

# The Relationship of Self-Concept With Interpersonal Communication of Student

Pomarida Simbolon<sup>1</sup>, Nagoklan Simbolon<sup>2</sup>

STIKes Santa Elisabeth Medan  
Jalan Bunga Terompet No.118 Medan 20131, Indonesia.

Corresponding author

[pomasps@yahoo.com](mailto:pomasps@yahoo.com)

**Abstract:** Humans as social beings need other people so they need the ability to communicate interpersonal, including adolescents. Failure to carry out interpersonal communication makes it difficult for teenagers to have broader conversations. Interpersonal communication for students of STIKes Santa Elisabeth Medan has poor communication skills. One way to improve interpersonal communication is self-concept. The purpose of this study was to determine the relationship between self-concept and interpersonal communication of students STIKes Santa Elisabeth Medan in 2021. This research method used an analytical research design using a cross sectional approach. The sample in this study 86 respondents with the sampling technique is total sampling. The instruments used were a questionnaire. Analysis of Chi-square test data. The results of this study obtained self-disclosure categories of high 59 people (68.6%) and low 27 people (31.4%), good categories of interpersonal communication 61 people (70.9%) and less 25 people (29.1%) with the Chi square test results obtained value The p-value of 0.001 ( $p < 0.05$ ) indicates that there is a relationship between self-concept and interpersonal communication of students STIKes Santa Elisabeth Medan. It is expected that students will be able to improve self-concept by growing and developing in each individual the physical self, moral ethical self, personal self, family self, social self. Other factors that need to be studied besides self-concept are self-disclosure, ability, skill experience, emotion.

**Keywords:** Self Disclosure, Interpersonal Communication.

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## Introduction

Human life cannot be separated from the process of communication, both verbal and non-verbal communication. Humans as social beings in their daily lives need other people so that they need the ability to communicate interpersonally in social life with people around them and humans are impossible not to communicate when dealing with fellow human beings and also communication cannot be avoided by anyone including teenagers Minarsi in (Mutia & Ridha, 2019).

Adolescents as social beings who relate to other people around them both in the family and social environment can recognize and know their environment by means of adolescents must have the ability to communicate interpersonally (Mutia & Ridha, 2019). Deep Mulyana (Ropiani, 2017) states that interpersonal communication

(interpersonal communication) is communication that occurs with people face to face which allows each individual to capture the reactions of other individuals directly verbally or non-verbally.

Problems that can arise in adolescents who experience failure in conducting interpersonal communication in the surrounding environment will result in not being accepted, rejected, ostracized and even ignored. Failure to carry out interpersonal communication will make it more difficult for adolescents to carry out broader interactions or conversations with people around them so that they will tend to withdraw and even take aggressive actions, while adolescents who are successful in conducting good and effective interpersonal communication will have a good impact. also to himself, achievement, social relations and the environment (Isti'adah, 2017).

Communication is more dominated in the form of verbal or words. Several studies in America were quoted from Adhim in (Radjagukguk, 2019) that 70% of human time other than sleeping is used for words, which means that if someone is able to build good words, then that person has used 70% of his time to build kindness and vice versa if 70% is used for things that are good bad then the individual is making his own failure.

The study conducted by Tubbs and Moss in (Goddess, 2018) states that as much as 75% of the time that humans have is mostly used to communicate. Humans communicate with other people in the surrounding environment is a very important aspect of everyday life without exception for adolescents.

Miczo research in (Isti'adah, 2017) states that someone who has good communication will have a level of satisfaction in terms related to their interpersonal relationships. Interpersonal communication is the most effective form of communication in terms of changing attitudes, opinions, perceptions and behavior of the communicant compared to other forms of communication.

The factors that affect interpersonal communication are self-concept, ability, skill experience, emotion, self-disclosure in Bienvenu (Nihayah, 2016). According to Novilita & Suharnan in (Nadia & Yusri, 2020) self-concept is a view of oneself, self-knowledge and self-understanding through the individual's perspective of seeing oneself as a person, the individual's way of feeling what is within him, the way the individual wants himself to be more ideal and the images and views of others about the individual himself.

Burns in (Sholiha & Aulia, 2020) expressing self-concept is a mixed picture of what we think, how others think of us, and what we want ourselves to be like. Self-concept is an individual's view of who the individual is, and this can be obtained through information provided by other people to the individual. Natawidjaya in (Sholiha & Aulia, 2020) states that self-concept is an individual's perception of himself, his abilities and disabilities, his character, his self-esteem and his relationships with others.

*Self-concept* is a part of the self that influences every experience, thought, feeling, and behavior of a person, because individuals behave in accordance with their self-concept. And the quality of behavior is determined by the level of self-concept. Individuals with high self-concept tend to have an open attitude and easily express opinions, and vice versa (Sholiha & Aulia, 2020).

