Self concept, self efficacy, and interpersonal communication effectiveness of student

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Abstract: Successful interpersonal communication is one of the determinants of success factors of preaching, counseling, and learning. However, the data showed that not all students can deliver effective interpersonal communication. It can be developed if students have self-concept and self-efficacy. This study aims to examine the effects of self-concept and self-efficacy on students' interpersonal communication. The subjects of this study were 342 students of the Walisongo State Islamic University of Semarang, who were selected using the cluster random sampling technique. Data were collected using three psychological scales, namely self-concept scale, self-efficacy, and effective interpersonal communication scale. Simple regression techniques and multiple regressions were used for analyzing the data. The results of the study showed that self-concept partially influenced the effectiveness of the students' interpersonal communication, contributing by 12.7%. In line with the finding, self-efficacy also has a contribution to it by 12%. Also, self-concept and self-efficacy simultaneously had contributions to the effectiveness of the students' interpersonal communication as much as 12.2%.

Keywords: effectiveness of interpersonal communication; self-concept; self-efficacy

Abstrak Keberhasilan komunikasi interpersonal merupakan salah satu penentu keberhasilan dalam dakwah, konseling, dan pembelajaran. Namun data menunjukkan bahwa sebagian mahasiswa belum mampu melakukan komunikasi interpersonal secara efektif. Komunikasi interpersonal yang efektif dapat dibangun jika mahasiswa memiliki *self concept* dan *self efficacy*. Penelitian ini bertujuan untuk menguji seberapa besar pengaruh self concept dan self efficacy terhadap efektivitas komunikasi interpersonal mahasiswa. Sampel dalam penelitian ini adalah 342 mahasiswa UIN Walisongo Semarang yang dipilih dengan teknik *cluster random sampling*. Teknik pengumpulan data yang digunakan adalah skala psikologi, meliputi skala *self concept*, skala *self efficacy*, dan skala efektivitas komunikasi interpersonal. Teknik analisis data yang digunakan adalah teknik regresi sederhana dan regresi ganda. Hasil penelitian menunjukkan bahwa secara parsial *self concept* berpengaruh terhadap efektivitas komunikasi interpersonal mahasiswa, dengan sumbangan 12.7%. Sejalan dengan temuan tersebut, *self efficacy* berpengaruh terhadap efektivitas komunikasi interpersonal mahasiswa, dengan sumbangan 12%. Selain itu, *self concept* dan *self efficacy* secara simultan berpengaruh terhadap efektivitas komunikasi interpersonal mahasiswa, dengan sumbangan sebesar 12.2%.

Kata Kunci: efektivitas komunikasi interpersonal; *self concept; self efficacy*

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Introduction

The ability to perform effective interpersonal communication is needed by students, especially students from State Islamic University. This is because students who graduate from Islamic university are expected to not only become teachers but also counselors, even preachers. In line with this, communication skills become very important for a preacher. The importance of communication skills for counselors can be seen in the counseling process that necessitates effective interpersonal communication skills from the counselor so that the exchange of messages with the counselee runs smoothly (Jones, 2012). This also applies to educators or teachers who have qualifications equal to the counselor (Government of the Republic of Indonesia, 2008). The ability to build effective interpersonal communication is also a key to success in preaching (Sulthon, 2003)..

Considering the importance of effective inter-personal communication, students were expected to be able to build effective interpersonal com-munication. However, the data showed that the communication process by the students was not always effective. Krisniawan (2014) found that students at Satya Wacana Christian University, Faculty of Psychology experienced problems in interpersonal communication. Speaking anxiety disorder is also experienced by students of the Faculty of Political Science UNP (Ririn, Asmidir, & Marjohan, 2013). Problems in student commu-nication are also found at Walisongo State Islamic University (UIN Walisongo) Semarang. The study of Bukhori (2016) and Kholisin (2014) show that some students have a low level of effectiveness of interpersonal communication.

