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# The contribution of self-image towards students` interpersonal communication in a school.

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| Article Info | ABSTRACT |
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| | Good communication skills are really needed by students so that the quality of the relationships they carry out becomes better. This research aims at examining the contribution of self-image to students' interpersonal communication. This research used a quantitative approach with descriptive methods. Then, this research used a simple linear regression analysis. The sample in this research was 282 students at SMPN 1 Banuhampu who were selected by using the Proportional Random Sampling technique. The instrument used was a questionnaire about self-image and interpersonal communication with a Likert scale model. The research findings showed that there was a contribution of self-image to students' interpersonal communication.<br><br> |

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## Introduction

Millennial generation is a generation who lack of trained in direct interpersonal communication and less care regarding people around them (Firman, 2019; Hanika & Ita, 2015; Youarti & Hidayah, 2018). There are students in interpersonal communication using bad language and bad words, not confident and open in interpersonal communication. Even though good communication skills are very much needed so that the quality of relationships established with other students becomes better.

Interpersonal communication is one important factor for the success of an individual in his life (Liliweri, 2015; Utami, Yusmansyah, & Utaminingsih, 2015). Interpersonal communication is one important factor for the success of an individual in his life (Hidayat, 2012). Good communication skills are needed so that the quality of relationships established with other students becomes better. Through interpersonal communication individuals can interact, get to know other individuals and express their feelings. Meanwhile they are also able to foster, maintain, repair, even damage a relationship (Devito, 2011). Students in interpersonal communication in a school aim to connect with others, invite others to do something, find and know themselves, actualize themselves, and play with peers (Devito, 2011).

Nowadays many problems arise and are experienced by students in interpersonal communication. One of the reasons is due to the lack of ability of individuals to communicate (Aswida, Marjohan, & Syukur, 2012). Many social psychologists argue that about 50% -70% of communication made by individuals loses meaning when the message is sent from the sender to the recipient (Liliweri, 2015). Based on a study

Annisa Khairani, Riska Ahmad, Marjohan          **Journal of Counseling and Educational Technology,** Vol. 2, No. 2, 2019, pp. 65-70

66

conducted by Better Communication Research Program, reported in the online *Republika* newspaper conducted throughout 2011 to children aged 5 to 16 years showed that communication difficulties occured from year to year have increased by 71%.

A research conducted by Aelani (2011) of class X students of SMA Negeri 15 Bandung obtained information that there are students who have interpersonal communication skills tend to be negative, lack of courtesy in communication, use of bad language or words in interacting and communicating with their friends, and feel ashamed/ not confident. Astuti research results (2013) found that there are 62% of students have interpersonal communication skills despite being at a sufficient stage. Marnita, Ahmad, & Said (2014) did a research on interpersonal communication of internet user students that the result is not good enough. Furthermore, there are still high school acceleration students in Padang who have interpersonal communication problems (Salmita, 2010). Some of the results of these studies indicate that students are not yet skilled in conducting interpersonal communication.

The ability of students in interpersonal communication is influenced by several factors. According to Lunandi one of the factors is self-image (Djamarah & bahri, 2014; Liliweri, 2015). Self-image plays a role in the life that an individual goes through, namely how individuals relate and communicate with others. When individuals communicate, these individuals have a self-image by feeling themselves as what and how (Djamarah & bahri, 2014). How individuals think about themselves will affect their behavior, their ability to respond to life and the decisions they make, including their ability to communicate (Liliweri, 2015). In life self-image is one of the factors that determine the happiness of an individual (Sutiyono, 2010). ). It can determine what and how the individual speaks, becomes a filter for what he sees, hears, and how his assessment to respond to the things that happen around him.

Based on the research results of Offer, Ostrov, Howard, & Atkinson (2013) conducted in ten countries, the majority of about 80% adolescents have a positive self-image, but there are still about 20% of adolescents who have a low self-image, shown through emotional disturbances experienced, so that they experience difficulties in interact and communicate. It means that there are still adolescents who have a relatively low self-image (negative) which will provide difficulties for them in life. Furthermore, based on the results of research conducted by it is known that based on ten students interviewed there were three students who were embarrassed to speak in public because they felt they had a less attractive physical condition. Cahyaningsih (2011) also states that children who tend to avoid communication are caused by feeling unaccepted by their group or others.

