute to fulfilling learners' psychological needs, thereby enhancing intrinsic motivation. This expands the applicability of SDT beyond formal schooling contexts.

Second, the findings reinforce the theoretical framework of teacher immediacy and clarity as predictors of student engagement. The study supports the argument that communication competence should be viewed as a core pedagogical skill, not an auxiliary teaching attribute.

Third, by situating the study within the High School Equality Program, this research contributes to the relatively limited body of literature examining motivational dynamics in nonformal education institutions. It highlights the need to conceptualize tutor communication as a strategic element in alternative education systems.

In summary, the study confirms that tutor verbal communication plays a vital role in strengthening learning motivation among residents in the High School Equality Program. The findings not only corroborate previous research conducted in formal educational settings but also extend theoretical and empirical understanding into the domain of nonformal education. By integrating communication theory and motivational psychology, this research underscores

the strategic importance of tutor verbal competence in promoting sustainable learning engagement.

## CONCLUSION

This study concludes that there is a significant positive relationship between tutor verbal communication and the learning motivation of residents in the High School Equality Program (Package C) at Sanggar Kegiatan Belajar (SKB) Binjai City. The findings indicate that the quality of tutors' verbal communication—particularly clarity of explanation, motivational expressions, constructive feedback, and interactive dialogue—plays an important role in enhancing learners' motivation to participate actively in the learning process.

The results reinforce existing theoretical frameworks, including Self-Determination Theory and instructional communication theory, which emphasize that supportive interpersonal interaction contributes to increased intrinsic motivation. In the context of nonformal education, where learners often come from diverse academic and socio-economic backgrounds, effective verbal communication becomes even more essential in fostering engagement, confidence, and persistence.

This study contributes to the literature by extending previous findings—mostly conducted in formal education settings—into the domain of equality and nonformal education programs. It highlights that communication competence is not merely a pedagogical complement but a central determinant of motivational outcomes.

Therefore, improving tutors' verbal communication skills should be considered a strategic priority in strengthening the quality and sustainability of High School Equality Programs. By enhancing communication effectiveness, institutions may not only increase learners' motivation but also improve retention and overall program success.

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