Interpersonal communication or interper-sonal communication is a process of sending and receiving messages from one person to another so that the effect or feedback can be directly given. The advantage of interpersonal com-munication is about its open and communicative characteristics so that it allows changes in attitudes, opinions and individual behavior. This advantage makes interpersonal communication called the most effective communication because the communicator can immediately see the feedback from the communicant (Liliweri, 1991). Therefore, this type of communication is the most common communication. It matters because interpersonal communication has two main objectives namely the reason to carry out the communication issue and the goal to achieve results or effects. These objectives allow individuals to directly observe changes or effects that occur after communication is done.

Communication effects are the effects that arise after interpersonal communication. This effect can be seen from changes in three aspects, namely: knowledge or cognitive, attitude or affective, and behavior or conative. The effect of interpersonal communication can be measured by comparing knowledge, attitudes, and behavior before and after the communicant receives the message (Vardiansyah, 2004). Therefore, the effect is one of the most important elements for knowing the success or failure of interpersonal communication.

The success of student interpersonal com-munication is influenced by the ability of the communicator in establishing communication so that it can produce the effects as expected. Effective interpersonal communication can be realized if the communicator and communicant can build attitudes including: open, empathize, supportive, positive, and equal.

This attitude will be awakened if students have a positive self concept as stated by Sampthirao (2016) that self concept, self efficacy,

self image, and self esteem are the main factors affecting communication. The same thing is also expressed by Yahaya and Ramli, (2009) and Pratidina (2015) that self concept had a positive and significant relationship with interpersonal communication skills. Based on this, it can be said that self concept has an influence on inter-personal communication.

Burns (1993) defines self concept as a picture of a mixture of what individuals think with the thoughts or opinions of others about themselves, and how the individual wants abou how he looks like or how he wants this ideal self. Rogers (in Rosidi, 2010) divided aspects of self concept into three namely, self concept personally, self concept social, and self concept ideal. Self concept personal is how individuals judge themselves as physical aspects and self-behavior. Self concept is in the form of an individual's description or assessment of his physical condition and behavior. Furthermore, self concept social is how other people judge about individual self. Self concept is formed from interactions with other people, meaning that the opinions of others about himself will affect the individual's judgment on himself as well. Finally, self concept ideal is what the individual expects from himself. This self concept ideal is an individual's expectations about him based on the ideals standarts adopted.

The factors that influence self concept are others and the reference group (Rakhmat, 1996). Other people giving compliment, appreciation, and respect that will make the individual respect others and themselves as well. On the contrary, insults, reproaches, rejection, and underesti-mation will make the individual underestimate and even hate himself. The reference group acts as an example for individuals, for example someone who often gathers with criminals so

that the self concept formed is a negative self concept.

Interpersonal communication is not only influenced by self concept, but also by the individual's belief in his abilities or commonly referred to self-efficacy. Self efficacy is important to achieve interpersonal communication goal (Rubin, Martin, Bruning, & Powers, 1993). The same thing was proposed by Dwyer and Fus, (1999), that between speaking anxiety and self efficacy had a significant relationship. A similar opinion was expressed by Chatterjee, Frank, Murphy, Power, and Frank (2009) that indivi-duals with low self-efficacy were less likely to believe in their abilities and easily give up. This is supported by the findings of Krisniawan (2014) that self-efficacy made a positive contribution to interpersonal communication by 30.36%.

Self-efficacy has aspects that can indicate the level of self-efficacy possessed by individuals. Bandura (2006) states that self efficacy aspects consisted of three which include: a) Level, is the level of task difficulty that is believed still be faced by individuals. b) General circumstances, namely a diversity of conditions that allow individuals to foster a belief that they were able to overcome these conditions. c) Strength, namely the level of individual confidence in their abilities.

Thus, to build an effective interpersonal com-munication, it needs a basic capability of both the communicator and the communicant. If the atmosphere is open, full of empathy, supportive attitude, positive attitude, and equality can be built, the interpersonal communication process can run effectively. These five things can be grown and developed in order to achieve success in interpersonal communication through self concept and high self efficacy. Previous research has found that self concept (Arumsari, 2011; Hidayanti, 2007) and self efficacy (Krisniawan,

2014), influenced the effectiveness of student interpersonal communication. The findings of the study indicated that the magnitude of the influence of the self concept and self efficacy ranges from 23.2% to 51.4%. It means that the level of influence of self concept and self efficacy are varies and stretches from low to moderate. Therefore, this study aims to determine the influence of self concept and self efficacy on the effectiveness of students' interpersonal communication, whether low, medium, or high.

