

THE INFLUENCE OF LECTURERS' PERSUASIVE COMMUNICATION ON SELF-CONFIDENCE AND LEARNING MOTIVATION OF BUDDHIST COLLEGE STUDENTS

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Abstract

This quantitative research aims to determine the contribution of lecturers' persuasive communication to students' self-confidence and learning motivation. The study population was students of Jinarakkhita Buddhist College of Lampung. The sampling technique was carried out by random sampling with the number of selected samples as many as 78 people. The research data were collected using the lecturer's persuasive communication scale, self-confidence scale, and learning motivation scale. The data analysis technique used was multivariate analysis of variance (MANOVA). Analysis of research data showed that there was a positive contribution between persuasive communication and self-confidence. It is also known that there is a positive contribution between persuasive communication and learning motivation. Specifically, it is known that in this study, lecturers' persuasive communication is high, students' self-confidence is moderate, and students' learning motivation is also moderate.

Keywords: persuasive communication, confidence, learning motivation, buddhist college students

Introduction

Communication is a fundamental human activity. Humans in life always carry out an interaction and always communicate because humans are social creatures who cannot live alone and must depend on others for their survival (Mehto et al., 2020). Communication can be conveyed through gestures, language, or signals that can be understood by the recipient of the message (Velentzas & Broni, 2014). In this era of

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globalisation, communication can be done without being limited by time and space. Various social information even religious information is easily accessible in seconds. This proves the great influence of communication. Effendi in (Purba, 2020) suggests that there are several communication processes, both primary and secondary.

Persuasive communication according to (Alam et al., 2022) is a social interaction with the aim of influencing the attitudes, opinions, and behaviour of others through communication activities, both verbally and nonverbally. Persuasive communication where a person (communicator) conveys stimuli (usually with verbal symbols) to influence, change the views, attitudes and behaviour of other people / groups of people (communicants) by persuading (Amin, 2023). Persuasive communication is a symbolic process where the communicator tries to convince someone to change their behaviour through the transmission of messages conveyed by the communicator (Warren et al., 2019). Communication is supported by human efforts to be able to adapt to their environment in society so that humans can live in a peaceful atmosphere and the human desire to maintain their existence in a society (Díaz et al., 2015). This shows that communication cannot be separated from the lives of mankind both individually and as members of the national community, especially the Indonesian State which has a diversity of cultures, ethnicities, religions, and languages in each different province. The purpose of persuasive communication is to influence audience attitudes, audience opinions, and audience behaviour that can change opinions, related to cognitive aspects, which are related to aspects of beliefs, ideas and concepts. This process of change in the audience is related to his thoughts. He becomes aware that his opinion is wrong, and needs to be corrected. So in this case, his intellect is increased. Changing attitudes, related to the affective aspect. The affective aspect includes the emotional life of the audience. So, the purpose of persuasive communication in this context is to move the heart, cause certain feelings, like, and agree with the ideas put forward (Geertz, 2013).

Knapp and Vangelisti quoted by Alo Liliweri (Sikumbang et al., 2019) in his book *Basics of Intercultural Communication* there are several things that conclude that people have to communicate, therefore people have to talk; 1) People talk about their relationships at work, how they are involved, how they need to express their energy; 2) People talk about commitment in relation to the relationship. Commitment is the initial condition of a relationship; 3) People talk about relationships as engagement, engaging together quantitatively and qualitatively in conversation, dialogue, sharing experiences; 4) People talk about relationships in terms of manipulation, e.g. how to keep an eye on each other. 5) People talk about relationships in terms of considering and paying attention. Based on the above opinion, it can be synthesised that communication is the basis of every human interaction. Interactions carried out by humans are both interactions through individuals and with many people or communication in public. This is because communication is an action that is a dynamic activity and takes place reciprocally and continuously between communicators and communicants in giving influence and impact in life.

There are several factors that can cause students to not believe in themselves,

including environmental factors (campus), the results of parental upbringing that is full of restrictions, a sense of trauma in the past, associations on campus that do not support themselves, and teaching patterns of lecturers who are less supportive of their potential. If lecturers teach using psychological approaches such as communicating appropriately, then student confidence will increase and will be well maintained. Lecturers have the responsibility of guiding their students, so that the process of teaching and learning activities on campus continues to run well and directed. To achieve student achievement, students are expected to learn conducive in a good learning environment and enjoy the process of learning activities. Lecturers are very instrumental in creating an atmosphere that can encourage students and female students to love learning and be eager to take part in the process of teaching and learning activities so that these students have increased motivation.

