Improving Self-Concept through Effective Interpersonal Communication

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ABSTRACT

This research is influenced by a phenomenon that has occurred at State of Junior High School 27 Padang, namely low student interpersonal communication. Self-c oncept is one of the factors that influence students' interpersonal communication. This study aims to analyse the relationship between self-concept and interpersonal communication, the research method used is quantitative. This type of research is descriptive correlative. The population in this study was 364 student and the sample of this study was 190 student. The research instrument was a questionnaire raised with Likert scale measurement, the data analysed with descriptive correlation statistics with the help of SPSS version 25.00. The results show that students' self-concept is in the high category, which means that students already have a good self-image of themselves. Interpersonal communication is in the high category, indicating that students already have the ability to communicate effectively with others. There is a positive and significant increase between students' self-concept and interpersonal communication. This means that high and low interpersonal communication can be explained from self-concept, then interpersonal communication will be higher. The results of research data analysis obtained $R = 0.213$ with the degree of $p = 0.003$ ($p < 0.005$), $R^2 = 0.18.3\%$. This study proves that there is a positive and significant increase in self-concept and interpersonal communication of junior high school student.

Keywords:*Self-Concept, Interpersonal Communication, Improving Self-Concept*

INTRODUCTION

One of the achievements that must be possessed by students is being able to communicate well, have polite speech and have noble morals (Loi, 2018). Communication cannot be separated from everyday life (Juliansyah, M. A., & Purba, 2020). A study revealed that seventy percent of human time is used to communicate (Irawan, 2017). Communication is very important in building interpersonal relationships, where interpersonal relationships support the ability to be used in interpersonal interactions and understand others effectively (Minarsi, Nirwana & Syukur, 2017).

Through interpersonal communication, individuals can interact to get to know other individuals and express their feelings (Kurniawan, et al 2021). The root of the problem in social interaction is because interpersonal communication doesn't go well (Yohana, 2014). Individuals or groups involved in an interpersonal communication process must have one action, a real action by using one's knowledge,

views/understandings, and prevalence so that the message can be conveyed properly (Erlita, 2020). Through interpersonal communication individuals can learn to know other people so that the more they communicate, the more individual knowledge about the surrounding environment (Maftukha, 2017). Interpersonal communication is an important thing to do among fellow students or people in the school environment (Putra & Jamal, 2020). Interpersonal communication is very important for student life (Rasimin, 2021) .

Communication skills must be owned by students to be successful in learning (Kurniawan, 2018). If students have communication skills, students can communicate various things related to learning material either orally or in writing (Maryanti, Zikra, & Nurfarhanah, 2012) . Students in establishing relationships with other people will manifest in the form of communication (Aziz, 2019). Because one's ability to communicate will affect how one's relationship continues or not (Pribadi & Erdiansyah, 2019). Interpersonal communication skills are a relationship process carried out by two or more people (Sari & Amran, 2020) . Someone must master interpersonal communication because it is very basic in interacting (Rahmi, et al 2023). What are the social norms in place cannot be implemented properly (Hariko, 2017) .

In fact, communicating is not an easy thing to do (Panuju, 2018). This difficulty is experienced by students entering junior high school (SMP) because junior high school students are students who are in their teens (Lestari & Mayasari, 2019) . The main task of adolescent development should be to be able to carry out interpersonal communication (Daryanti, 2020). Based on a study conducted throughout 2011 on children aged 5 to 16 years, the result was 2.2% of them experiencing communication difficulties (Dockrell, Lindsay & Law, 2014). Then this difficulty increased 71% since 2005. According to *the National Institute on Deafness and Other Communication Disorders.* Speech disorders are the most common communication disorders in children aged 3 to 17 years (Wendari, 2016).