Method

This research was a quantitative correlational study that aims to see whether there was a relationship between variables without the intervention of researchers to influence all of these variables (Fraenkel, Wallen, & Hyun, 2008). The population in this study amounted to 3,844 students. In accordance with Table compiled by Krejcie and Morgan (1970) about determining the number of samples, the samples in this study amounted to 342 students. The cluster random sampling technique was chosen to determine the sample with no regard for gender differences or age range. The step taken was to randomly select four of the eight faculties at UIN Walisongo Semarang, then from the four faculties, three random departments were taken to randomly draw one class from from each department so that a total of 12 classes were sampled with the number subjects were 342 students of UIN Walisongo Semarang class of 2017/2018.

Measurement of the level of effectiveness of interpersonal communication used the scale of interpersonal communication effectiveness developed from De Vito's theory (in Hidayanti, 2007) consisting of aspects of effectiveness, namely: 1) Openness, which is the willingness to make individuals feel that they have an honest response to stimulus, ownership of feelings, and the ability to take responsibility. 2) Empathy, which is the feeling which makes an individual experience the same situation as another person. 3) Supportive behavior, which is behavior that supports others by being descriptive or describing as it feels and not evaluative or judging, and acting immediately to show planned attitudes. 4) Positive attitude, which is a real attitude that can build for yourself and others during communication, and can respect other people. 5) Equality, which is the recognition that all involved in communication are equally important.

Measurement of self concept uses scale of self concept developed from Rogers theory (in Rosidi, 2010) which includes three aspects, namely: 1) The concept of personal self is the way individuals evaluate themselves in terms of physical and behavioral. 2) Social self-concept, which is the prejudice of others towards individuals. 3) Ideal self-concept, which is what the individual expects from himself.

Furthermore, self-efficacy is measured by the scale of self-efficacy in general which was developed from the Bandura (2006) theory covering the following aspects: 1) Level, is the level of task difficulty that is believed still being faced by individuals. 2) General circumstances, namely a diversity of conditions that allow individuals to foster a belief that they were able to overcome these conditions. 3) Strength, namely the level of individual confidence in their abilities.

Statement items in the scale of the study were tested by using the validity and reliability. Validity was tested with bivariate correlation from Pearson using the SPPS version 22.0 program. Statement items were valid if $r_{-ix} \geq 0.30$ (Azwar, 2014). Reliability was tested using the Alpha technique from Cronbach while the

calculations used the SPSS version 22.0 program. Reliability or absence of a statement item could be seen from the value of alpha. If alpha was greater than r table that was 0.514 then the item statement was reliable. The three scales were reliable with their respective reliability coefficients namely the scale of self concept 0.861, self-efficacy 0.812, and the scale of effectiveness of interpersonal communication 0.795.

The next step was to test the assumptions by testing the normality test, heterokesdaticity test, and multicollinearity test. First, the normality test was carried out to test the distribution of data whether it was normal or not. The data was said to be normal if the significance value of the Kolmogorov-Smirnov normality test was greater than 0.05. Second, the heteroscedasticity test was carried out to test the presence or absence of variance equations from residuals, because a good regression model requires the absence of heteroscedasticity. Heteroscedasticity did not occur if the significance value was greater than 0.05. Third, the multicollinearity test was conducted to test whether there was collinearity between the independent variables, because a good regression model requires no multicollinearity. Multicollinearity did not occur if the eigenvalue was greater than 0.01.

The data analysis technique was performed using regression analysis techniques, namely simple and multiple regressions, while the calculations used the SPSS version 22.0 program. The simple regression analysis was carried out to see how much self concept affected the effectiveness of student interpersonal communication and how much self efficacy affected the effectiveness of student interpersonal communication. While multiple regression was to see how much self concept and self efficacy had an influence on the effectiveness of student interpersonal communication simultaneously.

