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The Effects of Self-Confidence and Social Support of Parents On Interpersonal Communication of Students

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ABSTRACT

This research is motivated by the problems students face regarding interpersonal communication in school. Self-confidence and parental social support are considered factors that could facilitate this problem. The purpose of this study therefore was to determine the extent to which self-confidence and social support of parents contribute to interpersonal communication. This study uses a descriptive correlational quantitative method and the population assessed were 73 students of SMP N 4 Batusangkarf selected by proportional stratified random sampling technique. The instruments used were self-confidence, parental social support and interpersonal communication. Data was collected using the Likert scale model and analyzed using multiple regression method. The results show a significant (58.1%) relationship between self-confidence and social support of parents with interpersonal communication.



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Introduction

Humans as social beings are hardwired to make connections with one others and are unable to do everything alone. Most activity performed in his lifetime requires communication skills as seen in establishing relationships with other people. Unfortunately, not everyone is able to communicate well. For example, students with negative behaviors at school tend to lack this important ability. Some students are embarrassed and hesitant to express their opinions or ideas when asked questions. Others experience difficulties in developing friendships and social relationships. They also find it difficult to start a conversation with others.

According to Rakhmat (2003) people who lack confidence tend to avoid communication situations. Self-confidence also has an important role in meeting basic human needs such as happiness and success (Tuncel, 2015). In 2011, Devito stated that one of the characteristics of interpersonal communication is seen from individual self-confidence, while Clément and Kruidenier (2015) stated that self-confidence is an important element in communication.

In this study, parental social support was assessed from an individual perception. People who obtain good social support learn to behave well based on this treatment. They understand themselves and treat others better and this of course enhances the individual interpersonal communication. Conversely, individuals who have poor perceptions, tend to be closed in communication. They are difficult to work with and unable to understand themselves and others. This makes the individuals' interpersonal communication ineffective.

According to the ecological theory of Bronfenbrenner (2003), family and the physical environment play an important role in child development.

People who attain effective support from their parents tend to portray better social characters. Hawari (1997) suggested that the way parents communicate with one another within the family affects what the child assimilates. Hence, the presence of good communication within the family serves as an example for children to learn how to communicate in a wider environment.

This study therefore aims to describe interpersonal communication skills of student, their self-confidence, and parental social support. The effect of self-confidence and parents' social support on interpersonal communication was evaluated separately and together on students of SMP 4 Batusangkar.

Method

This study used a descriptive correlational quantitative method. The study population were students of class X, XI, and XII of the SMP 4 Batusangkar. Totaling 90 people, a sample of 73 people were selected with the proportional stratified random sampling technique and likert was the instrument used as the scale model. The level of reliability of the instruments of confidence, parental social support, and interpersonal communication were 0.723, 0.922 and 0.969 respectively, while the validity level of each instrument was 0.422, 0.393 and 0.675. Data analysis was carried out with descriptive statistics, simple regression, and multiple regression. Data analysis was assisted by using the program SPSS 20.00.

Results and Discussions

Results

Self Confidence

Table 1. Self-confidence data obtained from 73 respondents.

Sub Variable	Category										Average	
	VH		H		M		L		VL		%	Category
	F	%	F	%	F	%	F	%	F	%		
1 Confidence in self-ability	4	5,5	33	45	36	49	0	0	0	0	70	H
2 Optimistic	15	20,5	38	52,1	19	26	1	1,4	0	0	75,3	H
3 Responsible	9	12,3	45	61,6	19	26	0	0	0	0	73	H
4 Objective	13	17,8	36	49,3	22	30,1	2	2,7	0	0	74,2	H
5 Rational	29	39,7	31	42,5	10	13,7	2	18,8	1	1,4	79,5	H
Whole	8	11	43	60	22	30,1	0	0	0	0	73	H

From the table, the average confidence level was high (H) at 73%. The acquisition of each sub-variable of self-confidence in the total frequency of the very high (VH) categories was 8 at 11%. The total acquisition of the high (H) category is 43 with a percentage of 60%. The total acquisition of the medium (M) category is 22 at 30.1%. So in general, the confidence of student's is in the high category.

Parents' Social Support Data

Table 2. Parental social support data obtained from 73 respondents.

