

## **THE EFFECT OF SELF-CONCEPT AND SELF-CONFIDENCE ON STUDENTS' INTERPERSONAL COMMUNICATION OF BUDDHIST COLLEGE**

**Sutiyono**

Graduate Program on Buddhist Education, STIAB Smaratungga, Boyolali, Indonesia  
[sutiyono0492@gmail.com](mailto:sutiyono0492@gmail.com)

**Suherman**

Graduate Program on Buddhist Education, STIAB Smaratungga, Boyolali, Indonesia  
[herusuherman@smaratungga.ac.id](mailto:herusuherman@smaratungga.ac.id)

**Burmansah**

Buddhist Education Department, STIAB Jinarakkhita, Lampung, Indonesia  
[burmansah@stiab-jinarakkhita.ac.id](mailto:burmansah@stiab-jinarakkhita.ac.id)

### **Abstract**

*The research is driven by communication phenomena in order to define the goals to be achieved related to the students' interpersonal communication improvement skills of STIAB Jinarakkhita, which are influenced by self-concept and self-confidence. Self-concept and self-confidence play an important role in fostering communication skills between individuals and groups. The approach used is quantitative-descriptive, with a population of 148 students and a sample of 108. The analysis was carried out to see the effect of self-concept and self-confidence on student interpersonal communication. The data is obtained randomly to ensure the accuracy of the test. The results obtained are based on statistical testing of the coefficient of determination (R Square) of self-concept on interpersonal communication, which has a value of 90.9%; for the variable confidence in interpersonal communication, it has an effect of 23.4%; and for the variables self-concept and confidence in interpersonal communication, the value of the determination coefficient (R square) is 91.2%. The conclusions obtained based on the test show that students' interpersonal communication skills are influenced by self-concept and self-confidence. The results of testing the data obtained support the hypothesis of the two independent variables that affect interpersonal communication in STIAB Jinarakkhita Lampung students.*

*Keywords: Self-Concept, self-Confidence, Inerpersonal, Communication, Buddhist education*

### **Abstrak**

*Penelitian ini dilatarbelakangi oleh fenomena komunikasi untuk menentukan tujuan yang ingin dicapai terkait peningkatan keterampilan komunikasi interpersonal mahasiswa STIAB Jinarakkhita yang dipengaruhi oleh konsep diri dan kepercayaan diri. Konsep diri dan rasa percaya diri berperan penting dalam menumbuhkan kemampuan komunikasi antar individu maupun kelompok. Pendekatan yang digunakan adalah kuantitatif-deskriptif, dengan populasi 148 siswa dan sampel 108. Analisis dilakukan untuk melihat pengaruh konsep diri dan kepercayaan diri terhadap komunikasi interpersonal siswa. Data diperoleh secara acak untuk memastikan keakuratan tes. Hasil yang diperoleh berdasarkan uji statistik koefisien determinasi (R Square) konsep diri terhadap komunikasi interpersonal mempunyai nilai sebesar 90,9%; untuk variabel kepercayaan diri dalam komunikasi interpersonal mempunyai pengaruh sebesar 23,4%; dan untuk variabel konsep diri dan kepercayaan diri dalam komunikasi interpersonal nilai koefisien determinasi (R square) sebesar 91,2%. Kesimpulan yang diperoleh berdasarkan pengujian menunjukkan bahwa kemampuan komunikasi interpersonal siswa dipengaruhi oleh konsep diri dan kepercayaan diri. Hasil pengujian data yang diperoleh mendukung hipotesis kedua variabel independen yang mempengaruhi komunikasi interpersonal pada mahasiswa STIAB Jinarakkhita Lampung.*

## INTRODUCTION

Communication is an essential need in human life to exchange information with each other.<sup>1</sup> The impossibility of communication and interaction between humans, whether at the individual, group or organizational level, will have an impact on not forming relationships. Two-way relationship and mutual assurance of one another.<sup>2</sup> Interactions that occur and provide reciprocity both in the condition of two people or groups can be understood as communication activities in a social environment. Social interaction occurs from time to time because there is communication between every citizen.<sup>3</sup>

Interaction between two people and message reciprocity is an effective technique to modify behavior, attitudes, and ideas; this is a conceptual understanding of interpersonal communication.<sup>4</sup> This is useful for collaboration, exchange of information, and forming relationships between individuals or groups,<sup>5</sup> because, the range of messages conveyed is free from lies, hatred. Conditioning of conversation/communication interaction is done for usefulness and not discussing things that are not useful.

Confidence is being able to achieve goals with the capabilities you have.<sup>6</sup> A person's self-confidence is obtained from previous experience.<sup>7</sup> Because, one of the things that affects self-confidence is thinking skills.<sup>8</sup>

Defines self-concept as all perceptions about personal circumstances and as a guide for one's actions.<sup>9</sup> Everyone has an opinion on themselves, but the most essential thing is how to pay

---

<sup>1</sup> Rian Yohanas, "Pengaruh Supervisi Kepala Sekolah Dan Komunikasi Antar Pribadi Terhadap Kepuasan Kerja Guru Sd Negeri Se- Kecamatan Lima Kaum," *Al-Fikrah: Jurnal Manajemen Pendidikan* 6, no. 1 (12 Juni 2018): h. 36.

<sup>2</sup> Ririn Puspita Tutiasri, "Komunikasi Dalam Komunikasi Kelompok," *CHANNEL: Jurnal Komunikasi* 4, no. 1 (1 April 2016): h. 81.

<sup>3</sup> Purwadi, "Etika Komunikasi dalam Budaya Jawa," *Jurnal Ilmu Komunikasi* 9, no. 3 (1 Juni 2020): h. 240.