Interpersonal communication according to DeVito (2011) that communication is intended as an attempt to send and receive messages between an individual or between a group of individuals, with some effects and some instant feedback. The success of interpersonal communication can be successful if the transmission of messages through between the sender of the message and the recipient of the message can know what is meant (Enjang, 2023) So that communication does not occur misunderstandings in communication which result in understanding in the near future is not sufficient for success in communication (Matin, 2010) . Based on Atligan (2017) research on Turkish students 31.26% fall into the low category. Communication skills play a very important role in interpersonal relationships. This is also corroborated by research conducted by Aprilia (2017) found that students' interpersonal communication skills before treatment (*treatment*) were given group guidance services at an average percentage score of 51% including the low category.

The influencing factor in interpersonal communication is self-concept, self-concept is a situation in which a person tries to observe, look for images, and is able to provide an assessment of himself, individuals who have a good self-concept will be able to communicate the contents of their thoughts to others, not avoiding conversation and able to provide good feedback (Nirwana, Afdal & Sari, 2022) . The better a person's self-concept, the easier it will be for him to achieve the success he wants in life in the future and vice versa (Amalia & Riaeni, 2022). Individual feelings will shape and be shaped by interpersonal communication (Nurhadi & Niswah, 2019).

Through interpersonal communication individuals express themselves to others, at the same time messages received from other people can affect the way a person sees himself (Solomon & Theiss, 2013). Then according to Rahman (2013) explained that self-concept is what one thinks, believes and impresses a person. Self-concept is the whole view of oneself, in other words self-concept is also a portrait of how a person sees, evaluates, and reacts to himself (Adiningtiyas, S. W., & Ompusunggu, 2018). Self-concept has an understanding of a person's ability to restrain and control one's own behavior (Saepuloh, 2019). Students must be able to consider what the consequences are in certain situations in order to be accepted in an environment (Marsela & Supriatna, 2019) . Self-concept is a self-image that is formed on the basis of other people's views or references to us (Zulkarnain & Asmara, 2020). The factors of other people around us play a very important role in shaping a person's self-concept (Yuliani, 2017). Aspects of self-concept are knowledge, expectations, judgments (Calhoun, 1990).

From the results of research conducted by (Hikami & Putri, 2021) a correlation result of 0.747 sig 0.000 was obtained, which is smaller than 0.005. Explains that there is a positive relationship between self-concept and interpersonal communication. Research conducted by Widya (2019) on 103 respondents at an orphanage in the city of Bengkulu, shows that the high results of a person's interpersonal communication can be influenced by self-concept. Furthermore, research conducted by Handayani (2019) on 230 students in Bandar Lampung shows that the higher a person's self-concept, the better his interpersonal communication will be. Another study conducted by Asmarani (2020) on 287 young students at SMA N 1 Bangkinang, found a positive and significant relationship between self-concept and interpersonal communication. This research is corroborated by Muslimin (2019) in 150 junior high school students who showed very significant results that self-concept has a relationship with interpersonal communication. The results of research from Fatimah & Amin (2022) with a sample of 98 people show that there is a relationship between self-concept and interpersonal communication, where when a person's self-concept is good, his interpersonal communication will be better.

Based on a preliminary study conducted on July 12 2022 at SMP Negeri 27 Padang, the researchers made observations of 4 students and one counseling teacher. Researchers see that the service provided by the counseling teacher is not optimal so that if there are students who say rudely the teacher does not follow up and there are students chatting when the teacher explains, does not care about friends who ask, there are differences in the level of equality such as students who gather at friends who have the same economy (established) and don't want to hang out with friends who have a low economy. Then the researchers conducted interviews with one teacher where the teacher was the Guidance and Counseling coordinator of SMP Negeri 27 Padang. Information was obtained from the counseling teacher when conducting student counseling that they did not want to be open and honest, unable to express opinions in front of the class, embarrassed to ask questions and students were not knows what to say when the teacher asks him to explain in front of the class. It is hoped that this research can make students have a good self-concept and be able to carry out interpersonal communication effectively.