Students who have a negative self-image tend to impose limits on themselves, unable to fulfill what the environment wants, resulting in students feeling inferior and having weak self-esteem. It also can reduce morale and it makes them dare to dream (Syarbini & Jamhari, 2012). Negative self-image also tends to make students socially isolated and have difficulty in overcoming problems and even adjusting themselves (Offer et al., 2013).

The students' ability in interpersonal communication cannot be separated from the self-image they have at school, so they are able to adjust to the environment, and they need the ability to have good interpersonal communication. Therefore, this research is important to do to see how much the contribution of self-image to students' interpersonal communication.

## Method

This research used a quantitative approach with descriptive methods and used a simple linear regression analysis technique. The population of this research was the students of SMPN 1 Banuhampu. The sample was 282 students, selected by the Proportional Random Sampling technique. The instrument used was a scale of self-image and interpersonal communication Likert model. The validity levels of the self-image and interpersonal communication instruments were 0.487 and 0.424, respectively, the reliability levels were 0.858 and 0.857, respectively. The data were analyzed by using a percentage technique. The analysis with the percentage technique was the distribution of frequency with research samples and multiplied by one hundred percent (Yusuf, 2013). Next, to see the contribution of self-image with interpersonal communication data were analyzed by using a simple linear regression analysis technique.

## Results and Discussions

### The Data Description

### Self Image

The data of the students' self-image can be seen in the figure below in the form of a percentage, as follows.

**Table 1. The Frequency Distribution and Percentage of Self-Image (X) by Category**

| Category | Score Interval | f | % (f) |
|---|---|---|---|
| Very Positive | ≥106 | 16 | 5,7 |
| Positive | 84-105 | 134 | 47,5 |
| Fairly Positive | 62-83 | 118 | 41,8 |
| Negative | 40-61 | 13 | 4,6 |
| Very Negative | ≤39 | 1 | 0.4 |
| Total | | 282 | 100 |

Based on the results of the research listed in the figure above, it can be seen the self-image of students, from 282 students who became research respondents, there were 1 (0.4%) student had a very positive self-image, 57 (20.2%) students had a positive self-image, 198 (70.2%) students had a fairly positive self-image, 25 (8.9%) students had a negative self-image, and 1 (0.4%) student had a very negative self-image. It means that generally, the students are able to have a positive assessment of them.

### The Students` Interpersonal Communication

The data on the students' interpersonal communication can be seen in the following figure.

**Table 2. The Frequency Distribution and Percentage of Interpersonal Communication (Y) by Category**

| Category | Score Interval | f | % (f) |
|---|---|---|---|
| Very Good | ≥ 152 | 31 | 11 |
| Good | 123-151 | 189 | 67 |
| Pretty Good | 94-122 | 61 | 22 |
| Poor | 65-93 | 1 | 0.4 |
| Bad | ≤ 64 | 0 | 0 |
| Total | | 282 | 100 |

Based on the results of the research listed in the figure above, it can be seen the description of the students' interpersonal communication. Based on 282 students who became research respondents, there were 31 (11%) students whose interpersonal communication skills were in the very good category; 189 (67%) students whose interpersonal communication skills were in the good category; 61 (22%) students who had the ability interpersonal was in the pretty good category; 1 (0.4%) students who had interpersonal communication skills were in the poor category, and no students had interpersonal communication skills in the bad category. This means that in general students already have a good ability in interpersonal communication.

### Testing Requirements Analysis

Test requirements analysis was performed on the research data as a basis for consideration for selecting and determining the type of data analysis used. The test requirement analysis performed on the data of this research was the normality test and linearity test.

Annisa Khairani, Riska Ahmad, Marjohan          **Journal of Counseling and  Educational
                                                Technology,** Vol. 2, No. 2, 2019, pp. 65-70

                                                                                        68

**Table 3. The Test Result of Normality of Self-Image (X) and Interpersonal Communication (Y)**

| Variable | *Asymp. Sig.* | Significance | Information |
|----------|---------------|--------------|-------------|
| X₁ | 0,586 | 0,05 | Normal |
| Y | 0,582 | | Normal |

The calculation results showed that both variables had Asymp scores. Sig. that was greater than the significance that has been set (0.05). This means that the data is normally distributed. Furthermore, the linearity test results to determine the linear relationship between variables as follows.