<sup>4</sup> Ida Suryani Wijaya, "Komunikasi Interpersonal Dan Iklim Komunikasi Dalam Organisasi," *Jurnal Dakwah Tabligh* 14, no. 1 (2013): h. 117.

<sup>5</sup> Edwin Maulana B dan Endang Sri Indrawati, "Hubungan Antara Efektivitas Komunikasi Interpersonal Dengan Harga Diri Siswa Kelas XII SMAN 1 Semarang," *Jurnal EMPATI* 7, no. 2 (30 Juni 2020): h. 363.

<sup>6</sup> Anisa Nur Diniyah dkk., "Analisis Kemampuan Kemampuan Penalaran Dan Self Confidence Siswa SMA Dalam Materi Peluang," *Journal on Education* 1, no. 1 (16 Desember 2018): h. 15.

<sup>7</sup> Rati Dalilan dan Deddy Sofyan, "Kemampuan Berpikir Kreatif Matematis Siswa SMP ditinjau dari Self Confidence," *Plusminus: Jurnal Pendidikan Matematika* 2, no. 1 (2022): h. 147.

<sup>8</sup> Randy Saputra Mahmud, Sukmawati, dan M. Nur Al Awwalul Waliq, "Analisis Kemampuan Menyelesaikan Masalah Matematika Soal Hots Ditinjau Dari Kepercayaan Diri Pada Siswa Kelas VIII SMP Negeri 5 Pallangga [An Analysis Of Students' Ability To Solve Hots Problems Based On Self-Confidence Levels In A Grade 8 Mathematics Class At Smp Negeri 5 Pallangga]," *JOHME Journal of Holistic Mathematics Education* 5, no. 2 (22 Desember 2021): h. 154.

<sup>9</sup> Albert Albert, "Kontribusi Komunikasi Antarpribadi Dan Konsep Diri Terhadap Kinerja Guru Pesantren Terpadu Serambi Mekkah Kota Padangpanjang," *al-fikrah: Jurnal Manajemen Pendidikan* 6, no.

attention to and optimize each other's thoughts.<sup>10</sup> Understanding how and knowing oneself is a self-concept understanding.<sup>11</sup>

### **International Communication**

Communication is defined as a process of changing the behavior of others.<sup>12</sup> Two-way communication, whether personal or interpersonal, include communication factors such as message sender, message receiver, encoding, decoding, media, obstacles, context, content, and ethics.<sup>13</sup>

Other research describes the involvement of two persons or small groups in a process of sending and receiving messages and immediately sharing information,<sup>14</sup> expectations are in accordance with wants and fun. However, explains that interpersonal communication occurs not just between two individuals but also in any situation.<sup>15</sup>

Buddha in the time actually used direct/face-to-face communication as a way to spread the truths of life to all levels of society. Practice avoidance of imprecise, trustworthy speech. And the message conveyed is related to its usefulness. Not uttering untruths, and utterances that are unwholesome, the subhasita sutta contains no lies and brings peace. A similar explanation is that when truth and discipline are conveyed properly then it promotes peace. that is right action through speech.

Interpersonal communication as for the factors that support and influence.<sup>16</sup> Namely openness, empathy, positive attitude, support and equality.<sup>17,18,19,20</sup>

---

1 (12 Juni 2018): h. 74.

<sup>10</sup> Kurnia Sari, Neviyarni S, dan Irdamurni Irdamurni, "Pengembangan Kreativitas Dan Konsep Diri Anak SD," *Jurnal Ilmiah Pendidikan Dasar* 7, no. 2 (29 Januari 2020): h. 49.

<sup>11</sup> Ranny dkk., "Konsep Diri Remaja dan Peranan Konseling," *Jurnal Pendidikan Guru Indonesia* 2, no. 2 (2017): h. 40.

<sup>12</sup> Onong Uchjana Effendy, *Ilmu Komunikasi Teori dan Praktek* (PT. Remaja Rosdakarya, 2009), h. 10.

<sup>13</sup> Elvany Suryadinata, "Proses Komunikasi Interpersonal Antara Orang Tua Tunggal (Ibu) Dengan Anak Dalam Mempertahankan Intimacy," *Jurnal E-Komunikasi* 4, no. 2 (2016): h. 3.

<sup>14</sup> Ika Wahyu Pratiwi, "Strategi Komunikasi Interpersonal Guru Dalam Pelaksanaan Pembelajaran Jarak Jauh Di Sekolah Dasar, Klaten, Jawa Tengah," *Jurnal Psikologi Pendidikan Dan Pengembangan SDM* 9, no. 2 (1 September 2020): h. 32.

<sup>15</sup> N. F. Erfan, "Pengaruh Komunikasi Interpersonal Dan SMK Al Ikhwaniyah Tangerang Selatan," *Jurnal Pustaka Komunikasi* 1, no. 1 (3 Agustus 2018): h. 59.

<sup>16</sup> Mukti Sitompul, "Pengaruh Efektivitas Komunikasi Antarpribadi Pengurus Panti Asuhan Terhadap Pembentukan Konsep Diri Anak-Anak Panti Asuhan Aljamyatul Washliyah Medan," *JURNAL SIMBOLIKA Research and Learning in Communication Study* 1, no. 2 (2015): h. 179.

<sup>17</sup> Agus Irianto dkk., "Komunikasi Interpersonal antara Orang Tua dan Anak Remaja serta Identitas Diri Remaja: Studi di Bina Keluarga Remaja Parupuk Tabing, Koto Tangah, Padang, Sumatera Barat," *Populasi* 26, no. 1 (12 September 2018): h. 22.