The researchers carried out this research because interpersonal communication in the school is still low this is seen from student difficult to communicate well, students are not able to open in communication, student can not present what they think, feel, so when the teacher asks, then student are unable to answer it. Some student tend to be

quiet when asked and inactive in a discussion, then student don't care about the teacher when explaining in front, students choose to chat with their friends. And when a friend of his gives his opinion, he is punished for asking is looking for a face against the teacher. Further, the researchers found that some students were unable to communicate their thoughts and feelings clearly and accurately to the target, for example, when teachers form groups, student chose to remain silent and not participate in the discussion because of fear of speaking and speaking wrong. Then when the teacher has finished explaining then the student tends to be quiet and not asking, because the student is unable to compile sentences to be asked to the teacher. Student tend to be inactive and choose to be silent, so what the teacher tells them is not listened to fully and when the teacher asks the student to ask questions then the student is unable to make an opinion.

Schools can organise communication training for students. This training can include active listening skills, speaking clearly and articulating ideas appropriately. Students can also learn about body language and facial expressions that support effective communication. As educational institutions are expected to create active, creative and effective learning programmes, in order to develop students' interpersonal communication, as well as having a good self-concept, it is important to continue to develop interpersonal communication skills consistently. Through practice and experience, students can improve their skills in communicating with others. A combination of these solutions can help create an environment where students can learn, practice and feel confident in communicating interpersonally.

Thus each research makes a different contribution to the development of science. This research can provide new insights regarding the relationship between interpersonal communication self-concept in students of SMP Negeri 27 Padang, which can be an original contribution in this research field. This research has novelty and originality in the context of the relationship between self-concept and the interpersonal communication skills of SMP 27 Padang students.

METHODS

The research used in this study is quantitative. It is consistent with Sugiyono (2011) explanation that quantitative research method is a research method used by researching on a specific population or sample. The study uses a Likert scale measurement tool that measures self-concept and interpersonal communication. The data collection method is carried out by providing a racket that has been tested for validity and reliability before being given to respondents.

Thi research conducted at State of Junior High School 27 Padang. The sampling techniques used in this study are non-random samplings. Purposive sampling is the selection of a group of subjects based on certain properties that are considered to have a close relationship with previously known population properties (Sugiyono, 2014). The respondents of this study consisted of 190 students from classes VIII & IX, data analysis methods using simple regression analysis test methods, because researchers only look at the picture between one variable for which researchers use simpler regression statistics, before determining the results of the research accordingly, the data must be normal and linear.

The concept of self in order according to the aspects of Calhoun (1990) theory consists of knowledge, hope, judgment. The self-concept scale consists of 14 favorable items and 11 unfavorable items. This interpersonal communication measurement tool

will look at the extent to which a picture of the relationship between the concept of self and the interpersonnel communication ability of the student. Measures of interpersonal communication in line with the DeVito (2011) theory consist of openness, empathy, supporting attitudes, equality, positive attitudes. The interpersonal communication scale consists of favorable items 16 and unfavorable items 7.

RESULT AND DISCUSSION
1. Research result
a. Instrument Validity and Reliability Test
Validity according to Azwar (2012) validity is a construct and conceptualization has suitability and has a measurement objective. Validity refers to how the indicators in measurement match the actual reality (Azwar, 2012) . Then this statement is reinforced by Azwar (2015) explaining that validity is a statement that leads to whether the instrument used can measure what it wants to measure.

Table 1. Validity Test

Variable	grain Statement		
	Test Try	No Valid	Valid
Self concept	30	5	25
Interpersonal communication	27	6	23
Amount grain statement	57	11	48

The results of the validity test showed that there were 48 valid items and 11 invalid items.

b. Reliability Test
Reliability refers to the extent to which a tool can precisely measure what is to be measured. Yusuf (2013) further explains that reliability is the consistency or stability of scores on a research tool for the same student and given at different times.

Table 2. Reliability Test

Variable	Number of items	Cronbach's Alpha
Self concept	30	0.889
Interpersonal communication	27	0.832

Based on the table above, it shows that the self-concept variable is worth 0.889, the interpersonal communication variable is worth 0.832, meaning > 0.60 so that all instruments are reliable.

c. Normality test
The data normality test was carried out to find out the data came from a population with normal distribution or in a normal distribution. There are several ways that can be done to test the data (Widiyanto, 2013). In this study the normality test was carried out using the *Kolmogorov-Smirnov test* , by comparing the *Asymp coefficients. Sig* or *P-value* with a significance level of 0.05.