Sub Variable	Category										Average	
	VH		H		M		L		VL		%	Category
	F	%	F	%	F	%	F	%	F	%		
1 Parent Instrumental Support	47	64,4	22	30,1	4	5,5	0	0	0	0	86	VH
2 Parent Emotional Support	49	67,1	20	27,3	4	5,5	0	0	0	0	87	VH
3 Parent Information Support	59	81	14	19,2	0	0	0	0	0	0	90,9	VH
4 Parent Award Support	50	68,5	22	30,1	1	1,4	0	0	0	0	88	VH
Whole	52	71,2	20	27,4	1	1,4	0	0	0	0	88	VH

From table 2, the average parents social support is very high (VH) at 88%. The acquisition of each sub-variable of parental social support within the very high (VH) categories was 52 at 71.2%. The acquisition of the high (H) category is 20 at 27.4%. The total frequency of the medium (M) category is 1 at 1.4%.

Interpersonal Communication

Table 3. Interpersonal communication data obtained from 73 respondents.

Sub Variable	Category										Average	
	VG		G		M		L		LO		%	Category
	F	%	F	%	F	%	F	%	F	%		
1 There is a sense of empathy	9	12,3	43	60	21	29	0	0	0	0	73,3	G
2 Openness	9	12,3	39	53,4	22	30,1	3	4,1	0	0	72,4	G
3 Support the other person	17	23,3	31	42,5	22	30,1	0	0	0	0	71,8	G
4 Equality	30	41,1	25	34,2	17	23,3	1	1,4	0	0	78,7	G
5 Positive attitude in communication	25	34,3	36	49,3	10	13,7	1	1,4	1	1,4	76,5	G
Whole	10	13,7	46	63	17	23,3	0	0	0	0	74	G

From table 3, interpersonal communication was good (G) at 74%. The acquisition of each sub-variable within the very good (VG) category was 10 at 13.7%. The total respondents that ticked good (G) was 46 at 63%. The respondents that ticked medium (M) was 17 at 23.3%.

The contribution of Self Confidence to Interpersonal Communication, Parental Social Support to Interpersonal Communication, Self Confidence and Parental Social Support to Interpersonal Communication

Table 4. Results of simple linear regression analysis of self-confidence (X_1) to the interpersonal communication (Y), Parental Social Support (X_2) of the Interpersonal Communication (Y) and Self-Confidence (X_1) and Parental Social Support (X_2) of the Interpersonal Communication (Y).

NO	Variable	R	R Square
1	X_1 -Y	0.728	0.529
2	X_2 -Y	0.569	0.324
3	X_1, X_2 -Y	0.763	0.581

Based on Table 4, number 1 shows that the R-value of 0.728 portrays *coefficient* regression of self-confidence towards interpersonal communication. The 0.529 value of *R square* (R^2) depicts self-confidence contributing to interpersonal communication by 52.9%, while the remaining 47.1% is influenced by other factors. Number 2 showed that the R-value of 0.569 indicates that there is regression coefficient with interpersonal communication. Then, the value of *R Square* (R^2) of 0.324 means that social support parents contribute to the interpersonal communication by 32.4%. Number 3 shows that the R-value of 0.763 which indicates self confidence and parental social support has a significant contribution to interpersonal communication. Then *R Square* (R^2) value was 0.581 which means self-confidence and social support of parents contribute together to interpersonal communication by 58.1%, while 41.9% is influenced by other factors not discussed in this study.

Discussions

Self-confident students

The research findings showed that on an average, students of SMP N 4 Batusangkar had high self-confidence. Lauster (2002) describes five aspects that affect the individual's confidence as follows: confidence in self-ability, optimism, objectiveness, being responsible, rational and realistic. According to Pradita (2014), someone who does not have self-confidence, faces many challenges because self-confidence is an aspect of one's personality that serves to actualize the potential that they have. Therefore individuals with low self-confidence are prevented from developing their abilities, which can be seen from their negative behavior. It is necessary to maintain the self-confidence that already exists in students and increase that of students who still lack it. This can be achieved through the impact of teachers, peers, parents and the entire environment community.

Parental Social Support

Research findings show that parental social support is in the very high category because they are the first environment students are exposed to. They teach various things including how to communicate with others.

The role of parents in providing facilities, affection, attention, advice and information is needed to support children's development. According to Sarafino and Smith, (2011), someone who obtains social support believes that they are loved and cared for and valuable as they become part of social networks. The support that parents can provide include could be emotional this includes empathy, caring, and attention given by parents to children. It could be instrumental support, as in direct assistance that can be in the form of services, time and money. Parents also render information to their children. This includes their ability to address children's personal problems which include giving advice, guidance, suggestions, or feedback. They also offer support through friendship as expressed by the appreciation they give their children therefore they have the urge to move forward. Individuals who obtain good social support behave well based on the treatment they obtain. They also tend to understand themselves better and treat others well. The existence of social support provided by parents makes children feel loved. This has an impact on children's perceptions of what they obtain from parents. Besides that, support provided by parents such as providing information about communication skills gives kids a good example which eventually has an impact on their communication in the wider social environment.