All students who are born have the motivation to learn well. This is a character trait of human beings. By nature, students are curious explorers. However, when it comes to college, students' motivation to learn often diminishes. Being motivated to learn is a critical issue for student success on campus. Students who are motivated by pure enjoyment have a very good chance in the various subjects they take. They will have the means to overcome obstacles and push themselves to optimise their best potential, thus having the opportunity to turn failure into success. Persuasive communication carried out by lecturers aims to create a sense of trust from message recipients, namely students, so that they follow the messages conveyed by building attention for students, so that the lecture process or the process of teaching and learning activities is expected to take place effectively. Lecturers are able to build interest from the target at hand, in this case students. Lecturers involve themselves with students through the messages conveyed, through words, invitations, and placement of teaching positions in class. Confidence in students can grow and develop in line with the learning experiences received in lectures. The feeling of success and the encouraging atmosphere that students receive from lecturers or teachers will increase their confidence in themselves. Conversely, disappointing situations and failures in the learning procession are influenced by self-confidence and can result in failure in lecture activities.

Research Methods

The method used in this research is quantitative research using data analysis techniques Multivariate Analysis of Variance (MANOVA). The research population was students of the Jinarakkhita College of Buddhism (STIAB) Lampung. The reason for researching STIAB Jinarakkhita students is because most students have lower self-confidence and low learning motivation. The sampling technique was carried out by random sampling, which then obtained a sample of 78 people. This research instrument used is a variable measuring instrument in the form of a psychological scale developed by the researcher himself by being guided by the indicators of each variable. The psychological scale contains a number of statements submitted to lecturers which are formulated in statements with four alternative answers that are adjusted to the purpose of

the question or statement. The measurement instruments in this study include:

1. The lecturer's persuasive communication scale was developed based on Lasewell's paradigm (Effendy, 1998) regarding the factors that influence persuasive communication, especially the communicator factors (credibility, attractiveness, power), the message conveyed (speech, gestures, tone of voice, and non-verbal signs). After the pilot test, the scale consisted of 35 valid items with a Cronbach's Alpha reliability index of 0.958.
2. The student self-confidence scale was developed based on aspects of self-confidence expressed by Lauster (Risnawita, 2010), which consisted of belief in self-ability, optimistic, objective, responsible, and rational and realistic. After the pilot test, the scale consisted of 29 valid items with a Cronbach's Alpha reliability index of 0.935.
3. The student learning motivation scale is compiled based on the theory of factors that influence learning motivation including the need to achieve, effort to achieve goals, endurance and perseverance in learning in class. Feelings of pleasure in completing learning tasks in class, centre of attention (focus) on learning activities in class, involvement (participation) in class, and commitment to completing campus assignments. After pilot testing, the scale consisted of 38 valid items with a Cronbach's Alpha reliability index of 0.955.

Results and Discussion

Data normality testing for each variable data uses Kolmogorov-Smirnov analysis in the SPSS programme and this test is very important because it is the basis for further data processing. One of the analytical requirements that must be met in order to use Multivariate Analysis of Variance (Manova) analysis is that the data distribution of each variable must be normal. the results of the normality test can be seen in table 1 below:

Table 1
Normality Test

	Kolmogorov-Smirnov ^a		Shapiro-Wilk		
	Statistic	df Sig.	Statistic	D6	Sig.
komunikasi_persuasif	.059	78 .200*	.990	78	.815
kepercayaan_diri	.073	78 .200*	.988	78	.651
motivasi_belajar	.094	78 .085	.966	78	.036

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Table 1 above shows that all three variables have normally distributed data (sig. ≥ 0.05). Furthermore, data homogeneity testing for each variable data using Test of Homogeneity of Variances in the SPSS programme. The following presents the calculation of data homogeneity for each research variable.

Table 2
Homogeneity Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Confidence	6.996	2	75	.002
Motivation to learn	.094	2	75	.910

From table 2 above, it is known that the variable Y1 over X has an inhomogeneous data distribution ($\text{sig.} \leq 0.05$) while the variable Y2 over X has a homogeneous data distribution ($\text{sig.} \geq 0.05$). Thus this study fulfils one of the requirements of using Multivariate Analysis of Variance (Manova) analysis where one of the two variables Y1 or Y2 has an inhomogeneous data distribution. When viewed from the mean and standard deviation on the empirical data of persuasive communication in table 3 below, it is known that the persuasive communication of lecturers perceived by students in this study is included in the high category.

Table 3
Categorisation of Persuasive Communication Variables

Variabel	Rentang nilai	Kategori	Jumlah	Persentase
Kepercayaan diri	$X \geq 111$	Tinggi	3 orang	4 %
	$70 \leq X < 110$	Sedang	65orang	83 %
	$X < 69$	Rendah	10orang	13 %
Total			78 orang	100%

Meanwhile, when viewed from the mean and standard deviation of the empirical data on self-confidence in table 4 below, it is known that students' self-confidence in this study is included in the moderate category.

