

THE RELATIONSHIP BETWEEN SELF-EFFICACY AND INTERPERSONAL COMMUNICATION OF GRADE VII STUDENTS OF STATE JUNIOR HIGH SCHOOL 102 JAKARTA

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ABSTRACT

This study aims to examine the relationship between self-efficacy and interpersonal communication of seventh-grade students of State Junior High School 102 Jakarta. The study used a descriptive correlational approach involving 36 respondents who were purposively selected from a population of 215 students. Data collection was conducted using a closed-ended Likert-scale questionnaire. Data analysis used the Pearson Product-Moment correlation test with the help of SPSS version 25.00. The results showed that students' self-efficacy was in the moderate category (67%) and students' interpersonal communication was also in the moderate category (67%). The correlation test produced a value of $r = 0.614$ with a significance of 0.000 ($p < 0.05$), which indicates a significant positive relationship with a strong category correlation strength between students' self-efficacy and interpersonal communication. This finding implies that increasing self-efficacy through a structured guidance and counseling program can contribute to improving the quality of students' interpersonal communication.

Keywords: self-efficacy, junior high school students, guidance and counseling.

INTRODUCTION

Interpersonal communication is fundamentally very close to daily life. It can be found in everyday interactions, ranging from the smallest social unit, the family, to a larger scope, which is community life. The more individuals involved in this interpersonal communication, the more complex the communication process becomes. Effective interpersonal communication enables individuals to interact well in various situations, build strong relationships, and achieve mutual goals. In communicating, individuals must be confident in their own abilities and show no hesitation in carrying it out. Students' communication often does not run as smoothly as it should; however, students are expected to be capable of meeting their communication needs effectively to maintain good relationships with peers and teachers, as well as to fulfill the demands of the learning process. In this learning process, students do not only learn individually, but they also engage in group learning activities or learning projects that require peers to complete the lessons.

Students with good interpersonal communication skills will find it easier to complete tasks related to peers. Conversely, if students have poor interpersonal communication, they will find it difficult to follow the learning process. According to Bandura (1997:3), "perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments." Self-efficacy is perceived as a belief in one's capability to organize and execute the actions necessary to achieve specific accomplishments and goals. Furthermore, Prakoso in Krisniawan (2014: 18) adds that self-belief (self-efficacy) is highly necessary. This belief will lead to the choice of actions, effort expenditure, and individual perseverance. Belief rooted in the perceived limits of one's capabilities will direct a person to behave in a steady and effective manner. From the statements above, it can be concluded that self-efficacy is an individual's action to achieve a desired goal by putting forward the best possible effort to reach the intended outcome.

Interviews conducted by the researcher with the guidance and counseling (BK) teacher revealed that the students here are quite diligent in doing their assignments. If there are complaints from subject teachers, the BK teacher will follow up by gathering the students and talking to them gently about what prevented them from submitting their tasks. The BK teacher also helps students relearn lessons they do not understand. Meanwhile, a subject teacher who also serves as a homeroom teacher stated to the researcher that not all students in the school environment possess high self-efficacy. There are several students who have low self-efficacy, and some students tend to be average in class. As for interpersonal communication, the students are quite good at communicating with both peers and teachers. This is evident from the students' ability to interact well in front of the class during group learning activities.

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A study conducted by Muhammad Fadalia (2023) states that the role of educators' interpersonal communication skills in fostering students' self-efficacy in junior high school (SMP)—through inspiring teachers—is highly crucial. This effort, where educators serve as the central figure for students in cultivating self-efficacy, has a significant impact on student development in learning and daily life in junior high school. Educators who possess good interpersonal communication will become inspiring figures for students, providing emotional support, positive feedback, and challenges appropriate to the students' abilities. This helps students feel valued, motivated, and confident in facing learning tasks and challenges.

The theory developed by Bandura in Krisniawan (2014:18) states that several factors influence interpersonal communication skills, namely: trust, supportive behavior, openness, and self-efficacy. Based on this opinion, it can be understood that one of the factors that can influence interpersonal communication skills is self-efficacy. From the statements above, it can be concluded that the higher the self-efficacy a student possesses, the higher their interpersonal communication will be. If a student's self-efficacy is low, their interpersonal communication will also be low.

The Reality on the Field:

In reality, however, there are students who possess high self-efficacy but have low interpersonal communication, as well as students who have low self-efficacy but exhibit high interpersonal communication. Based on this phenomenon, the researcher aims to investigate the relationship between self-efficacy and interpersonal communication among 7th-grade students at State Junior High School 102 Jakarta. By understanding this relationship, schools and educators can design intervention programs aimed at enhancing students' self-efficacy, which in turn can improve the quality of their interpersonal communication.

The purpose of this study is to examine the relationship between self-efficacy and interpersonal communication among 7th-grade students at State Junior High School 102 Jakarta. The results of this study are expected to provide practical contributions to the development of educational and training programs in schools. Enhancing students' self-efficacy through various pedagogical and psychological approaches can improve their interpersonal communication skills. Ultimately, this can improve the learning climate in schools, support better academic achievement, provide vital insights into the role of self-efficacy in secondary education, and offer guidance for teachers, counselors, and educational decision-makers to enhance the interpersonal communication skills of 7th-grade students at SMP Negeri 102 Jakarta.