Results

The results of the normality test showed that the data were normally distributed because the significance value of each variable was greater than 0.05. The significance value of each variable was: interpersonal communication effectiveness variable was 0.95, variable self concept was .74, and variable self efficacy was 0.207

The second assumption test was heterokesdaticity test which indicated that the significance value of the variable self concept and self efficacy respectively 0.094 and 0.371. This means that the significance value of the two variables was greater than 0.05, so it could be ascertained that there was no heterokesdaticity. The third assumption test was the multicollinearity test showing that there was no multicollinearity between the independent variables because the value of eigenvalue both variables were greater than 0.01. The value of eigenvalue self concept was 0.08, while the value of eigenvalue self efficacy was 0.02.

The results of the descriptive analysis showed that in general the research subjects, students of UIN Walisongo Semarang, had the level of effectiveness of interpersonal communication, self concept, and self efficacy which was fairly high, as listed in Table 1.

Based on Table 1, it was known that the theoretical maximum score of the three variables was higher than the empirical maximum score, the empirical minimum score of the three variables wass higher than the theoretical minimum score. Furthermore, the empirical mean of interpersonal communication effectiveness variable was 94.6. These results mean that research subjects had relatively high interpersonal communication effectiveness. Likewise, the empirical mean of the variable self concept amounted to 92.07 and self efficacy amounted to 92.05. Based

Table 1.
Data Description

Variable	Minimum Score		Maximum Score		Average (*Mean*)
	Studies	Empirical evidence	Studies	Empirical evidence	
Effectiveness of Interpersonal Communication	> 31	> 70	124	118	94.6
Self concept	> 16	> 31	> 64	> 62	92.07
Self efficacy	> 17	> 32	> 68	> 56	92.05

Table 2.
Mayor Hypothesis Test Results

Dependent Variables	Independent Variable (Predictor)	Significance	*Adjusted R Square*	Gift
Effectiveness of Interpersonal Communication	*Self concept* *Self efficacy*	0.000	> 25	92.05

Table 3.
Minor Hypothesis Test Results

Dependent Variables	Independent Variable (Predictor)	Significance	*R Square*	Gift
Effectiveness of Interpersonal Communication	*Self concept* *Self efficacy*	0.000 0.000	0.127 0.120	12.7. 124

on these mean values, it could be said that the research subjects had self concept and self efficacy which were quite high.

Mayor hypothesis testing with multiple regressions was carried out to find out how much influence the self concept and self efficacy together or simultaneously on the effectiveness of interpersonal communication, as listed in Table 2.

Regression model was declared significant if the significance value <0.05. Based on data analysis, the value of Sig= 0.000 means <0.05, thus the regression equation model based on the research data is significant. Contribution of self concept and self-efficacy together towards the effectiveness of interpersonal communication was obtained from the value of Adjusted R Square which is 0.122 or 12.2%. The remaining 87.8% was influenced by other predictors and was not explained in this study, for example speaking anxiety and religiosity. Furthermore, the results of the minor hypothesis test to see the effect of self concept and self efficacy individually or partially could be seen in Table 3.

As mentioned earlier, the regression model was significant if the significance value was less than 0.05, and it could be seen that the signifi-

cance value of the two independent variables was 0,000. It means that the regression equation model of this research was significant. The contribution of self concept to the effectiveness of interpersonal communication was obtained from the value of R Square which was 0.127 which means that the 0717 self concept gave an effect of 12.7%. Similarly, the variable of self efficacy was contributed to 0.120 or 12%.

Discussion

The results of data analysis showed that self concept significantly influenced the effectiveness of interpersonal communication. In other words, the higher the level of self concept, the higher the level of interpersonal communication effectiveness of UIN Walisongo Semarang students was. The contribution of self concept to the effectiveness of interpersonal communication of UIN Walisongo Semarang students was 12.7%. The results of the analysis were in line with the results of previous studies that self concept gave an influence on interpersonal communication (Arumsari, 2011; Hidayanti, 2007).

Self concept played a role in shaping behavior for students, because self concept helped students to align their minds, confront problems, and interpret the experiences they have gained. The ability to interpret experience was very helpful in the communication process, with this ability students would be able to interpret the meaning of the message conveyed by others to him. It could make students able to convey information appropriately as communicants (Rakhmat, 1996).