Student Interpersonal Communication

This research shows that students' interpersonal communication is good. Relationships between individuals require communication and this is important in survival. Individuals who fail to connect interpersonally with others end up being rejected. Individuals who succeed in carrying out good and effective interpersonal communication on the other hand excel both in their social relationships and achievements. Prayitno (2006) stated that teens should show more affection, practice good listening and respect others. With good communication, individuals can effectively carry out their duties. This is in line with what Minarsih (2017) stated, that interpersonal communication is an important thing which influences the success of students in the future. Johnson (1995) shows several roles contributed by interpersonal communication in order to create happiness in human life, these include: Interpersonal communication helps intellectual and social development of individuals, It enables identity formation in individuals through communication with others, It improves understanding of reality and people also need to understanding how others perceive reality. To a large extent, mental health plays a part in the determination of the quality of communication and relationship with others. Interpersonal communication has an important role in supporting an individual's happiness and no matter how talented a person is, success will not be obtained without mastering effective communication skills.

The contribution of Self Confidence to Interpersonal Communication

The results of this study shows that self-confidence is significantly associated with variables of interpersonal communication, with a contribution of 72.8%. That is to say, the higher the confidence the better the interpersonal communication. Conversely, if the confidence is low it results in low interpersonal communication (Sahputra, 2016). This finding was obtained based on a series of data analyzes which showed that self-confidence to a large extent contributes to interpersonal communication by 19.6%. This is in line with the research conducted by (Siska, 2003). The feeling of inferiority, makes it difficult to communicate ideas and speak in public. It also makes them hesitate to air their thoughts in the mass media (Rakhmat 2003). People who are not confident tend to avoid communication situations. It can therefore be deduced that self-confidence is one of the determining factors in interpersonal communication.

Contributions of Parental Support to Interpersonal Communication

The results showed that parental social support contributed significantly to interpersonal communication by 32.4% from the students perception. Individuals who are accepted and feel effective family functions, especially from their parents are perceived as such. Rakhmat (2003) explained that interpersonal behavior is very dependent on personal perceptions. A person's perception on the extent to which the environment satisfies or disappoints, influences their behavior in the environment. According to Desmita (2007), positive and supportive parental relationships allow adolescents to express positive feelings. This fosters social competency and also encourages autonomous responsibility. This means that the social support of parents plays an important role in the lives of students because, their behavior depends on how they perceive the social support given to them. It can therefore be concluded that a student's perception of parental social support are one of the factors that influence interpersonal communication. If it is positive, the interpersonal communication of the student ends up being better.

The contribution of Self Confidence and Parental Social Support to Interpersonal Communication

The results obtained from this study shows that self-confidence and parental social support together are significantly related to interpersonal communication. This indicates that confidence and social function of

parents are major factors that contribute to interpersonal communication at a percentage of 52.9%, while 41.9% is influenced by other factors not discussed in this study. Devito (2011) stated that individuals who have self-confidence do not exhibit anxiousness when communicating with others. Individuals who are socially self-confident are relaxed, flexible and in control. Therefore, individuals who have self-confidence are easier to communicate with, they also have many friends. Success in any field cannot be achieved if people do not have self-confidence.

Kurniawati (2014) stated that families, especially parents are expected to care for each other and also provide care and support for their children. If all the support needed by students can be fulfilled, their perception of parental social support is also formed positively. This also affects their behavior and attitude. Good interpersonal communication will support an individual's social progress and an extended social interaction can be achieved. Interpersonal communication is good and smooth, if a message delivered can be received and understood in accordance with its contents and a direct feedback from the individual is received. In order for individuals to be able to communicate effectively, self-confidence is needed because self-confidence is an expression of high esteem and belief in oneself.

Conclusions

Based on the findings and discussion, the following conclusions can be deduced: self confidence and parental social support together contribute significantly to the results of interpersonal communication in students of SMP 4 Batusangkar school.

Suggestions

It is recommended that parents provide support for children because they directly influence students. If all that is needed by students can be fulfilled, it affects the behavior, attitude and the interactive ability of a child which include interpersonal communication.

BK counselors are advised to include *need assessment* related to self-confidence. In order to improve interpersonal communication amongst students. The basis for preparing BK service programs in schools is therefore to provide information services and group guidance. Efforts should be made to increase self-confidence and parental social support. This improves interpersonal communication amongst students.

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