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Table 3. Normality Test

Variable	*Asymp . Sig .*	Information
Self concept	0.200	Normal
Interpersonal communication	0.200	Normal

From the results of the normality test obtained above, the significance value *of Asymp was obtained. Sig* (2-tailed) with a value of 0.200 > 0.005. So that it can be said that the variable data of self-concept and interpersonal communication are normally distributed.

d. Linearity test

The linearity test aims to determine whether there is a linear relationship between variables. The linearity test in this study uses the multiple regression/regression line equation. If R_{count} > R_{table} at significance level α = 0.05, it can be said to be linear (Yusuf, 2013).

Table 4. Linearity test

			Sum of Squares	Df	Means Square	F	Sig.
X1 Y	Between Groups	(Combined)	2777,399	35	79,354	,881	,661
		Linearity	756,052	1	756,052	8,394	,004
		Deviation from Linearity	2021,347	34	59,451	,660	,922
	Within Groups		13870,264	154	90,067,881		
	Total		16647,663	189			

Based on the linearity test table above, the significance value of *the deviation from linearity* of the X and Y relationships is 0.922, which means > 0.005. Means that the two variables are said to be linear.

e. Hypothesis testing

The hypothesis of a study must be tested for linearity first. Hypothesis testing is a structure for obtaining results, whether the proposed hypothesis is acceptable or not (Purwoto & Sulistyastuti). The null hypothesis (Ho) has no relationship between self-concept and interpersonal communication in junior high school. While the alternative (Ha) there is a relationship between self-concept and interpersonal communication in junior high school. The hypothesis test used is multiple regression test with the help of SPSS 25.00.

Table 5. Correlation Significance Test

Model	Unstandardized Coefficients		standardized Coefficients		
	B	std. Error	Betas	t	Sig.
1 (Constant)	110,503	7,007		15,770	.000
Self concept	.234	.078	. 213	2,991	.003
a. dependent Variables: Interpersonal Communication					

In Table 5 the acquisition value of t = 2.991 and sig. < 0.003. This shows that it can be said that the effect of self-concept on interpersonal communication in junior high school is significant.

Table 6. Simple Regression Analysis Results

	Model	sum of Squares	Df	Means Square	F	Sig.
1	Regression	756,052	1	756,052	8,944	.003[b]
	Residual	15891,611	188	84,530		
	Total	16647,663	189			

a. dependent Variables: Interpersonal Communication

b. Predictors: (Constant), Self concept

The table above shows that the value of F = 8.994 and sig = .003. It can be said that H0 is rejected and there is a significant relationship between self-concept and interpersonal communication in junior high school students, or the research hypothesis is accepted.

Table 7. Results of Simple Correlation Analysis

Model	R	R Square	Adjusted R Square	std. Error of the Estimates
1	. 213 [a]	. 183	. 188	9.194

a. Predictors: (Constant), Self concept

Based on the hypothesis test above, the results of the regression analysis were 0.213 with a significance level of 0.003 (p < 0.005). So it can be seen that the R value indicates that there is a positive relationship between self-concept and interpersonal communication of 21.3%. The higher the self-concept that students have, the better their interpersonal communication skills and vice versa, the lower the self-concept, the more difficult it is for students to be able to communicate interpersonally with students.

The results of the determination $R2$ of the variables above the determined value have a relationship between the independent variables and the dependent variable. The result of the coefficient of determination between self-concept and interpersonal communication is 18.3% while the rest is influenced by other factors.

f. Self-concept categorization with interpersonal communication

Based on the values obtained from the respondents studied, it is necessary to categorize them to obtain an overview based on the subjects studied. According to (Azwar, 2012) categorization is a score used to get an overview of the scale distribution of respondents and as a source of information about the state of the variables studied. In this study, the categorization used by researchers consisted of 5 categories, namely very high, high, medium, low and very low.