<sup>18</sup> Fatkhul Putra Perdana dan Rina Sari Kusuma, "Komunikasi Interpersonal Pada Komunitas Dakwah Binaan Nusukan Dari MTA Dalam Membentuk Ukhuwah," *KOMUNIKA: Jurnal Dakwah Dan Komunikasi* 13, no. 2 (31 Desember 2019): h. 251.

<sup>19</sup> Syaira Ritonga, "Analisis Tokoh (Najwa Shihab) Berdasarkan Teori Komunikasi Antarpribadi,"

## Self-Concept

Self-concept is the way people evaluate themselves<sup>21</sup> stably and consistently.<sup>22</sup> Self-concept can also be understood, being aware of one's strengths and weaknesses. So that he is able to control himself, in a good direction, knows right and wrong, does not do what wise people can blame, and has no fear of other people's reproach. There are several dimensions of self-concept and aspects that support and create self-concept,<sup>23</sup> namely physical, self, family, social, moral, and psychological aspects.<sup>24,25,26</sup>

## Self-Confidence

Confidence is a personal belief that you are able to achieve several goals.<sup>27</sup> Another opinion defines it as a feeling of stability in one's abilities or knowledge,<sup>28</sup> to carry out certain activities in a successful way and to trust one's own judgement, abilities, strengths, and decisions.<sup>29</sup> Based on the opinions expressed by several experts, it can be understood that self-confidence is a feeling of calm and not feeling doubtful about someone achieving several goals with their abilities. Do not doubt the good things. it is one of the factors of a moral person. When one has good morality, one does it with full confidence and confidence. And fear of the

---

*JURNAL SIMBOLIKA Research and Learning in Communication Study* 3, no. 2 (2017): h. 248.

<sup>20</sup> N. P. Trisya Hani Sagita, I. B. Surya Manuaba, dan I. B. Gede Surya Abadi, "Kontribusi Komunikasi Interpersonal Dan Self-Confidence Terhadap Kompetensi Pengetahuan IPA Siswa Kelas V SD," *Jurnal Pedagogi Dan Pembelajaran* 3, no. 3 (21 Oktober 2020): h. 317.

<sup>21</sup> David Roe dan Johan Bruwer, "Self-Concept, Product Involvement and Consumption Occasions: Exploring Fine Wine Consumer Behaviour," *British Food Journal* 119, no. 6 (1 Januari 2017): h. 3.

<sup>22</sup> S. Onkvisit dan J. Shaw, "Self-Concept And Image Congruence: Some Research And Managerial Implications," *Journal of Consumer Marketing* 4, no. 1 (2006): h. 15.

<sup>23</sup> Pratiwi Wahyu Widiarti, "Konsep Diri (Self Concept) Dan Komunikasi Interpersonal Dalam Pendampingan Pada Siswa SMP Se Kota Yogyakarta," *Informasi* 47, no. 1 (26 Juli 2017): h. 138.

<sup>24</sup> Darminto Dongoran dan Fredik Melkias Boiliu, "Pergaulan Teman Sebaya Dalam Pembentukan Konsep Diri Siswa," *Jurnal Educatio FKIP UNMA* 6, no. 2 (28 November 2020): h. 382.

<sup>25</sup> Ihsan Mz, "Peran Konsep Diri Terhadap Kedisiplinan Siswa," *NALAR: Jurnal Peradaban dan Pemikiran Islam* 2, no. 1 (29 Agustus 2018): h. 6.

<sup>26</sup> Yusup Adi Saputro dan Rini Sugiarti, "Pengaruh Dukungan Sosial Teman Sebaya dan Konsep Diri terhadap Penyesuaian Diri pada Siswa SMA Kelas X," *Philanthropy: Journal of Psychology* 5, no. 1 (23 Juni 2021): h. 66.

<sup>27</sup> Wan Marzuki Jafaar dkk., "Proceeding International Seminar And Conference Guidance And Counseling: Collaboration Department Guidance And Counseling Islamic (FITK-UINSU Medan) With Academy Of Tarbiyah Science Al Ittihadiyah North Labuhanbatu Thema: The Innovative Strategy Of Guidance And Counselling At School And Madrasah Industrial Age 4.0 Context," Lainnya (Medan: Perdana Publishing, 2019): h. 47.

<sup>28</sup> Sri Asnawati dan Irmawati Liliana Kusuma Dewi, "Pemahaman Konsep Geometri Dan Self Confidence Mahasiswa Calon Guru Matematika Pada Mata Kuliah Pembelajaran Mikro Untuk Persiapan Pelaksanaan PPL Di Sekolah," *Journal of Medives: Journal of Mathematics Education IKIP Veteran Semarang* 3, no. 1 (2 Januari 2019): h. 76.

<sup>29</sup> Selcuk Bugdaycı dkk., "Examination of Self-Confidence of Individuals Interested in Mountaineering and Search And Rescue," *Peas Journal of Physical Education and Sport Science -Vo* 2, no. 4 (2016): h. 19, <https://doi.org/10.5281/zenodo.162315>.

unkindness that results from bad words and deeds done. There are aspects of self-confidence<sup>30</sup> including, belief in one's own abilities, optimistic, objective, responsible, and rational.<sup>31,32</sup>

## RESEARCH METHOD

The research approach uses quantitative descriptions to describe self-concept and self-confidence in interpersonal communication among students at STIAB Jinarakkhita Lampung. Quantitative descriptive research describes the current situation in depth, broadly, and systematically to get answers to questions about certain phenomena. The research was conducted in March-April 2023 with 148 students as objects of the Jinarakkhita Buddhist College of Religion. The research object is part of the population object group. The research sample is based on the Slovin formula  $n = N / (1 + Ne^2)$  with a 5% margin of error, namely.  $n = 148 / (1 + (148 \times (0.05)^2)) = 108$  students. A sample from each semester is taken by a number of students.