**Table 4. The Test Result Linearity Self Image (X₁) and Interpersonal Communication (Y)**

| No | Variable | F | Significance | Information |
|----|----------|---|--------------|-------------|
| 1 | X₁ Y | 128,979 | 0,000 | Linier |

Based on the table above, it showed the variable X to the variable Y significance <0.05. It means that the research data are linear.

**Research Hypothesis Testing**

**Table 5. The Results of Simple Regression Analysis of Self-Image (X)
on Interpersonal Communication (Y)**

| Variable | r | r *Square* |
|----------|---|------------|
| X₁ – Y | 0,614 | 0,321 |

Based on the results of testing the research hypothesis, it showed the value of r square (r2) of 0.321. This means that self-image contributes significantly to the students' interpersonal communication that is 32.1%. Then, the simple regression analysis results obtained t count 7.716 with a significance value of 0,000 <0.005. It means that there is a contribution of self-image to the students' interpersonal communication.

## Discussions

**The Contribution of Self Image to the Students' Interpersonal Communication**

Based on the results of the research, it can be seen that there was a significant contribution of self-image to interpersonal communication that was 32.1%, with the significance 0.000. It means self-image has a significant influence on students' interpersonal communication. This finding was based on data analysis showing a r value of 0.614, which means that there is a strong relationship between self-image and interpersonal communication

The more positive a student's self-image is the better his ability in interpersonal communication. If students have their own views of themselves, have other people's views of themselves positively, as well as desirable self in accordance with the norms prevailing in society, then these students have good ability to communicate.

Good communication skills are needed so that the quality of relationships established with other students becomes better. As long as individuals still have emotions, In life self-image is one of the factors that determine the happiness of an individual (Sutiyono, 2010). Self-image is related to self-acceptance and influences how students communicate. Brooks & Emmert states that self-image has a big influence on interpersonal communication patterns.

Moreover, Holden states that self-image greatly influences the way individuals relate and communicate with others (Wulandari, 2017). Furthermore Djamarah & Bahri (2014) stated that when individuals communicate with other people, then that person has a self-image, feels him like what and how he is. Self-image can determine what and how individuals speak.

Obviosly, self-image will determine the expression and perception of individuals that influence the way they communicate (Lunandi in Utami, 2015). That picture can determine what and how the individual speaks, becomes a filter for what he sees, hears, and how his assessment to respond to the things that happen around

him. So it can be concluded that self-image can contribute in determining whether or not good interpersonal communication is carried out by individuals in everyday life.

Furthermore, around 68.5% of the factors that affect students' interpersonal communication skills are caused by other factors, such as perception, self-concept, self-awareness, self-confidence, language, culture and group influence (Devito, 2011). In addition, the results of research conducted Sahputra, Syahniar, & Marjohan, (2016), it was found that emotional intelligence is a factor that influences students' interpersonal communication, students who are emotionally intelligent are able to recognize, control, understand emotions, foster social relationships and motivate themselves to provide comfort to interlocutor. Astarini, Nirwana, & Ahmad, 2016) from their research results also revealed that students' social self-concept, 'perceptions of social support from parents and peers are the factors that influence students' interpersonal communication.

From this explanation, it can be concluded that self-image contributes to students' interpersonal communication. Therefore it is important for students to improve their self-image, so students have good ability to communicate.

## Conclusions

Based on this research it can be seen that in general students already have a positive self-image. It means that in general students are able to have a positive view of themselves, a positive view of the views of others about themselves and their desires. Furthermore, students' general ability in interpersonal communication is good. This means that when communicating with others, the students already have a good ability to understand each other, communicate thoughts and feelings appropriately and correctly, receive and provide support, and are able to solve problems that occur while communicating. In addition, there are other factors that affect students 'ability to communicate interpersonal, such as emotional intelligence, perception of the environment, self-concept, and students' interpersonal relationships. To prevent students from interpersonal communication skills, students' self-image needs to be improved.

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