Table 8. Categorization of Self-Concept and Interpersonal Communication

Category	Variable					
	Self concept	F	(%)	Interpersonal Communication	F	(%)
Very Tall (ST)	≥96	9	25,8	≥96	54	28,4
Tall (T)	85-95	4	44,2	86-9 5	71	37,4
Currently (S)	74-84	54	28,4	76-85	53	27,9
Low (R)	63-73	2	1,1	66-75	11	5,8
Very Low (SR)	≤62	1	0.5	≤65	1	0.5
Total		190	100		190	100

Based on the table above can seen that of whole sample which totaling 190 students, most of their self-concept is in the category high (T) with a total frequency of 84 students or 44.2% can be presented. Next is the moderate category (S) with a total frequency of 5 4 students or if presented at 28.4% then in the very high category (ST) obtained amount the frequency 49 student Which can in present on 25.8% , furthermore on category Low (R) obtained amount the frequency 2 students who can in Presentation on 1,1 %, And Very Low (SR) obtained amount the frequency is 1 student, with a percentage 0.5%.

Then the categorization of partial interpersonal communication big big communication interpersonal student is at on high category (T) obtained a total frequency of 71 students with a percentage of 37.4%, in the very high category (ST) obtained a frequency of 54 students with a percentage of 28.4% then in the medium category (S) obtained a frequency of 53 students with percentage 27.9% furthermore on category low (R) obtained frequency 11 students with percentage 5.8% whereas For category very low (SR) obtained frequency 1 with percentage 0.5%. Based on the results of this study, the hypothesis (Ha) is acceptable, meaning that there is a relationship between self-concept and interpersonal communication in junior high school with a value ($r = 0.213$ and $p = 0.003$). Thus it can be interpreted that self-concept has a very significant relationship with interpersonal communication, when students learn about interpersonal communication, the factor of a person's self-concept becomes a determinant of the success or failure of good interpersonal communication. The results of the coefficient of determination between self-concept and interpersonal communication obtained an R^2 value of 18.3%.

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a. **Self concept**

Based on data analysis, the concept of self is in the highest category. Data processing results showed that self-concept was in the highest category category of 44.2%. Next in the middle category 28.4%, then in the very high category 25.8%, next in the low category 1.1%, and very low category 0.5%. It means the student needs to re-understand his own concepts, such as how he knows about himself, and his future expectations, and to learn how to judge himself. So the concept of self in the high category is shown by a percentage of 44.2%, which means that students must learn to understand how to have a good self concept, by increasing knowledge, having hopes of a good future and having a good judgment of themselves.

Self-concept is everything about ideas, thoughts, beliefs and attitudes inherent in an individual that can influence a person in building relationships. The concept of self is the mental picture of a person in whom there are elements of knowledge, hope and judgment about himself, that is, the higher the student's self-concept, then his interpersonal communication will also be higher.

The results of the analysis of research data show that self-concept is closely linked to counselling and counseling services, counsels and counsellors are processes aimed at helping individuals understand and develop themselves, reach their full potential, as well as being able to cope with problems or challenges faced in their lives. As for the relationship between self-concept analysis with guidance and counseling (1) self-comprehension, self conceptual analysis helps individuals understand their own picture of themselves, including the brackets of identity, values of strengths and weaknesses. In guidance and counselling, an in-depth understanding is the basis for exploring problems and finding appropriate solutions. (2) Increased self-satisfaction, individuals who have a greater understanding of themselves and accept themselves as they are, their levels of self satisfaction tend to increase. With the various kinds of services in the counselling can help individuals build positive self-esteem and reinforce the positive aspects of their self-concept. (3) Identifying goals and potential, self-concept analysis helps individuals identify goals, interests and potential that they want to in life. Master BK/Consul can help in digging and articulating these goals, as well as designing strategies to them.