Augustine in (Irawan, 2017) states about the self-concept which is a picture that a person has of himself which is formed from experiences gained from interactions with the environment. Self-concept is not an innate factor, but develops through continuous experiences throughout life. Therefore, each individual has a different self-concept, because everyone has a different environment and life experiences. Thus, it can affect the quality of interpersonal communication.

The results of an initial data survey conducted by researchers on 10 students of STIKes Santa Elisabeth Medan 2021 by interviewing that their interpersonal communication as many as 7 people (70%) still did not have good communication skills so that their interpersonal communication was included in the low category where at the time interviews were conducted many of them said that they were less able to provide input and opinions to their friends because they were afraid that their opinions would not be accepted and also afraid that their friends would be offended, they rarely wanted to tell stories or ask for solutions when they had problems but preferred to be alone because they felt their friends did not give good solution and also don't necessarily want to listen to the story well, they are also less able to start the conversation first with the other person and more often wait for the other person to start the conversation.

This is what forms the basis for researchers in conducting research related to self-concept and interpersonal communication with the aim of identifying self-concept and interpersonal communication and analyzing the relationship between self-concept and interpersonal communication of level II students of the Nursing Study Program STIKes Santa Elisabeth Medan in 2021.

## Materials and Methods

This research method uses an analytic research design using a cross sectional approach. The population in this study were all 516. The sample of this research is 86 respondents with the sampling technique is simple random sampling. The instruments used were questionnaires, standardized questionnaires, standard self-concept questionnaires from previous researchers Fithrotu (2018) and interpersonal communication questionnaires. Analysis of the research data using the Chi-square test.

## Results and Discussion

The characteristics of the subjects in this study obtained the frequency distribution and percentage of characteristics of students Santa Elisabeth Medan Year 2021 as follows.

**Table 1.** Frequency Distribution and Percentage of Characteristics Students of STIKes Santa Elisabeth Medan in 2021

No	Characteristics	Frequency (f)	Percentage (%)
1	Age		
	18 – 21 Years (Late Teen)	86	100
	<b>Total</b>	<b>86</b>	<b>100</b>
2	Gender		
	Man	9	10.5
	Woman	77	89.5
	<b>Total</b>	<b>86</b>	<b>100</b>

Based on table 1, it was found that the characteristics of all respondents were in the age range of 18-21 years, with a total of 86 respondents (100%). Based on gender, the majority of women were 77 respondents (89.5%) and a minority of men were 9 respondents (10.5%).

The results of this study obtained the frequency distribution and percentage of self-concept for second-level students of the Nursing study program at STIKes Santa Elisabeth Medan in 2021 as follows.

**Table 2.** Frequency Distribution and Percentage of Self Concepts Students of STIKes Santa Elisabeth Medan in 2021

Self-concept	Frequency (f)	Percentage (%)
Low	27	31.4
High	59	68.6
<b>Total</b>	<b>86</b>	<b>100</b>

Based on table 2, the results of the study showed that the self-concept of respondents was in the high category, 59 people (68.6%) and 27 people (31.4%) in the low category.

Based on research obtained by researchers at STIKes Santa Elisabeth Medan 2021, that at most the level of self-concept is in the high category of 59 people (68.6%). This is because the respondent has a self-concept that is embedded within him about his physical self, such as having a beautiful/handsome face, a proportional body, a healthy body, an attractive appearance to others, about a moral ethical self. such as forgiving people who are guilty, friendly towards others, people who are polite and not vindictive, not harsh when speaking, about personal self (personal self) such as being patient in dealing with problems, independent and disciplined people, optimistic and not pessimistic, able to control anger when there is a problem, do not live depending on others,

In addition, there are still students' self-concepts who are in the low category as many as 27 people (31.4%). This is because they are still unable to understand their own views, self-knowledge and self-understanding through an individual's perspective of seeing oneself as a person, an individual's way of feeling what is within himself, the way individuals want themselves to be more ideal. and the images and views of others about the individual himself.

According to Agustiani in (Irawan, 2017) states about the self-concept which is a picture that a person has of himself which is formed from experiences gained from interactions with the environment. Self-concept is not an innate factor, but develops through continuous experiences throughout life. Therefore, each individual has a different self-concept, because everyone has a different environment and life experiences. Thus, it can affect the quality of interpersonal communication.

The results of this study obtained the frequency distribution and percentage of interpersonal communication for students of STIKes Santa Elisabeth Medan in 2021 as follows.

