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THE RELATIONSHIP BETWEEN SELF-CONCEPT AND INTRAPERSONAL COMMUNICATION

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Abstract

This study aims to determine the relationship between Self-Concept and intrapersonal Communication in high school student. The approach of this study is a correlational study. This research held at Muhammadiyah University of North Sumatera (UMSU). The populations of this study are 219 people. the sample taken randomly in amount 20% from all population so that the population in amount to 44 people. The instrument used is a lose questionnaire, self-concept contains 30 questions and intrapersonal communication contain 32 questions. The result showed that a positive relationship between Self-Concept and intrapersonal Communication in the $r = 0,374$ ($\rho < 0.05$). it suggests that higher the degree of someone's self-concept, can make the intrapersonal communication also higher.

Keyword *: Self-Concept, Intrapersonal Communication*

A. Introduction

Humans are social beings who cannot live alone and need other people to live together. Human ability to live together with other people in the community is certainly based on the ability to build a communication. Communication is an important element in the life of socializing or socializing. Because communication is a process of delivering information from someone to others. Good communication can produce good relationships while poor communication can result in poor relationships.

Communication skills must have been trained unconsciously as long as someone is educated without exception in the lecture environment. Students as a product of higher education have very difficult challenges related to communication. This is because students already have a level of focus on the fields and departments that they want. If this is not able to be owned by students, it is doubtful that students are able to compete in the world of work. Paul and Murdoch revealed that one of the qualifications of students as college graduates to excel in the world of work competition is to have the ability to communicate (in Syafiq, 2007).

But the reality that happened during the lectures and discussion activities in the students of the Muhammadiyah University of North Sumatra (UMSU) Teacher Training and Education Faculty (FKIP) study program, students seemed less enthusiastic even like avoiding communication activities. This is evidenced by the lack of active students in the question and answer activities during the discussion activities and lecture activities presented by the lecturers. Students are only passive and when given a question room and only show less interested body language such as lack of confidence to ask questions.

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In addition to their lack of self-confidence, it turns out that their low level of understanding of the material being discussed is also the main reason that they take an attitude just listening without being actively involved. They are not yet aware that if they continue to practice interpersonal communication during the lecture process they will have good communication skills and have a great chance of becoming successful people as revealed by (Suranto, 2011) Effective interpersonal communication will help someone find a way to success.

Many factors influence individual interpersonal communication, one of which is self-concept. Self-concept is formed based on experiences obtained by individuals and the great influence of an environment. So that self-concept can influence human behavior because self-concept views how a person perceives himself and how others perceive themselves that can influence patterns of interaction with others.

According to Fits (Agustiani, 2006: 139-142) self-concept has two kinds of basic dimensions, namely internal dimensions and external dimensions. The internal dimension is also called the internal frame of reference (intenal frame of reference), which is the assessment of an individual on himself based on the world within him, including self identity (identiyty self), self-perpetrator (behavioral self) and self-acceptance / judgment (judging self) , while the external dimension is that the individual gives an assessment of himself through his relationships and social activities, the values he adheres to, and other things outside of him. External dimensions consist of 5 forms, including: (a) physical self (physical self), concerning one's perception of their physical state; (b) moral-ethical self, namely a person's perception of himself seen from a moral and ethical point of view; (c) personal self (personal self), namely a person's perception of his personal situation; (d) Family self (family self), namely the feeling and dignity of a person in his position as a family member; (e) Social self (social self), includes an individual's assessment of his interactions with others and his environment.

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Therefore, internal and external factors have an influence on individual self-concepts. Internal factors include self identity (identiyty self), self-perpetrator (behavioral self) and self acceptance / assessor (judging self). While external factors include: physical self (physical self), ethical-moral self (moral-ethical self), personal self (personal self), family self (family self), and self social (social self). The success of a person's interpersonal communication is very much determined by the quality of his self concept which can be either positive or negative (Rachmat, 2005: 105) so that it can be concluded that someone who has a positive self concept will display good behavior while a negative self-concept will produce behavior not good.

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Based on the above, researchers have an interest in knowing the relationship between self-concept and interpersonal communication of FKIP UMSU PGSD students.