Based on the above description, it can be meant that the student's self-concept is not independent of interpersonal communication and self-capability to be able to improve the concept of self. Consequently, there is a need for an effort by the Counsellor or mentor and counselling teacher to improve the service to the student, by developing the area of personal mentoring and requiring the student to be more diligent in learning. It can help students in developing themselves, having a positive attitude towards themselves.

b. **Interpersonal communication**

Based on the results of data analysis known interpersonal communication students are in the high category that is 37.4%, while in the category 27.9% very high category 28.4% low category 5.8% and very low category 0.5%. So interpersonal communication students are in the highest category at showing the largest percentage of 37.4%. Students need to improve their interpersonal communication skills, because communication is a process involving consistent self-awareness, skills and practice.

The results of the analysis of the research data show that interpersonal communication has an important link with counselling services, as interpersonnel communication is a key aspect in the counseling process and interaction between counsellors and clients. As for the link between interpersonal communication analysis and a variety of counselling services, (1) improving communication skills, counseling can help clients in improving student interpersonnel communication skills.(2) addressing conflicts and misunderstandings, a counsellor can help a client to identify the source of conflict and find ways to solve communication problems.

Overall interpersonal communication students in this study are in the high category. It needs to be upgraded and reminded. For that, the role of the educator, the teacher of BK and his counselor, must be taken seriously. Teachers need to change the previously passive learning style to active, so that students will be able to communicate and express their thoughts clearly and openly. Then the next service is group mentoring, with the development of dynamics within the group guidance service students will be able to communicate in a group, so that students can communicate before the classroom and crowd.

c. **The relationship between self-concept and students' interpersonal communication**

The results of the study indicate that there is a positive and significant relationship between self-concept and interpersonal communication of students, this finding is obtained from data analysis with a coefficient of 18.3% or 18.3%. This means that the higher the self-concept the higher is the student's interpersonal communication.

The results of the analysis of the research data showed that the analysis between self-concept and interpersonal communication is very close because both influence on the progress and outcome of counseling, however the link between self conceptual analysis and interpersonal communication is (1) Self-understanding, self-comprehension will help the client and counselor to understand better, how the client communicates with others and how it affects their social relationships (2) improved counsellor-client relationship, by understanding how clients communicate and how they see themselves, the teacher BK/Counselor can adapt the counselling approach to ensure that the relationship is therapeutic and positive.

Many studies discuss self-concept with interpersonal communication, researchers will describe some research findings that are similar to the title being studied.

Hidayatul (2019) in a study entitled The Effect of Emotional Intelligence and Self-Concept on Self-Confidence in Expressing Opinions of Students of SMK Ma'arif NU 1 Wonolopo Mijen Semarang. The relevance of the research is that both examine the self-concept, the difference is that in this study junior high school students will be the population, in this study. Novia (2022) in a study entitled The Effect of Interpersonal Communication, Self-Confidence and Emotional Intelligence on the Learning Outcomes of Economic Subjects of SMAN 17 Garut. The relevance of this research is that there is a similarity in examining interpersonal communication on emotional intelligence. As for the differences in this study conducted in junior high school institutions and will be seen the relationship between interpersonal communication with self-concept.

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Filiz (2020) As for this research entitled The Relationship between Communication and Verbal Skills, Intelligence Level of Students of the Faculty of Sports Science. Afyon Kocatepe University (Turkey). The relevance of the research is that both examine communication. The difference in this study will look at the relationship of self-concept to student interpersonal communication. Hidayah (2018) in this study entitled The Contribution of Emotional Intelligence to Interpersonal Communication in Mathematics Learning. The relevance of the research is that both examine interpersonal communication. The difference in this study will relate one variable, namely self-concept and will see the relationship between self-concept and student interpersonal communication. Fauzi & Hasanuddin (2019) In this study entitled The Relationship Between Parenting and Emotional Intelligence with Interpersonal Communication in Madrasah Aliyah Negeri (MAN Binjai) Students. Its relevance to this research is that both will examine student interpersonal communication. The difference in this study is that this research was conducted in junior high school education units.