Researchers gave questionnaires to respondents who used the Likert scale model to collect information. The participants were asked questions and given answers to measure their personal opinions about the topics discussed. Questionnaire item answers were rated 5,4,3,2, and 1, with each category indicating strongly agree, agree, disagree, disagree, and strongly disagree.

## RESULTS AND DISCUSSION

In an effort to determine the accuracy of the questionnaire, a validity test was carried out in stages for each variable: self-concept, self-confidence, and interpersonal communication. The results showed that all items had a validity level of 100%, with a sig value of 0.05 and an r count > r table. The validity test aims to evaluate the items accurately. The validity test uses correlation analysis to determine the validity of the statement items with a significance of 0.05

---

<sup>30</sup> Kurniasih Kurniasih, Asep Supena, dan Yuliani Nurani, "Peningkatan Kepercayaan Diri Anak Usia Dini melalui Kegiatan Jurnal Pagi," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (14 Maret 2021): h. 2251.

<sup>31</sup> Arum Sonia Azahra Nur Annisa, Istar Yuliadi, dan Dian Nugroho, "Hubungan Tingkat Kepercayaan Diri Dengan Intensitas Penggunaan Media Sosial Whatsapp Pada Mahasiswa Kedokteran 2018," *Wacana* 12, no. 1 (18 Februari 2020): h. 92.

<sup>32</sup> Aryadi Lintuman dan Ariyadi Wijaya, "Keefektifan Model Pembelajaran Berbasis Inkuiri Ditinjau dari Prestasi Belajar dan Kepercayaan Diri dalam Belajar Matematika Siswa SMP," *Jurnal Riset Pendidikan Matematika* 7, no. 1 (1 Juli 2020): h. 93.

Table. Self-concept

		<b>Case Processing Summary</b>	
		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

(Source: SPSS 26.00 Data Processing Results)

Table. Confidence

		<b>Case Processing Summary</b>	
		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

(Source: SPSS 26.00 Data Processing Results)

Table Interpersonal Communication

		<b>Case Processing Summary</b>	
		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

(Source: SPSS 26.00 Data Processing Results)

Furthermore reliability test for self-concept and confidence in communication interpersonal student showed 0.843 for variable (declared reliable if  $\geq 0.70$  then the primary data is declared reliable).

Table. Self-Concept, Confidence, And Interpersonal Communication

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.843	3

(Source: SPSS 26.00 Data Processing Results)

Repeated reliability tests determine the consistency and stability of the questionnaire and have results that are consistent or relatively the same. Reliability test on instruments with more than one answer using the Cronbach alpha formula for values  $\geq 0.7$  as a reliable statement item.

### Test Normality

Table. Descriptive Statistics

Descriptive Statistics							
	N	Range	Min	Max	Mean	Std. Deviation	Variance
Konsep diri	108	22	27	49	36,12	5,618	31,565
Kepercayaan diri	108	18	25	43	32,59	4,654	21,664
Komunikasi antarpribadi	108	23	27	50	37,02	6,094	37,140
Valid N (listwise)	108						

(Source: SPSS 26.00 Data Processing Results)

### The analysis of the results of the descriptive test

The results of the descriptive analysis obtained through the distribution of a research questionnaire with a total of 29 questions to 108 student respondents at the Jinarakkhita High School of Buddhism in Lampung obtained the results as in the following table.

Describe the test results presented above, there are three variables observed: self-concept, self-confidence, and interpersonal communication. Each of these variables was measured in 108 participants who became the research sample. Starting from the self-concept variable, the value range is 22, with a minimum value of 27 and a maximum value of 49. The mean self-concept is 36.12, with a standard deviation of 5.618. The variance is 31,565. The test results of the Confidence Variable have a value range of 18, with a value of the minimum score is 25 and the maximum score is 43. The average confidence level is 32.59, with a standard deviation 4,654. The variance is 21.664. while based on the test results for variables Communication interpersonal, range mark is 23, with mark minimum 27 And mark maximum 50. Average communication interpersonal is 37.02, with standard deviation as big 6,094. The variance is 37,140. Analysis This, data Which valid (listwise) Which used For produce statistics on top is 108.

Table Kolomogorov -Smirnov Test

		One-Sample Kolmogorov-Smirnov Test		
		Konsep diri	Kepercayaan diri	Komunikasi antarpribadi
N		30	30	30
Normal Parameters <sup>a,b</sup>	Mean	36.20	32.40	37.07
	Std. Deviation	5.580	4.768	6.113
Most Extreme Differences	Absolute	.140	.133	.116
	Positive	.140	.133	.116
	Negative	-.076	-.108	-.081
Test Statistic		.140	.133	.116
Asymp. Sig. (2-tailed)		.137 <sup>c</sup>	.183 <sup>c</sup>	.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

(Source: SPSS 26.00 Data Processing Results)

The results of the normality test show that the significance value (p-value) for the data distribution is 0.200, which is greater than the established significance level of 0.05. With thereby, on level significance 0.05, can assumed that distribution data can considered as a normal distribution because the p-value is greater than 0.05. In this case, all values p-values For third variable (Draft self, Trust self, And Communication interpersonal) more greater than 0.05. That the data on the three variables can be considered as data that originate from distribution normal.

