

## ABSTRACT

Christison Rudianto Marbun. The Relationship between of the Interpersonal Communication, Work Motivation, and Emotional Intelligence with Teachers Effectiveness Classroom Management of State Senior High School at Humbang Hasundutan Regency (2004). Post Graduate Programmed, Medan State University, July 2004.

The research is aim to find out the relationship between interpersonal communication, work motivation, and emotional intelligence with teachers effectiveness classroom management of state senior high school at Humbang Hasundutan Regency. The research used correlation method which the respondents are teachers of the state senior high school with  $n = 47$  teachers by stratified random sample. The data of effectiveness classroom management is obtained by observation, which they are: the data of the interpersonal communication, work motivation, and emotional intelligence have been getting by questionnaire.

The data was analyzed by using the simple correlation, the simple regression, multiple correlation, and partial correlation technique. The result of the research is indicated that there is positive correlation between: (1) interpersonal communication with effectiveness classroom management with the correlation coefficient ( $r_{y1} = 0,33$ ), determination coefficient = 0,11, the regression similarities  $\hat{Y} = 80,77 + 0,21X_1$  and the contribution effective 14,48%. (2) work motivation with effectiveness classroom management with the correlation coefficient ( $r_{y2} = 0,28$ ), determination coefficient = 0,08, the regression similarities  $\hat{Y} = 82,51 + 0,19 X_2$ , and the contribution effective 8,92%. (3) emotional intelligence with effectiveness classroom management with the correlation coefficient ( $r_{y3} = 0,30$ ), determination coefficient = 0,09, the regression similarities  $\hat{Y} = 83,26 + 0,18 X_3$ , and the contribution effective 11,71%. (4) furthermore, there is positive correlation between interpersonal communication, work motivation, and emotional intelligence as three independent variables simultaneously toward effectiveness classroom management with  $R_{y,123} = 0,59$ , determination coefficient = 0,35 and the regression similarities  $\hat{Y} = 58,06 + 0,24X_1 + 0,18X_2 + 0,21X_3$ . Coefficient correlation partial of the variable interpersonal communication with effectiveness classroom management if work motivation and emotional intelligence was controlled = 0,30, variable of work motivation with effectiveness classroom management if interpersonal communication and emotional intelligence was controlled = 0,24, and variable emotional intelligence with effectiveness classroom management if interpersonal communication and work motivation was controlled = 0,28.

Finally, the research summarizes that there is more higher of interpersonal communication, work motivation, and emotional intelligence so that become more teachers effectiveness classroom management of state senior high school at Humbang Hasundutan Regency.

## ABSTRAK

Christison Rudianto Marbun. Hubungan Antara Komunikasi Interpersonal, Motivasi Kerja, dan Kecerdasan Emosional dengan Efektivitas Manajemen Kelas Guru SMA Negeri di Kabupaten Humbang Hasundutan (2004). Program Pascasarjana Universitas Negeri Medan, Juli 2004.

Penelitian ini bertujuan untuk mengetahui hubungan antara komunikasi interpersonal, motivasi kerja, dan kecerdasan emosional dengan efektivitas manajemen kelas guru Sekolah Menengah Umum Negeri di Kabupaten Humbang Hasundutan. Penelitian ini menggunakan metode korelasional dengan responden para guru SMA Negeri yang sudah pegawai negeri di Kabupaten Humbang Hasundutan dengan  $n=47$  guru yang dipilih secara random dari masing-masing stratum. Data tentang efektivitas manajemen kelas diperoleh melalui observasi, data tentang komunikasi interpersonal, motivasi kerja, dan kecerdasan emosional diperoleh melalui kuesioner.

Data dianalisis dengan menggunakan teknik korelasi sederhana, regresi, korelasi ganda, dan korelasi parsial. Hasil temuan penelitian adalah terdapat hubungan yang positif antara: (1) komunikasi interpersonal dengan efektivitas manajemen kelas dengan  $r_{y1} = 0,33$ , koefisien determinasinya = 0,11, dan  $\hat{Y} = 80,77 + 0,21X_1$ , serta sumbangan efektifnya adalah 14,48%. (2) motivasi kerja dengan efektivitas manajemen kelas dengan  $r_{y2} = 0,28$ , koefisien determinasinya = 0,08, dan  $\hat{Y} = 82,51 + 0,19 X_2$ , serta sumbangan efektifnya adalah 8,92% (3) kecerdasan emosional dengan efektivitas manajemen kelas dengan  $r_{y3} = 0,30$ , koefisien determinasinya = 0,09, dan  $\hat{Y} = 83,26 + 0,18 X_3$ , serta sumbangan efektifnya adalah sebesar 11,71%. (4) komunikasi interpersonal, motivasi kerja, dan kecerdasan emosional secara bersama-sama dengan efektivitas manajemen kelas dengan  $R_{y.123} = 0,59$ , dan  $\hat{Y} = 58,06 + 0,24X_1 + 0,18X_2 + 0,21X_3$ . Besarnya koefisien korelasi parsial antara variabel komunikasi interpersonal dengan efektivitas manajemen kelas jika variabel motivasi kerja dan kecerdasan emosional dikontrol adalah 0,30, besarnya koefisien korelasi parsial antara motivasi kerja dengan efektivitas manajemen kelas jika variabel komunikasi interpersonal dan kecerdasan emosional dikontrol adalah 0,24, dan besarnya koefisien korelasi parsial antara kecerdasan emosional dengan efektivitas manajemen kelas jika variabel komunikasi interpersonal dan motivasi kerja dikontrol adalah 0,28.

Hasil penelitian ini menyimpulkan bahwa makin tinggi komunikasi interpersonal, motivasi kerja, dan kecerdasan emosional maka makin efektif manajemen kelas guru SMA Negeri di Kabupaten Humbang Hasundutan.