RESEARCH METHOD

This study is a descriptive correlational research that aims to describe and determine the relationship between the research variables. This study consists of two variables: self-efficacy (\$X\$) as the independent variable and interpersonal communication (\$Y\$) as the dependent variable. The objective of this research is to determine whether there is a significant relationship between self-efficacy and the interpersonal communication of 7th-grade students at State Junior High School 102 Jakarta.

The research population consists of all 7th-grade students at State Junior High School 102 Jakarta, totaling 215 students. The sample taken from this population must be truly representative. Arikunto (2017:173) states, "If the research subjects are fewer than one hundred, it is better to take the entire population as the sample; if they are more than one hundred, the sample can be taken at 10–15% or 20–25%."

Arikunto (2017:173) posits that if the subjects number fewer than 100, the entire population serves as the research sample. However, if the subjects exceed 100, only 10–15% or 15–25% is selected. Given that the 7th-grade student population at SMP Negeri 102 Jakarta is 215, the researcher sampled approximately 17% of the existing population, resulting in 36.5, rounded to 36 respondents to serve as the research sample.

The data collection technique used in this study employs a questionnaire instrument utilizing a Likert scale model. According to Sugiyono (2019:199), a questionnaire is a data collection technique carried out by providing a set of written questions or statements for respondents to answer. This study utilizes a closed-ended questionnaire. According to Winarno (2013:99), a closed-ended questionnaire is one where the answers are already provided so that respondents only need to choose. A questionnaire is a list of questions that must be answered or filled out by respondents based on actual conditions.

The type of instrument used in this study follows the Likert scale. According to Sugiyono (2013:93-94), the Likert model is used to measure a person's or a group's attitudes, opinions, and perceptions regarding social events or phenomena. The scale used in this study includes the options: Always (SL), Often (SR), Sometimes (K), Never (TP).

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Once the data is obtained, data analysis is performed to simplify the data into a format that is easier to read and interpret so that conclusions can be drawn. All data obtained in this study will be processed using simple correlation analysis techniques, specifically by conducting the Pearson Product-Moment correlation test. After the data is analyzed, testing must be carried out, requiring data analysis as a factor in selecting and utilizing the type of data analysis technique that will be used to test the research hypothesis.

The purpose of hypothesis testing is to establish a foundation so that evidence in the form of data can be gathered to make a decision on whether to reject or accept the statements or assumptions made. The Pearson correlation test is a statistical technique used to evaluate the extent to which two quantitative variables correlate with one another. The Pearson correlation yields a Pearson correlation coefficient that measures the strength and direction of the linear relationship between the two variables. The Pearson correlation coefficient analysis is performed using SPSS version 25.00 for Windows.

RESULTS

Based on the results of processing self-efficacy data on 36 respondents of class VII students of SMP Negeri 102 Jakarta, a descriptive statistical picture was obtained as presented in Table 1 below. Please continue text in single-spaced lines with 1 space at each paragraph. Text continues.

Table 1. Descriptive Statistics of Self-Efficacy and Interpersonal Communication

Statistik	Self Efficacy (X)	Interpersonal Communication (Y)
N	36	36
Mean	105,31	153,00
Median	107,00	153,00
Std. Deviasi	13,034	22,396
Range	57	89
Minimum	68	106
Maksimum	125	195

Based on Table 1 above, the self-efficacy score had the highest value of 125 and the lowest value of 68, with an average (mean) of 105.31 and a standard deviation of 13.034. Furthermore, the distribution of student self-efficacy categories is presented in Table 2 below.

Table 2. Frequency Distribution of Self-Efficacy of Grade VII Students of State Junior High School 102 Jakarta

No	Interval	Category	F	%
1	< 92,271	Low	6	16%
2	92,271 – 118,339	Medium	24	67%
3	> 118,339	High	6	17%

Based on Table 2, it is known that the self-efficacy of seventh grade students of State Junior High School 102 Jakarta shows that 6 students (17%) are in the high category, 24 students (67%) are in the medium category, and 6 students (16%) are in the low category. Thus, it can be concluded that the self-efficacy of seventh grade students of SMP Negeri 102 Jakarta as a whole is in the medium category (67%). Meanwhile, the results of interpersonal communication data processing from 36 respondents obtained the highest score of 195 and the lowest score of 106, with an average (mean) of 153.00 and a standard deviation of 22.396. The distribution of the frequency of students' interpersonal communication is presented in Table 3 below.

**Table 3. Frequency Distribution of Interpersonal Communication of Grade VII
Students of State Junior High School 102 Jakarta**

No	Interval	category	F	%
1	< 130,603	Low	7	19%
2	130,603 – 175,396	Medium	24	67%
3	> 175,396	High	5	14%

Based on Table 3, it is known that the interpersonal communication of seventh grade students at State Junior High School 102 Jakarta shows that 5 students (14%) are in the high category, 24 students (67%) are in the medium category, and 7 students (19%) are in the low category. Thus, it can be concluded that the students' interpersonal communication overall is in the medium category (67%). The normality test was conducted using the Shapiro-Wilk method with a significance level of 0.05. The results of the normality test are presented in Table 4 below.