### Test Regresi Linear Regression

#### Partial Test of Self-Concept Variables on Interpersonal Communication

Table. Regression test simple

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.953 <sup>a</sup>	0,909	0,908	1,848
a. Predictors: (Constant), Konsep Diri				

(Source: SPSS 26.00 Data Processing Results)

Based on the results of the data test, the regression equation is obtained, with a coefficient of determination (R square) of 0.909 which is stated in the hypothesis analysis, namely self-concept has an influence on interpersonal communication.



### Test Partial Variable Self-Confidence Against Communication Interpersonal

Table. Regression test simple

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>1</b>	.484 <sup>a</sup>	0,234	0,227	5,358
<b>a. Predictors: (Constant), Kepercayaan diri</b>				

(Source: SPSS 26.00 Data Processing Results)

Based on the results of the data test, the regression equation is obtained, with the coefficient of determination (R square) of 0.234 stated in the analysis of the hypothesis that self-confidence has an influence to communication interpersonal.

### Multiple Test of Self-Concept Variables and Confidence in Communication Interpersonal

Table. Regression test double

<b>Model Summary<sup>b</sup></b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>1</b>	.955 <sup>a</sup>	0,912	0,911	1,822
<b>a. Predictors: (Constant), Kepercayaan diri, Konsep diri</b>				
<b>b. Dependent Variable: Komunikasi antarpribadi</b>				

(Source: SPSS 26.00 Data Processing Results)

Summary regression models show a strong relationship between self-confidence and concepts self with variable communication interpersonal. Model This explain around 91.2% variation in interpersonal communication variables using self-confidence and concept predictors self. These results are indicated by a high R Square value, which is 0.912, which is significant most of the variability in interpersonal communication can be explained by two predictors the. In addition, the Standard Error of the estimate is low (1.822) indicating that the model has a good degree of accuracy in predicting the value of interpersonal communication. With Thus, it can be concluded that self-confidence and self-concept play an important role in influence interpersonal communication based on the results of regression analysis. As much as 8.8% of another variation in data influenced by factors outside equality regression the

Table. Coefficients

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-1.949	1.402		-1.390	.168
	Konsep diri	1.002	.035	.924	28.485	.000
	Kepercayaan diri	.085	.042	.065	1.997	.048

a. Dependent Variable: Komunikasi antarpribadi

(Source: SPSS 26.00 Data Processing Results)

The regression coefficient for self-concept is 1.002, with a standard error of about 0.035. This coefficient has been standardized to 0.924 (beta). These results indicate a significant positive relationship between self-concept and interpersonal communication. Confidence has a regression coefficient of 0.085 with a standard error of around 0.042. However, the coefficient has a standardized value (beta) of around 0.065, which indicates that the relationship with interpersonal communication is less significant. Nonetheless, the p-value indicates a significant relationship between self-confidence and interpersonal communication, because the p-value (Sig.) of 0.048 is lower than the commonly used significance level, which is 0.05.

Analysis of the test results that self-concept has a stronger effect on interpersonal communication than self-confidence. In this context, the higher a person's level of self-concept, the better their chances of having effective interpersonal communication. Meanwhile, the level of self-confidence also has a significant influence, although not as strong as self-concept, on interpersonal communication.

Table. ANOVA

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3625.270	2	1812.635	545.829	.000 <sup>b</sup>
	Residual	348.693	105	3.321		
	Total	3973.963	107			

a. Dependent Variable: Komunikasi antarpribadi

b. Predictors: (Constant), Kepercayaan diri, Konsep diri

(Source: SPSS 26.00 Data Processing Results)

The result of the ANOVA analysis is that the regression model has a very high level of statistical significance (Sig. = 0.000). This indicates that at least one of the two predictors used in the model, namely self-confidence and self-concept, significantly contributed to the dependent variable, namely interpersonal communication. Furthermore, the results of the ANOVA also show that the overall regression model manages to explain the variation in the interpersonal

communication variable quite well, as can be seen from the Sum of Squares value for the relatively large regression (3625.270). Meanwhile, the error rate (Residual) in the model is also low, with a small Mean Square value (3.321). Thus, this model is statistically valid and reliable for making predictions on interpersonal communication variables based on a combination of self-confidence and self-concept as predictors. The results of this ANOVA imply that self-confidence and self-concept have a strong influence on interpersonal communication in the context of the regression analysis.

## Discussion

The regression results show that self-concept has a significant and positive effect on interpersonal communication. However, the test results are based on the data used and the context of the regression analysis, and the test results cannot show the factors have a direct causal relationship. The analysis for the self-concept variable has a regression coefficient (B) of 1.002 with a standard error of 0.035. The coefficients show that every one-unit increase in self-concept will result in an increase of 1,002 units in interpersonal communication. Standardized coefficient (Beta) of 0.924 indicates that self-concept has a strong and positive influence on interpersonal communication. The t-statistic value for the self-concept variable is 28,485 with a significance of 0,000. This shows that the coefficient for this variable has a significant difference from zero. The results of the regression analysis show that self-concept has a strong and positive influence on interpersonal communication. Following up on the results of the tests conducted, it is known that there is a strong influence between self-concept and interpersonal communication. A very decisive factor in interpersonal communication, because everyone behaves as much as possible according to their self-concept.<sup>33</sup> A person's personal philosophy can improve the way they communicate with others.<sup>34</sup> Self-concept is understood as a complex system consisting of processes, beliefs, and circumstances in which various constructs can be placed. Another explanation is understood as an individual's view of himself, from physical to psychological aspects, influenced by self-confidence and formed through interaction with the surrounding environment.<sup>35</sup> In addition, the self is also a social phenomenon that arises from social experience and changes along with that experience. The effectiveness of interpersonal communication which includes five general qualities, namely openness, empathy, supportive attitude, positive attitude,

---

<sup>33</sup> Sitompul, "Pengaruh Efektivitas Komunikasi Antarpribadi Pengurus Panti Asuhan Terhadap Pembentukan Konsep Diri Anak-Anak Panti Asuhan Aljamyatul Washliyah Medan," h. 178.