Hafizah, & Ambiyar (2021) in a study entitled the relationship between self-concept and self-confidence with the learning outcomes of communication and digital simulation students. The relevance with this research is that both will examine the self-concept. The difference in this study is that this research was conducted in junior high school education units. (Fatimah & Amin (2022) The research entitled self-concept and interpersonal communication in junior high school students, its relevance to this study is that both will examine the self-concept and interpersonal communication, the difference is that this research was conducted using quota sampling, while the researchers used purposive sampling.

Karjuniwati, Ananda & Julianto (2021) research entitled self-concept and interpersonal communication in students of SMAN X Aceh Besar The relevance of this research is that both will examine the self-concept and interpersonal communication, the difference in this study is that this research was conducted in junior high school education units. Yohana, (2014) research entitled the relationship between self-concept and interpersonal communication in commercial education students of the economic faculty of the State University of Jakarta The relevance of this research is that both will examine the self-concept and interpersonal communication, the difference in this study is that this research was conducted in junior high school education units. Sofwan & DS (2016) research entitled the relationship between self-concept and effective interpersonal communication between mothers and children The relevance of this research is that both will examine the self-concept and interpersonal communication, the difference in this research is that this research is aimed at mothers and children while this research is aimed at students.

Astarini, Nirwana & Ahmad (2016) The research entitled the relationship between social self-concept, student perceptions of parental and peer social support with student interpersonal communication and its implications for counseling services, its relevance to this study is that researchers only examine between self-concept and interpersonal communication. Widya (2019) The research entitled the relationship between self-concept and interpersonal communication of orphanage adolescents and its implications in BK, The relevance of this research is that both will examine the self-concept and interpersonal communication, the difference in this study is that this research is aimed at orphanage adolescents while this research is aimed at students.

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The implication of the results of this study is that guidance and counselling services can help improve students' interpersonal communication skills. Guidance and counselling teachers can help students understand and develop their self-concept, as well as help them develop emotional intelligence such as perception skills, being able to understand and manage emotions. Furthermore, counselling teachers can use appropriate techniques or approaches to help students understand and develop their self-concept and intelligence, techniques or approaches include group guidance, personal guidance, individual counselling, and problem solving techniques.

The findings can be an input for all parties involved with the school education process, based on the results of this study, it is hoped that the relevant parties can make the right decisions in providing services to improve students' interpersonal communication. Thus, the results of this study can provide direction for counselling teachers in providing effective guidance and counselling services, to help students understand develop their self-concept and emotional intelligence, and improve their interpersonal communication skills.

The variables of this study are still limited, because this study has three variables. It is necessary to develop for other researchers with regard to other factors related to interpersonal communication. The theory used still needs a lot of additions to support the results of the study in order to explain the meaning of the broad variables. To future researchers, this research is preliminary data in the development of further research related to student interpersonal communication, so that future researchers can refine other findings by expanding this study to be studied using different variables or populations.

CONCLUSION

Based on the research that has been done, it can be concluded that there is a positive and significant relationship between self-concept and interpersonal communication with a value of t = 2.991 and sig. 0,003.< 0,005. Based on the hypothesis test above, the regression analysis result is 0.213 with a significance level of 0.003 (p<0.005). Then it can be seen that the R value shows that there is a positive relationship between self-concept and interpersonal communication by 21.3%. The higher the self-concept that students have, the better their interpersonal communication skills and vice versa, the lower the self-concept, the more difficult it is for students to be able to communicate interpersonally. The R2 determination results of the variables above the determination value has a relationship between the independent variable and the dependent variable. The coefficient of determination between self-concept and interpersonal communication is 18.3% while the rest is influenced by other factors.

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AUTHOR CONTRIBUTION STATEMENT

Fauzan Habibi (FH), Nurfarhanah (N) conducted research, implementation and evaluation of research. Discussed designing research, conducting data validity tests, collecting data, processing research results and analysing the data obtained.

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