Table 4
Categorisation of Self-Confidence Variable

Variabel	Rentang nilai	Kategori	Jumlah	Persentase
Kepercayaan diri	$X \geq 111$	Tinggi	3 orang	4 %
	$70 \leq X < 110$	Sedang	65orang	83 %
	$X < 69$	Rendah	10orang	13 %
Total			78 orang	100%

Table 5
Categorisation of Motivation Variables Learning

Variabel	Rentang nilai	Kategori	Jumlah	Persentase
Motivasi Belajar	$X \geq 148$	Tinggi	6 orang	8 %
	$93 \leq X < 147$	Sedang	60 orang	77 %
	$X < 92$	Rendah	12 orang	15 %
Total			78 orang	100 %

When viewed from the mean and standard deviation on learning motivation data in table 5, it is known that student learning motivation in this study is included in the moderate category.

Table 6
Analysis of Hypothetical and Empirical Mean

Variabel	Mean		Keterangan
	Hipotetik	Empirik	
Komunikasi Persuasif	102	113.10	Komunikasi Persuasif tinggi
Kepercayaan Diri	90	86.56	Kepercayaan Diri siswa sedang
Motivasi Belajar	120	109.83	Motivasi Belajar sedang

Based on the analysis of the hypothetical and empirical mean calculations above, the level or category of each research variable will then be analysed as shown in table 6. Based on table 6, it can be concluded that the persuasive communication of lecturers at Jinarakkhita Buddhist College of Lampung is high, student confidence is moderate, while student learning motivation is also moderate.

Discussion

With the acceptance of the first hypothesis, i.e. lecturers' persuasive communication contributes to students' confidence in the classroom, lecturers need to improve their persuasive communication. To achieve success, skills must be explained and linked to the meaning of learning and benefits for students. According to Kumar, students are targeted to live well and have communication skills, critical thinking, cooperation, leadership, and technological expertise (Zubaidah, 2014). Thus, persuasive communication carried out by lecturers aims to influence students' confidence to match what the lecturer wants. It can also be said that persuasive communication carried out in this study shows that lecturers who have the ability to change attitudes, opinions and behaviour through persuasive communication towards students, will make it easier for students to accept the learning messages they convey.

Student self-confidence can be related to their relationship with teachers/lecturers. Student self-confidence can arise because of a sense of security,

The Influence of Lecturers' Persuasive Communication on Self-Confidence and Learning Motivation of Buddhist College Students

acceptance of self and a good relationship with lecturers and an environment that is able to provide assessment and support, thus influencing the growth of self-confidence for the students themselves. Persuasive communication aims to influence a person's attitudes, opinions, and behaviour in accordance with the wishes of the communicator. The success of persuasive communication is determined by the content of the message and the delivery style that is interesting and not boring. (Sarmiati, 2023). The second finding of this study is that lecturers' persuasive communication contributes to learning motivation. The success of lecturers in fostering student learning motivation is carried out by lecturers by making invitations or persuasions. At this stage, emotional appeals need to be displayed by lecturers, so that at a later stage students make a decision to do an activity as expected by the lecturer himself.

The success of persuasive communication is how students are involved. Students as recipients of messages will provide views on teachers who can foster constructive situations, so that students have a commitment to be willing to engage in the learning process. During the process of teaching and learning activities, motivation will emerge which will form good learning habits, achieve learning achievements, and continue to be enthusiastic about achieving goals that can be obtained by the success of learning (Hamandia & Razzaq, 2019). Students who are motivated to learn will depend on whether the activity has interesting content or is a very enjoyable process. Basically, motivation to learn involves learning goals and strategies related to achieving learning goals. With persuasive communication, lecturers can develop students' learning motivation well. students are able to see the reality in their class and accept themselves and others. students are able to actualise themselves appropriately, and are able to see the shortcomings and weaknesses they have and always try to introspect themselves so that the shortcomings and weaknesses in themselves can be overcome properly. In the end, the importance of student motivation in learning must be supported by the lecturer's ability to communicate, especially the lecturer's competence in persuasive communication. The role of lecturers is very important in efforts to achieve student learning achievement. students who have high motivation in learning will certainly be easier to achieve.

Conclusion

The results indicated that the lecturer's persuasive communication variable directly contributed to the student confidence variable with the contribution of lecturer's persuasive communication to student confidence was 54.2%. Meanwhile, it is also known that the lecturer's persuasive communication variable directly contributes to student learning motivation with the contribution of lecturer's persuasive communication to student learning motivation is 23.2%. The learning process that uses persuasive communication from lecturers to students can foster student confidence in a better direction, as well as their learning motivation. With confidence, students can get along and interact in every stage of their learning and with learning motivation students can display their achievements.

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