The results of this study supported previous research and showed how self concept had an influence on interpersonal communication for individuals including students. The success of student interpersonal communication was influenced by the ability of the communicator in establishing communication so that it could produce the effects as expected. The ability that must be possessed by the communicator includes openness, empathy, positive attitude, supportive attitude, and equality. The five basic abilities were influenced by self concept students. First, openness was the individual's willingness to listen to suggestions and welcome for problem solving. This will be achieved if students had a positive self concept. Students with positive self concept will have self-disclosure that can help them to be more confident so that they can build good communication (Gainau, 2009). Openness ofstudent will make interpersonal communication run effectively. Conversely, if students had negative self concept, openness in interpersonal communication could not be achieved. This is because students with self concept tend to avoid dialogical communication; they are fanatical about their own opinions (Rakhmat, 1996). Therefore, students with self concept would not be able to create an atmosphere of openness which was one of the aspects of success in interpersonal communication.

Secondly, empathy requires students to be able to understand, feel, and position themselves in the communicant position without giving evaluations to or criticism. Students with self concept had a positive understanding that the feelings, desires, and behavior of each individual was different. This made him realize that not all people could accept this. This awareness allowed students to build empathy for others. On the other hand, students with negative self concept tended to have difficulty empathizing. This was because he tended to hypercritical with frequent complaints, insulting others, also reluctant to praise others. The negative self concept character wouold make it difficult for students to empathize by positioning themselves in other people's condi-

tions let alone accept the condition of others without criticism. This is because students with self concept negative as mentioned earlier had hypercritical nature so they tended to criticize others. Students with empathy would be able to do interpersonal communication effectively because they understood the communicant condition.

Third, supportive attitude was an ability to show that he supports to interlocutors. Students with self concept had positive confidence in their ability to overcome problems so that they would easily provide support to others because they were not afraid of competition. In contrast to students who had negative self concept, they cannot provide support to others. Healready feels unpopular with others, so other people are enemies for him. Therefore, he will not easily provide support to others. Supportive attitude that growed from self concept positive would make the process of interpersonal communication run effectively because the communicant feels communicators understand it. This was an effect of the supportive attitude given by the communicator during the interpersonal communication process.

Fourth, positive attitude that was not prejudiced. Students as prospective counselors, educators, and preachers were required to have a positive attitude in accordance with their duties to provide guidance, teaching, and preaching to people. The positive attitude students had will be transmitted to the communicant during interpersonal communication. However, for students with negative self concept, positive attitude will not appear and be replaced with a pessimistic attitude. Students as communicators with pessimistic attitude cannot create effective interpersonal communication because it did not channel positive enthusiasm but actually relaxes spirit with pessimistic attitude.

Fifth, equality, with an equal atmosphere of interpersonal communication could be esta-

blished properly because all parties did not feel underestimated but equal. One of the students' characters with positive self concept was feeling equal to others. This feeling of equality would support interpersonal communication because the communicator did not underestimate the communicant but feels equal. Equality would be difficult to achieve by students with negative self concept, because of its hypercritical nature and considers other people as enemies so that equal conditions would be difficult to create. When interpersonal communication occurs, but one party feels higher than others, interpersonal communication would not be established.

The five basic abilities were influenced by self concept students. Individuals with positive self concept had good and correct perceptions and conceptions about themselves. Self-perception or self-understanding would give a complete picture of one self or commonly referred to as self-conception. Every process of communication that took place always followed the perception and self-conception. These perceptions and self-conceptions influence one another, so wrong perceptions would create wrong conceptions about themselves. This was because self-perception and conception are determinants of communication patterns and forms. When the perception and conception of self is good then the communication will be good, smooth, positive, and maximum, and vice versa (Ibrahim, 2017).

Based on the explanation, it could be concluded that self concept was a predictor to find out the level of effectiveness of interpersonal communication, as the previous researcher's findings. The findings of previous researchers showed that the influence of self concept to the effectiveness of interpersonal communication could be categorized as medium because it was in the range of 39%. However, for students of Walisongo Semarang State Islamic University class of 2017/2018 the influence of self concept

could be categorized as low because it was around 12.7%.