B. Method

This study uses a quantitative approach with a type of correlational research. Correlational research is chosen if a study intends to detect the extent to which variations in a research variable have a relationship with variations on one or more other variables that are not causal (Aslichati, 2010). The population in this study were students of the FKIP UMSU PGSD study program, totaling 219 students spread over 7 study groups. Determination of the sample in the study is by using a random sampling technique that is taking respondents as much as 20% (twenty percent) of the total student population. After the calculation is done, the number of sampling obtained is 44 students.

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The purpose of this study was to determine the relationship between self-concept and interpersonal communication in students of FKIP UMSU's PGSD study program. thus it can be concluded that the variable in this study is that the independent variable is self-concept while the dependent variable is interpersonal communication.

Data collection techniques for this study used a questionnaire. Questionnaire is a technique of data collection conducted by giving a set of questions or written statements to the respondent to answer (Sugiyono, 2012). The technique in preparing the questionnaire in this study using a Likert scale. Likert scale is a type of attitude scale used to measure attitudes, opinions or perceptions of subjects where there are four choices of answers, namely: strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS) (Sugiyono , 2012). This study has two questionnaires used namely self-concept with a total of 30 questions while interpersonal communication consists of 32 questions.

C. Research Findings

The purpose of this study was to determine the relationship between self-concept and interpersonal communication of FKIP UMSU PGSD students. The results of the study with hypothesis testing indicate that there is a positive relationship between Self-Concept and Intrapersonal Communication at r = 0.374 (<0.05) indicating that the higher the degree of one's self-concept can make intrapersonal communication also higher.

The results of this study indicate that the results of high interpersonal communication are caused by high self-concept. This reinforces the opinion at the end of the introduction above, that the positive self-concept of the individual will produce good communication while the negative self-concept of the individual will result in poor communication. So from that it can be concluded that is one of the most important parts that can affect intrpersonal ability.

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According to Suranto (2011: 84-85) factors that can influence the success of individual interpersonal communication are credibility, attractiveness, intellectual ability, attitude integrity and behavior, trust, social sensitivity, intellectual level maturity, and psychological conditions of the communicant. Students with a positive self-concept will have an impact on a high sense of confidence and confidence in interpersonal communication especially in dealing with problems experienced. One characteristic of individuals who have a good self-concept is knowing their own shortcomings and strengths, having good relationships with others, respecting other people's opinions because they understand that everyone has different thoughts, and wants to improve themselves to be better students .

The results of research conducted by researchers are supported by previous research that has been done with the same variables, namely Nashori (2000) with the title of the relationship between self-concept and student interpersonal competencies and the results obtained are there a relationship between self-concept and student interpersonal competencies. Likewise with Yunanto's research (2016) with the results of hypothesis testing showing that there is a relationship between self-concept and interpersonal communication which shows a significance value of 0,000 (p <0.05).

While the results of research produced by Rahmah Putri Puspitasari and Hermien Laksmiwati (2012) in school dropouts have different results from the above research with the results obtained revealing that there is no relationship between self-concept and interpersonal communication. This can happen because in addition to self-concept, there may be other variables that can affect someone's interpersonal communication, for example originating from research subjects where research is conducted on teenagers dropping out of school while the subjects of this study are students.

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So from that it can be concluded that self-concept has a significant relationship with interpersonal communication both theoretically and statistically. If an individual has a high-value self-concept, it will have an impact on increasing interpersonal communication, whereas vice versa if the self-concept of a low-value individual has an impact on decreasing the interpersonal communication of the individual.

D. Discussion

A person's self concept determines the direction of interpersonal communication in him. Because the concept of self can bring someone to be better, it can even bring towards the less good and this is very dependent on the individual. Rogers (Alwisol, 2008: 269) reveals that self-concept is a comprehensive concept that is steady and organized composed of perceptions of the characteristics of "I" or "me" (me as the subject or I as an object) and perceptions of the relationship "I" or " me "with other people and various aspects of life, along with the values involved in that perception. Self-concept describes the conception of people about themselves, characteristics that they consider to be a part of themselves. Self-concept also describes self-view in relation to various roles in life and in relation to interpersonal relationships. Suranto (2011: 69) reveals that self-concept is a very decisive factor in interpersonal communication, because everyone takes action based on self-concept. The better the individual's interpersonal relationship, the more open the individual's opportunities in expressing himself, the better his assessment of his friends and other people and himself then automatically has good communication skills.