<sup>34</sup> Dika Sahputra, Syahniar Syahniar, dan Marjohan Marjohan, "Kontribusi Kepercayaan Diri Dan Kecerdasan Emosi Terhadap Komunikasi Interpersonal Siswa Serta Implikasinya Dalam Pelayanan Bimbingan Dan Konseling," *Konselor* 5, no. 3 (30 September 2016): h. 183.

<sup>35</sup> Mutia Farah, Yudi Suharsono, dan Susanti Prasetyaningrum, "Konsep Diri Dengan Regulasi Diri Dalam Belajar Pada Siswa SMA," *Jurnal Ilmiah Psikologi Terapan* 7, no. 2 (3 September 2019): h. 175.

and equality.<sup>36,37</sup> Having a proper understanding of self-concept is the foundation and determining factor in acting and behaving.<sup>38</sup> Try not to do bad things, which are done from speech, thoughts and actions. Another opinion understands self-concept as a mental picture of oneself.<sup>39</sup> Buddhism understands mental as a main essence in a person (Dhp.1). Mental is what makes a person know himself from the understanding that someone has in acting and behaving. Other perspectives on self-concept are also considered to play an important role in regulating one's behavior and adaptation in one's life.<sup>40</sup> Knowing yourself as a capable condition is appropriate, as for other things that need to be considered so that self-concept remains in an appropriate condition.

## CONCLUSION

Based on the test results, self-concept had a 90.9% effect on interpersonal communication, whereas self-confidence had a 23.4% effect on interpersonal communication characteristics. Testing the two X variables, namely self-concept and self-confidence in influencing the variable Y of interpersonal communication by obtaining a value of 91.2% and the rest are unknown other factors that can affect interpersonal communication. Based on the test results on the effect of self-concept and self-confidence on interpersonal communication, several conclusions can be drawn: Self-Concept and Interpersonal Communication: A person's self-concept, or how they perceive themselves, has a big impact on how they interact with others. A positive view of oneself tends to make students more comfortable speaking with others. Able to convey thoughts and feelings clearly, and be more open to positive communication experiences. Confidence and Interpersonal Communication: Self-confidence, namely the individual's belief in his or her ability to communicate, also influences interpersonal communication. Individuals who have a high level of self-confidence will tend to be more comfortable and effective in communicating with others. More daring to express opinions, share ideas, and establish good relationships with other students. Combination of Self-Concept and Self-Confidence: Self-concept and self-confidence are interrelated and influence each other. Students who have a positive view of themselves tend to have a higher level of self-confidence, while individuals with

---

<sup>36</sup> Sitompul, "Pengaruh Efektivitas Komunikasi Antarpribadi Pengurus Panti Asuhan Terhadap Pembentukan Konsep Diri Anak-Anak Panti Asuhan Aljamyatul Washliyah Medan," h. 14.

<sup>37</sup> Afifah Ihsani Wardhani, Dewi K. Soedarsono, dan Diah Agung Esfandari, "Efektivitas Komunikasi Antar Pribadi Pada Kegiatan Komunikasi Dokter-Pasien Di Konsultasi Gratis Rs Ortopedi Prof. Dr. R. Soeharso Surakarta," *Biomedika* 8, no. 2 (9 Januari 2017): h. 179.

<sup>38</sup> Selvy Dupe, "Konsep Diri Remaja Kristen Dalam Menghadapi Perubahan Zaman," *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)* 2, no. 1 (18 Juni 2020): h. 29.

<sup>39</sup> Rio Andika Putra dan Poppy Febri Dina Adli, "Hubungan Antara Konsep Diri Dengan Kecemasan Sosial Pada Narapidana Pria Kasus Narkotika Di Lembaga Permasayarakatan Kelas II A Padang," *Psyche 165 Journal* 12, no. 1 (30 Juni 2019): h. 88.

<sup>40</sup> Niko Reski, Taufik, dan Ifdil, "Konsep Diri dan Kedisiplinan Belajar Siswa," *Jurnal Educatio: Jurnal Pendidikan Indonesia* 3, no. 2 (2017): h. 88.

a negative view of themselves have a lower level of self-confidence. Low self-confidence can affect an individual's perception of himself and his ability to communicate, so that it can affect the quality of interpersonal communication.