**Table 3.** Frequency Distribution and Percentage of Interpersonal Communication Students of STIKes Santa Elisabeth Medan in 2021

Interpersonal Communication	Frequency (f)	Percentage (%)
Not enough	25	29.1
Good	61	70.9
Total	86	100

Based on table 3, the results of the study showed that the interpersonal communication of respondents was in the good category, with 61 people (70.9%) and 25 people (29.1%) not enough.

Based on research obtained by researchers at STIKes Santa Elisabeth Medan 2021, that at most the level of interpersonal communication is in the good category as many as 61 people (70.9%). This is because respondents are able to place or adapt well to their interlocutors in their surroundings, such as telling daily activities, reprimanding friends when they make mistakes, being open to accepting solutions given by friends, understanding friends who feel anxious waiting for news from their parents, understand the thoughts of friends who feel that many people are taking advantage of them, understand friends who tell their successes with happy expressions, provide encouragement and motivation when friends are less enthusiastic,

In addition, there are still 25 students (29.1%) of students' interpersonal communication who are in the less category. This is because they still keep secrets about their daily activities, are unable to understand the thoughts and feelings of their friends, interrupt friends when friends are talking, refuse to follow friends' suggestions to solve their problems, do not respond to information received from other people, does not immediately apologize when making mistakes but blames friends, lacks support and encourages others to be more active in interactions.

According to Hurlock in (Choirunissa & Ediati, 2018) that effective interpersonal communication will contain openness, empathy, supportive attitude, positive attitude, and equality that will make teenagers feel valued and help teenagers achieve emotional maturity which will later influence individual attitudes and behavior in acting. Dillard et al., in (Goddess, 2018) states that interpersonal communication competence consists of a set that includes skills, knowledge of communication, and self-evaluation. Effective

interpersonal communication skills occur through face-to-face meetings without media, such as through social networking sites. Interpersonal communication skills that are carried out face-to-face will make teenagers actively involved in interacting with other people, active involvement is an important dimension for marking interpersonal communication effectively.

The results of this study obtained the results of a cross-tabulation of the relationship between self-concept and interpersonal communication for students STIKes Santa Elisabeth Medan in 2021 as follows.

**Table 4.** The Relationship between Self Concept and Interpersonal Communication for Students of STIKes Santa Elisabeth Medan in 2021

Self-concept	Interpersonal Communication						p - value
	Good		Not enough		Total		
	f	%	f	%	f	%	
High	53	89.8	6	10.2	59	100	0.001
Low	8	29.6	19	70.4	27	100	

Based on the results of the Chi-square statistical test, a p-value of 0.001 was obtained ( $p < 0.05$ ) so that it can be concluded that there is a significant relationship between self-concept and interpersonal communication for students of STIKes Santa Elisabeth Medan in 2021. Thus, the results are accepted, meaning there is a relationship a significant difference between self-concept and interpersonal communication for students of STIKes Santa Elisabeth Medan 2021. Where the majority of students with high self-concept have good interpersonal communication and students with low self-concept have poor interpersonal communication. The results of the study can be seen that student interpersonal communication is influenced by the individual's self-concept. The results of this study are supported by research conducted by Nadia & Yusri (2020) which found that the results of research between self-concept and interpersonal communication at Padang State University have a result value of 0.000 where there is a significant relationship between self-concept and interpersonal communication.

This is also supported by the journal Laksana in (Karjuniwati et al., 2021) stated that the self-concept has a role in influencing one's communication, with the self-concept, the message conveyed will influence a person to open up,

perceive the message conveyed and received. John in (Karjuniwati et al., 2021) states that there is a positive relationship between self-concept and interpersonal skills, meaning that someone who has a good self-concept will be able to solve the problems faced so as to improve interpersonal communication.

### Conclusions

Based on the analysis of the data in this study, the following conclusions can be drawn:

1. *Self-concept* in students of STIKes Santa Elisabeth Medan in 2021 it was found that the majority of high self-concept levels were 59 people (68.6%).
2. Interpersonal communication students of STIKes Santa Elisabeth Medan in 2021 found that the majority of respondents had good interpersonal communication as many as 61 people (70.9%).
3. There is a relationship between self-concept and interpersonal communication of students STIKes Santa Elisabeth Medan in 2021 with the chi square statistical test,  $p$ -value = 0.001.
4. It is hoped that STIKes Santa Elisabeth Medan can help students to improve self-concept so that their interpersonal communication is good by supporting and facilitating students to improve self-concept within themselves to instill in these individuals physical self (physical self), moral ethical self (moral ethical self), personal self (personal self), family self (family self), social self (social self). In addition, STIKes Santa Elisabeth Medan is expected to foster and develop an attitude of openness, empathy, support, a sense of positivity and equality in students.

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