Rachmat (2005: 125) adds that interpersonal relations take place through three stages, namely: a) the formation of relationships; often referred to as the introductory stage. Introduction is the process of delivering information. Some researchers such as Newcomb, Berger, Zunin, and Duck (in Rachmat, 2005) have found interesting things from

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the process or phase of the introduction. The first phase is the initial contact phase which is marked by the efforts of both parties to capture information from the reaction of their friends. Each party tries to explore as soon as possible the identity, attitudes, and values of the other party. If they feel there are similarities, start the process of expressing themselves. If they feel different, they will try to hide themselves. Interpersonal relationships may end. When interpersonal relationships end, individuals will avoid interpersonal communication. This can cause individuals to have low ability to carry out interpersonal communication; b) affirmation of relations; Interpersonal relationships are not static, but are always changing. To maintain and strengthen interpersonal relationships, change requires certain actions to restore balance. There are four important factors in maintaining this balance, including familiarity, control, the right response, and the right emotional tone. c) termination of relations; it can be concluded that if the four factors did not exist before, interpersonal relations would end. R. D. Nye's analysis mentions five sources of conflict, namely competition, domination, failure, provocation, difference in values. Competition is a situation where one party tries to get something at the expense of someone else. Domination, one party tries to control the other party so that the person feels his rights are violated. Failure, each tries to blame the other if the common goal is not achieved. Provocation, one party continues to do something he knows offends the other. Value differences, both parties disagree about the values they hold.

Referring to these three things, of course, every student as a product of a college that is prepared as a future generation must be able to compete and adjust to the times that occur. Students must realize how important communication skills are. Because communication skills can determine one's success. If you want to be successful, inevitably and dislike of a prospective student teacher must develop communication skills and self-concept. Because without communication skills students will be difficult to direct and provide instructions to students.

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This can be illustrated by two prospective teachers working on the task of the Learning Implementation Plan (RPP) in groups but practicing (teaching) individually. With the same lesson plan, it is not necessarily the same way of teaching and student responses. This is certainly different. Why is that ?. because it is determined by the communication held by the two prospective teachers. Good communication skills of prospective teachers, it can be ascertained students can receive the knowledge provided, but if the communication skills of the prospective teacher is not good, then students will have difficulty understanding the material presented. Based on this, researchers often liken being a teacher to the same thing as the merchant profession. How do we sell our products to buyers (convincing buyers) that makes buyers sure why they should buy the products offered. So is how we sell the material that we teach so that students have an impression on learning so learning becomes memorable.

So as a teacher candidate, PGSD students can no longer be passive in accepting conditions both in lectures and times. Self-concept and interpersonal communication skills possessed by students can be a determinant of future success. FKIP PGSD students UMSU must be responsive to this. As a prospective teacher who has the task of teaching, educating and training of course self-concept and interpersonal communication is needed. The teacher as an education facilitator must be able to convey what is in him (transfer of knowledge) to participants with good interpersonal skills. Not to mention the current demands related to the 4.0 industrial revolution. the role of teachers as educators is increasingly emphasized and teachers are expected not only as facilitators but also to be able to become motivators for students. This means that the teacher re-emphasizes the slogan of the Indonesian education put forward by Ki Hajar Dewantara namely **Ing ngarsa sung tuladha, madya mangun karsa, tut wuri handayani**. Ing ngarsa sung tuladha, madya mangun karsa, tut wuri andayani - in front of the example, in the midst of giving encouragement and behind giving power. Then the teacher must be an example of character building for students, motivators for students when students encounter obstacles or difficulties in learning.

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E. Conclusion

Based on the results of research conducted by researchers, it can be concluded that there is a positive relationship between Self-Concept and Interpersonal Communication of students of FKIP UMSU's PGSD study program. This study also revealed that the higher the degree of one's self-concept can make intrapersonal communication also higher. Referring to this, the researcher has several suggestions, including the first, as a teacher candidate, PGSD students must have high self-esteem, do not be afraid to learn wrongly or answer the questions raised during the lecture process; secondly, prospective teacher students must develop a culture of literacy in order to be able to add vocabulary and understanding of the material so as to create confidence in communication so as to have an impact on increasing interpersonal communication skills; the three lecturers must familiarize and force students to answer and formulate questions during lectures that can lead to active students in developing ideas related to science so as to familiarize students to communicate who can unwittingly practice their communication skills

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