Table 4. Shapiro-Wilk Normality Test Results

Variabel	Test	Statistic	df	Sig.	Information
Self Efficacy	Shapiro-Wilk	0,951	36	0,116	Normal
Komunikasi Interpersonal	Shapiro-Wilk	0,980	36	0,733	Normal

Based on Table 4, the significance value for the self-efficacy variable is 0.116 and the interpersonal communication variable is 0.733. Both values are greater than 0.05 ($p > 0.05$), thus concluding that the data for both variables are normally distributed and meet the requirements for further analysis.

A linearity test was conducted to determine whether the relationship between the self-efficacy (X) and interpersonal communication (Y) variables is linear. The linearity test results show a sig. Deviation from Linearity value of 0.860 > 0.05, indicating a significant linear relationship between variables X and Y. This confirms that the linearity assumption is met. Hypothesis testing was conducted using the Pearson Product Moment correlation test using SPSS version 25.00 for Windows. The results of the correlation analysis are presented in Table 5 below.

Table 5. Pearson Product Moment Correlation Test Results

Information	Self Efficacy	Interpersonal Communication
Pearson Correlation	1	0,614
Sig. (2-tailed)	-	0,000
N	36	36
Category correlation	strong (0,60 – 0,799)	strong (0,60 – 0,799)

Based on Table 5, the analysis results show a calculated r value of 0.614 with a significance value (sig. 2-tailed) of 0.000. Because the calculated r (0.614) > r table (0.329) at a significance level of 5%, then H_0 is rejected and H_a is accepted. This proves that there is a significant positive relationship between self-efficacy and interpersonal communication skills of seventh grade students of State Junior High School 102 Jakarta. Correlation strength classification: r value = 0.614 is included in the strong category

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(0.60–0.799). This means that the higher a student's self-efficacy, the higher their interpersonal communication skills.

DISCUSSION

The findings of this study reveal that there is a significant positive relationship between self-efficacy and the interpersonal communication skills of 7th-grade students at State Junior High School 102 Jakarta. The correlation strength is recorded at \$0.614\$, which falls into the strong category. This result aligns with Bandura's (1997) theory, which states that self-efficacy is an individual's belief in their ability to execute a course of action to achieve specific goals, directly influencing social behavior—including communication skills.

Students with high self-efficacy tend to possess greater confidence in interacting, are more open in sharing information (openness), are more capable of sensing others' conditions (empathy), are more willing to provide support (supportiveness), think and act positively, and highly value equality in interpersonal relationships. This is consistent with the dimensions of interpersonal communication proposed by Joseph DeVito in Suranto (2011), namely: Openness, Empathy, Supportiveness, Positiveness, Equality.

Overall, both variables fall into the moderate category. This indicates that there is still room for improvement in students' self-efficacy through various guidance and counseling interventions, which in turn are expected to enhance their interpersonal communication skills. Guidance programs focusing on strengthening self-belief, emotional management, and social skills can serve as appropriate strategies to optimize both aspects.

The product-moment correlation analysis demonstrates that a higher self-efficacy score indicates a student possesses robust belief in their own capabilities. This belief sparks high motivation within themselves to engage in interpersonal communication. Furthermore, individuals with high self-efficacy are capable of motivating themselves to resolve internal issues and can prevent various other problems that might become obstacles to achieving their desired goals.

These research findings are consistent with the theory presented by Bandura in Krisniawan (2014:18), which posits that several factors influence interpersonal communication skills: trust, supportive behavior, openness, and self-efficacy. Based on this perspective, it is clear that self-efficacy is a key factor influencing interpersonal communication skills.

The correlation coefficient (r) value of 0.614\$confirms a significant positive correlation between self-efficacy and the interpersonal communication of 7th-grade students at State Junior High School 102 Jakarta. The correlation between the two variables is strong ($r = 0.614$) with a significance value of 0.000, placing it well within the strong classification range (0.60 - 0.799).

Furthermore, Prakoso in Krisniawan (2014:18) adds that self-belief (self-efficacy) is highly indispensable; this belief guides the choice of actions, effort expenditure, and individual perseverance. A conviction grounded in the perceived limits of one's abilities compels an individual to behave in a stable and effective manner. Following this point of view, it is understood that self-efficacy is vital for an individual's daily behavior, especially in establishing and maintaining communication with others.

CONCLUSIONS

Based on the results of the research and discussion, it can be concluded that: (1) Self-efficacy of seventh grade students of State Junior High School 102 Jakarta is in the moderate category (67%). (2) Interpersonal communication of seventh grade students of State Junior High School 102 Jakarta is in the moderate category (67%). (3) There is a significant positive relationship between self-efficacy and interpersonal communication skills of seventh grade students of State Junior High School 102 Jakarta, with a correlation coefficient value of $r = 0.614$ (strong category) and a significance value of $0.000 < 0.05$. Thus, increasing students' self-efficacy will contribute to improving their interpersonal communication skills.

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