## DAFTAR PUSTAKA

- Albert. "Kontribusi Komunikasi Antarpribadi Dan Konsep Diri Terhadap Kinerja Guru Pesantren Terpadu Serambi Mekkah Kota Padangpanjang." *al-fikrah: Jurnal Manajemen Pendidikan* 6, no. 1 (12 Juni 2018).
- Annisa, Arum Sonia Azahra Nur, Istar Yuliadi, dan Dian Nugroho. "Hubungan Tingkat Kepercayaan Diri Dengan Intensitas Penggunaan Media Sosial Whatsapp Pada Mahasiswa Kedokteran 2018." *Wacana* 12, no. 1 (18 Februari 2020).
- Asnawati, Sri, dan Irmawati Liliana Kusuma Dewi. "Pemahaman Konsep Geometri Dan Self Confidence Mahasiswa Calon Guru Matematika Pada Mata Kuliah Pembelajaran Mikro Untuk Persiapan Pelaksanaan PPL Di Sekolah." *Journal of Medives: Journal of Mathematics Education IKIP Veteran Semarang* 3, no. 1 (2 Januari 2019).
- B, Edwin Maulana, dan Endang Sri Indrawati. "Hubungan Antara Efektivitas Komunikasi Interpersonal Dengan Harga Diri Siswa Kelas XII SMAN 1 Semarang." *Jurnal EMPATI* 7, no. 2 (30 Juni 2020).
- Bugdaycı, Selcuk, Hayri Demir, Burak Gurer, dan Ugur Abakay. "Examination Of Self-Confidence Of Individuals Interested In Mountaineering And Search And Rescue." *Pean Journal of Physical Education and Sport Science -Vo* 2, no. 4 (2016). <https://doi.org/10.5281/zenodo.162315>.
- Dalilan, Rati, dan Deddy Sofyan. "Kemampuan Berpikir Kreatif Matematis Siswa SMP ditinjau dari Self Confidence." *Plusminus: Jurnal Pendidikan Matematika* 2, no. 1 (2022).
- Diniyah, Anisa Nur, Gaza Ahmad Malik Akbar, Padillah Akbar, Adi Nurjaman, dan Martin Bernard. "Analisis Kemampuan Kemampuan Penalaran Dan Self Confidence Siswa SMA Dalam Materi Peluang." *Journal on Education* 1, no. 1 (16 Desember 2018).
- Dongoran, Darminto, dan Fredik Melkias Boiliu. "Pergaulan Teman Sebaya Dalam Pembentukan Konsep Diri Siswa." *Jurnal Educatio FKIP UNMA* 6, no. 2 (28 November 2020).
- Dupe, Selvy. "Konsep Diri Remaja Kristen Dalam Menghadapi Perubahan Zaman." *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)* 2, no. 1 (18 Juni 2020).
- Effendy, Onong Uchjana. *Ilmu Komunikasi Teori dan Praktek*. PT. Remaja Rosdakarya, 2009.
- Erfan, N. F. "Pengaruh Komunikasi Interpersonal Dan SMK Al Ikhwaniyah Tangerang Selatan." *Jurnal Pustaka Komunikasi* 1, no. 1 (3 Agustus 2018).
- Farah, Mutia, Yudi Suharsono, dan Susanti Prasetyaningrum. "Konsep Diri Dengan Regulasi Diri Dalam Belajar Pada Siswa SMA." *Jurnal Ilmiah Psikologi Terapan* 7, no. 2 (3 September 2019).
- Irianto, Agus, Hasdi Aimon, Herman Nirwana, dan Agung Tri Prasetya. "Komunikasi Interpersonal antara Orang Tua dan Anak Remaja serta Identitas Diri Remaja: Studi di Bina Keluarga Remaja Parupuk Tabing, Koto Tangah, Padang, Sumatera Barat." *Populasi* 26, no. 1 (12 September 2018).
- Jafaar, Wan Marzuki, Rahmatullah Khan, Abdul Munir, Saiful Akyar Lubis, Lahmuddin Lahmuddin, Syafaruddin Syafaruddin, Amiruddin Siahaan, Tarmizi Tarmizi, dan Abdurrahman Abdurrahman. "Proceeding International Seminar And Conference