Furthermore, the results of data analysis showed that self efficacy had a significant effect on the effectiveness of interpersonal communication with a contribution of 12%. This means that the higher the self efficacy has, the higher the effectiveness of interpersonal communication by students. These test results werein line with the findings from Krisniawan (2014) which found that self-efficacy gave a positive contribution to interpersonal communication by 30.36%.

Students with high self efficacy would be able to communicate effectively because they felt confident in their ability to communicate. They believed themeselves to carry out communication effectively. In short, students with high self efficacy werenot experiencing speaking anxiety because they wereconfident in their abilities.

Besides, students withhigh self-efficacy tended not to feel anxious because they believed in their ability. Without feeling anxious someone wouldbe more stable in conveying ideas, receiving messages, and interpreting the meaning contained in the message. Then, those students with high self eficacy have high characteristics which include: self confidence, accuracy of evaluation, courage to take risks, and self-achievement (Sampthirao, 2016). Confidence made students confident todevelop an open attitude. Then, there was no problem in building openness for communication. Self-confidence wouldalso make students positive in dealing with something. This positive attitude couldbe shared to interlocutors to trigger encouragement and appreciation feelings.

Second, high self-efficacy also madestudents were able to measure their abilities accurately. Students who were able to conduct self-evaluations accurately would be able to make choices regarding the actions they had. Third, students with high self-efficacy dared to take

risks and tried new things. These characteristics made students want to try new things. This step could be used as learning to add experience for him so that when he faced the same conditions, he already know what to do.

Fourth, students with high self-efficacy had a sense of self-achievement. The sense of self-achievement made them their heart strong from failure. His mistakes or failures became experience to cope with the similar problems or tasks. The conclusion was self-efficacy affects the effectiveness of student interpersonal communication.

The results of this study indicated that self concept and self efficacy could predict the effectiveness of student interpersonal communication simultaneously with a contribution of 12.2%. Self concept and self efficacy made students believe that they wereable to do interpersonal communication well. It occurs because with a high self concept student would accept their condition positively and reflected on the interlocutor. Further, it wouldmake the interaction in communication run comfortably, openly, and achieved the communication goals. While self efficacy would make students confident in their abilities so that feelings of anxiety and inadequacy in communication will disappear. Without anxiety and feelings of inadequacy, messages and ideas could not be conveyed and received well. This means that the higher the self concept and self-efficacy, the more effective the interpersonal communication process by students, and vice versa.

So, it could be said that self concept and high self-efficacymade students have the ability to build an effective interpersonal communication. These abilities include the ability to create an atmosphere of openness, empathize, build a positive attitude, supportive attitude, and created an atmosphere of equality or equality. These five abilities were a condition for what was done to run effectively or successfully.

Success in interpersonal communication would influence the success of preachers in delivering preaching *(da'wah)* on target so that the mission goals were achieved. Effective interpersonal communication would also help counselors in conducting counseling, and improve student achievement. As the teacher could convey the subject matter well. Both preachers, counselors, and teachers had equal qualifications, with the standard of ethics that must be possessed to understand *mad'u*, counselee, or students in depth, understand the material, provide independent services, and self-development. Competencies that wereexpected to be possessed by counselors and teachers must be accompanied by effective communication skills.

Conclusion

Based on the results of the study, it could be drawn some conclusions from this study. As the explanation above, the variable self concept and self efficacy had an influence on the effectiveness of partial interpersonal communication among students. These results were in line with several other studies. However, some of these studies had not examined the effect of the two variables simultaneously. The results also showed that the variable self concept and self efficacy had an influence on the effectiveness of simultaneous interpersonal communication. The level of influence of the variable self concept and self efficacy on the interpersonal communication effectiveness of UIN Walisongo students was quite small compared to previous studies. This certainly could be a subject of study in further research which was related to other factors affecting the effectiveness of interpersonal communication.

Suggestion

Higher education institutions should create various programs or activities that can improve student self-concept and self-efficacy. With the increase of these two things, it is expected to be able to improve their ability to conduct interpersonal communication effectively.

The next researcher should examine the other variables as variables that are assumed to influence the effectiveness of interpersonal communication, such as religiosity and speaking anxiety. It also can increase the number of research subjects at public universities with different religious backgrounds.[]

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