

Conference Paper

Interpersonal Communication Skills and Self Confidence of Secondary School Students: Findings and Interventions

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Abstract

This study aims to determine the percentage of interpersonal communication skills and student self-confidence that is owned by junior high school students. The method used in this research is survey method. Data collection used interpersonal communication and confidence scales given to 100 students of Muhammadiyah Pakem Senior High School School selected by using proportioned cluster - random sampling technique. The findings of this study indicated that there were still many students who had low communication and confident skills. This was indicated by the percentage value of 57% of students having low interpersonal communication skills and 59% of students had low self-confidence. The intervention that could be given was to provide group guidance services with psychodrama role playing techniques to enhance the students' interpersonal communication skills and self-confidence.

Keywords: Interpersonal Communication; Confidence; Group conseling; psychodrama

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1. Introduction

School as a place for students to get formal education. School is also a mean of assistance in developing students so that students can achieve developmental tasks. Developmental tasks are related to attitudes, behaviors, and skills of each student. William Kay explained that one of the tasks of adolescent development was to develop ability to communicate and learn to interact with peers or other people, both individually and in groups (Yusuf, 2009). Communication is an important element in ongoing social activities that students will take in the school environment. In the relationship of interpersonal communication, communicators make predictions about each other on the basis of psychological data (Budyatna & Ganiem, 2011).

Interpersonal communication is defined as a process that uses messages to produce meaning between two or more people in a situation that allows the opportunity to be mutually beneficial to talk and listen (Pearson et al., 2011). Interpersonal communication

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skills need to be owned by every teenager so that they are able to communicate with others. To realize interpersonal communication must be based on communication that can give birth to equality, sharing pure love, and there is no intention to benefit one's self and harm others (Hidayat, 2012). Students who have interpersonal communication skills will certainly be easy to make friends with others. Effective interpersonal communication can cause pleasure, understanding influence on attitudes, and better relations, so that there will be a loving relationship and the formation of a harmonious relationship between students.

An individual's interpersonal communication skills are influenced by several factors, one of which is self-confidence (Devito, 2011). To have good interpersonal communication skills, students must also have good self-confidence. Self-confidence is an attitude that shows one's courage and strength and ability when facing problems in life (Azmandian, 2010). Self-confidence is a condition for good and productive relationships. Confidence is also a belief that someone is able to overcome a problem with the best situation and can provide something that is fun for others, this opinion was expressed by Willis (Ghufron & Risnawati, S., 2011).

Based on several opinions about interpersonal communication and self-confidence, it can be concluded that every student should have high confidence that will help foster good interpersonal communication skills. By having good interpersonal communication skills, students will easily establish communication and socialize with their friends. This is the background for doing this research, which was done by survey method to see the interpersonal communication skills and confidence that students have in one of the junior high schools in Sleman district, Yogyakarta.

The low ability of interpersonal communication and self-confidence of students is also an important consideration of teachers' guidance and counseling in providing guidance and counseling services that are appropriate to the problems of their students. Because, if the guidance and counseling teacher does not provide services that are in accordance with the needs of students' problems, the problems experienced by students will not be solved.

2. Literature Review

Interpersonal communication and confidence are important for every individual, especially students as individuals who socialize in the school environment. Several studies related to interpersonal communication and confidence have been conducted. Like the

research conducted by Sahputra et al. (2016) which conducts research on the contribution of self-confidence to interpersonal communication in students which results in the finding that self-confidence contributes significantly to interpersonal communication. Research by conducting surveys related to interpersonal communication for several years was also carried out by Dockrell et al. (2014) found that in 2011 children 5-16 years of age experienced communication difficulties and these difficulties increased by 71% since 2005. Given that junior high school students are individuals who are in their teens, the research is relevant to support this research..

Not only about the percentage of interpersonal communication skills and self-confidence that is owned, but interventions made to overcome the problems of communication and confidence are also needed. In this study the intervention used to overcome these problems is group guidance services with role playing techniques or psychodrama. Some studies showed good findings about this service in overcoming the problems of interpersonal communication and student confidence. Psychodrama techniques are claimed effective to increase students' self-confidence, Dianita (2013). In addition, psychodrama techniques can also develop a positive self-concept for students, by having a good self-concept, it can affect the interpersonal communication skills and confidence that is in students, Pramono (2013). Based on several studies, the researchers gave intervention to group guidance services with psychodrama role playing techniques related to the findings in this study.

3. Material & Methodology

This study uses a survey method with a sample survey model where data collection is only carried out in part of the population (Arikunto, 2009). The sample used was 100 students of Muhammadiyah Pakem Middle School. Data collection techniques using research instruments in the form of interpersonal communication and confidence scale. The scale used has been tested for validity and reliability. The content validity test was carried out by experts with several stages of revision, which was then tested on 50 students as trial samples with product moment analysis techniques. These results indicate that the scale is valid for use as a data collection instrument in this study.

4. Results and Discussion

4.1. Result

The result showed the percentage of students who had the interpersonal communication skills and self-confidence. The results of this study also showed a large percentage of variables between interpersonal communication skills and confidence had close percentage score.

TABLE 1: Percentage of interpersonal communication skills and confidence.

Class	Interpersonal Communication		Self Confidence	
	Percentage	The number of student	Percentage	The number of student
A	48%	12	56%	14
B	60%	15	56%	14
C	68%	17	64%	16
D	53%	13	60%	15

Based on the table shows that almost 50% of all students still had communication skills and low self-confidence. The table is clarified with the following diagram.



Figure 1: Percentage of interpersonal communication and confidence.

Based on the picture we can conclude that the four classes have almost equal numbers, but the highest number is found in class C on interpersonal communication variables. Thus in the sample of schools there were many students who had interpersonal communication skills and low self-confidence.

4.2. Discussion

The findings in this study indicated that there were still many students who had low interpersonal communication skills and self-confidence. This was in line with the results of interviews conducted with the guidance and counseling teachers when pre-research observations were conducted. For this problem the intervention provided by the researcher to the teacher's guidance and counseling was by providing group guidance services to students who had interpersonal communication skills and low self-confidence. Group guidance with role playing techniques was one alternative that could be used to train these variables. Research to increase self-confidence through group guidance services with role playing techniques was once carried out by Suhardita (2011), the findings of her research showed that there were significant changes in students' self-confidence after being given group guidance services. Furthermore, the research conducted by Kamaruzzaman (2016) on group guidance services through psychodrama role playing techniques on interpersonal communication skills also found that showed students' interpersonal communication skills increased after being given the service. Based on some of these studies, interventions provided through group guidance services could be selected as an effective way to improve interpersonal communication and student confidence.

5. Conclusion

The results showed that there were still many students who had interpersonal communication skills and low self-confidence. This situation required teacher's guidance and counseling to provide services that could overcome these problems. The right service to be given to students, one of which was group guidance services with role playing techniques.

Although this research has limitations, however, this research is expected to be able to provide benefits to further researchers and is useful for scholarship, especially in guidance and counseling services. The findings in this study can be considered to be used as one of the reasons in developing themes in group guidance services especially with role playing techniques. The findings in this study are also expected to be one of the bases in providing appropriate services and in accordance with the problems experienced by students.

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