- Guidence And Counseling: Collaboration Department Guidance And Counseling Islamic (FITK-UINSU Medan) With Academy Of Tarbiyah Science Al Ittihadiyah North Labuhanbatu Thema: The Innovative Strategy Of Guidance And Counselling At School And Madrasah Industrial Age 4.0 Context.” Lainnya. Medan: Perdana Publishing, 2019.
- Kurniasih, Kurniasih, Asep Supena, dan Yuliani Nurani. “Peningkatan Kepercayaan Diri Anak Usia Dini melalui Kegiatan Jurnal Pagi.” *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (14 Maret 2021).
- Lintuman, Aryadi, dan Ariyadi Wijaya. “Keefektifan Model Pembelajaran Berbasis Inkuiri Ditinjau dari Prestasi Belajar dan Kepercayaan Diri dalam Belajar Matematika Siswa SMP.” *Jurnal Riset Pendidikan Matematika* 7, no. 1 (1 Juli 2020).
- Mahmud, Randy Saputra, Sukmawati, dan M. Nur Al Awwalul Waliq. “Analisis Kemampuan Menyelesaikan Masalah Matematika Soal Hots Ditinjau Dari Kepercayaan Diri Pada Siswa Kelas VIII SMP Negeri 5 Pallangga [An Analysis Of Students’ Ability To Solve Hots Problems Based On Self-Confidence Levels In A Grade 8 Mathematics Class At Smp Negeri 5 Pallangga].” *JOHME Journal of Holistic Mathematics Education* 5, no. 2 (22 Desember 2021).
- Mz, Ihsan. “Peran Konsep Diri Terhadap Kedisiplinan Siswa.” *NALAR: Jurnal Peradaban dan Pemikiran Islam* 2, no. 1 (29 Agustus 2018).
- Onkvisit, S., dan J. Shaw. “Self-Concept And Image Congruence: Some Research And Managerial Implications.” *Journal of Consumer Marketing* 4, no. 1 (2006).
- Perdana, Fatkhul Putra, dan Rina Sari Kusuma. “Komunikasi Interpersonal Pada Komunitas Dakwah Binaan Nusukan Dari MTA Dalam Membentuk Ukhuwah.” *KOMUNIKA: Jurnal Dakwah Dan Komunikasi* 13, no. 2 (31 Desember 2019).
- Pratiwi, Ika Wahyu. “Strategi Komunikasi Interpersonal Guru Dalam Pelaksanaan Pembelajaran Jarak Jauh Di Sekolah Dasar, Klaten, Jawa Tengah.” *JURNAL PSIKOLOGI PENDIDIKAN DAN PENGEMBANGAN SDM* 9, no. 2 (1 September 2020).
- Purwadi. “Etika Komunikasi dalam Budaya Jawa.” *Jurnal Ilmu Komunikasi* 9, no. 3 (1 Juni 2020).
- Putra, Rio Andika, dan Poppy Febri Dina Adli. “Hubungan Antara Konsep Diri Dengan Kecemasan Sosial Pada Narapidana Pria Kasus Narkotika Di Lembaga Permasyarakatan Kelas II A Padang.” *Psyche 165 Journal* 12, no. 1 (30 Juni 2019).
- Ranny, Rize Azizi A.M, Ervina Rianti, Sinta Huri Amelia, Maya Nova Nurva Novita, dan Eni Lestarina. “Konsep Diri Remaja dan Peranan Konseling.” *Jurnal Pendidikan Guru Indonesia* 2, no. 2 (2017).
- Reski, Niko, Taufik, dan Ifdil. “Konsep Diri dan Kedisiplinan Belajar Siswa.” *Jurnal Educatio: Jurnal Pendidikan Indonesia* 3, no. 2 (2017).
- Ritonga, Syaira. “Analisis Tokoh (Najwa Shihab) Berdasarkan Teori Komunikasi Antarpribadi.” *JURNAL SIMBOLIKA Research and Learning in Communication Study* 3, no. 2 (2017).
- Roe, David, dan Johan Bruwer. “Self-Concept, Product Involvement and Consumption Occasions: Exploring Fine Wine Consumer Behaviour.” *British Food Journal* 119, no. 6 (1 Januari 2017).
- Sagita, N. P. Trisya Hani, I. B. Surya Manuaba, dan I. B. Gede Surya Abadi. “Kontribusi Komunikasi Interpersonal Dan Self-Confidence Terhadap Kompetensi Pengetahuan IPA Siswa Kelas V SD.” *Jurnal Pedagogi Dan Pembelajaran* 3, no. 3 (21 Oktober 2020).
- Sahputra, Dika, Syahniar Syahniar, dan Marjohan Marjohan. “Kontribusi Kepercayaan Diri Dan Kecerdasan Emosi Terhadap Komunikasi Interpersonal Siswa Serta Implikasinya Dalam

Sutiyono, Suherman, Burmansah: The Effect of Self-Concept and Self-Confidence on Students' Interpersonal Communication of Buddhist College

Pelayanan Bimbingan Dan Konseling.” *Konselor* 5, no. 3 (30 September 2016).

Saputro, Yusup Adi, dan Rini Sugiarti. “Pengaruh Dukungan sosial teman sebaya dan Konsep Diri terhadap Penyesuaian Diri pada Siswa SMA Kelas X.” *Philanthropy: Journal of Psychology* 5, no. 1 (23 Juni 2021).

Sari, Kurnia, Neviyarni S, dan Irdamurni Irdamurni. “Pengembangan Kreativitas Dan Konsep Diri Anak SD.” *Jurnal Ilmiah Pendidikan Dasar* 7, no. 2 (29 Januari 2020). <https://doi.org/10.30659/pendas.7.1.44-50>.

Sitompul, Mukti. “Pengaruh Efektivitas Komunikasi Antarpribadi Pengurus Panti Asuhan Terhadap Pembentukan Konsep Diri Anak-Anak Panti Asuhan Aljamyatul Washliyah Medan.” *JURNAL SIMBOLIKA Research and Learning in Communication Study* 1, no. 2 (2015).

Suryadinata, Elvany. “Proses Komunikasi Interpersonal Antara Orang Tua Tunggal (Ibu) Dengan Anak Dalam Mempertahankan Intimacy.” *Jurnal E-Komunikasi* 4, no. 2 (2016).

Tutiasri, Ririn Puspita. “Komunikasi Dalam Komunikasi Kelompok.” *CHANNEL: Jurnal Komunikasi* 4, no. 1 (1 April 2016).

Wardhani, Afifah Ihsani, Dewi K. Soedarsono, dan Diah Agung Esfandari. “Efektivitas Komunikasi Antarpribadi Pada Kegiatan Komunikasi Dokter-Pasien Di Konsultasi Gratis Rs Ortopedi Prof. Dr. R. Soeharso Surakarta.” *Biomedika* 8, no. 2 (9 Januari 2017).

Widiarti, Pratiwi Wahyu. “Konsep Diri (Self Concept) Dan Komunikasi Interpersonal Dalam Pendampingan Pada Siswa SMP Se Kota Yogyakarta.” *Informasi* 47, no. 1 (26 Juli 2017).

Wijaya, Ida Suryani. “Komunikasi Interpersonal Dan Iklim Komunikasi Dalam Organisasi.” *Jurnal Dakwah Tabligh* 14, no. 1 (2013).

Yohanas, Rian. “Pengaruh Supervisi Kepala Sekolah Dan Komunikasi Antar Pribadi Terhadap Kepuasan Kerja Guru Sd Negeri Se- Kecamatan Lima Kaum.” *Al-Fikrah: Jurnal Manajemen Pendidikan* 6, no. 1 (12 Juni 2018).