

Efikasi Diri dan Keterampilan Komunikasi Interpersonal pada Mahasiswa

Self-Efficacy and Interpersonal Communication Skills in College Students

Zulfa Azka Azkia⁽¹⁾, Sri Purnami⁽²⁾, Muqowim⁽³⁾ & Atina Husna Athiyah⁽⁴⁾

^(1, 2, 3) Fakultas Pendidikan Agama Islam dan Keguruan,
Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

⁽⁴⁾ Fakultas Humaniora, Al-Azhar University, Cairo

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* Corresponding author: zulfaazka27@gmail.com

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara efikasi diri dengan kemampuan komunikasi interpersonal pada mahasiswa dan untuk mengetahui seberapa akurat variabel efikasi diri sebagai prediktor variabel kemampuan komunikasi interpersonal pada mahasiswa. Jenis penelitian ini adalah penelitian ex post facto dengan jenis korelasional. Subjek penelitian ini adalah 89 mahasiswa PAI angkatan 2022. Variabel dalam penelitian ini terdiri dari variabel terikat yaitu kemampuan komunikasi interpersonal dan variabel bebas yaitu efikasi diri. Data yang dikumpulkan berupa analisis efikasi diri dan kemampuan komunikasi interpersonal dengan menggunakan instrumen kuesioner. Analisis data yang digunakan adalah analisis regresi sederhana dan korelasi product moment. Hasil analisis koefisien korelasi untuk variabel efikasi diri dengan kemampuan komunikasi interpersonal = 0,784 dengan signifikansi 0,000 ($p < 0,01$). Hasil analisis data menunjukkan adanya hubungan positif yang signifikan antara efikasi diri dengan kemampuan komunikasi interpersonal pada mahasiswa dengan koefisien determinasi sebesar 61,5% dan sisanya 38,5%, serta $139,140 > 3,95$ yang berarti ada hubungan positif dan signifikan antara efikasi diri dengan kemampuan komunikasi interpersonal pada mahasiswa.

Kata Kunci: Efikasi Diri; Keterampilan Komunikasi Interpersonal: Mahasiswa.

Abstract

This study aims to determine the relationship between self-efficacy and interpersonal communication skills in students and to determine how accurate the self-efficacy variable is as a predictor of the interpersonal communication skills variable in students. This type of research is an ex post facto study with a correlational type. The subjects of this study were 89 PAI students from the 2022 intake. The variables in this study consist of the dependent variable, namely interpersonal communication skills and the independent variable, namely self-efficacy. The data collected is an analysis of self-efficacy and interpersonal communication skills using a questionnaire instrument. The data analysis used is simple regression analysis and product moment correlation. The results of the correlation coefficient analysis for the self-efficacy variable with interpersonal communication skills = 0.784 with a significance of 0.000 ($p < 0.01$). The results of data analysis show a significant positive relationship between self-efficacy and interpersonal communication skills in students with a determination coefficient of 61.5% and the remaining 38.5%, and $139.140 > 3.95$, which means there is a positive and significant relationship between self-efficacy and interpersonal communication skills in students.

Keywords: Self-Efficacy; Interpersonal Communication Skills: Student.

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INTRODUCTION

In socializing between individuals, forms of communication play an important role in all aspects of life. (Panzola et al., 2024). Mastering effective communication is an important foundation for interacting and collaborating with others. (Nulhakim, 2021). Moreover, its usefulness for students who have a role as the next generation of the nation. Students are prospective intellectuals or young scholars in society who have ties to certain universities. The learning process in college has broader learning objectives, so that students are required to be able to play an active and independent role in developing critical thinking skills and also seeking various references for information and lecture learning materials.

In their daily lives, students will communicate with lecturers and other students both during the learning process and outside of it. So whether consciously or unconsciously, communication is an absolute thing that cannot be avoided (Kurniawan et al., 2021). With the form of communication between individuals, it will indirectly affect the development of interpersonal skills in a person. The ability to adapt to the environment and even existing problems will form a satisfying relationship (Bilicha et al., 2019). This satisfying relationship can be achieved by students if the students have good communication skills with others.

Interpersonal communication is a very important skill for every individual in various aspects of life, including in the context of higher education, especially among students (Rahman, 2024). Having effective communication skills allows an individual to interact with others, also in

building positive interactions, and achieving common goals.

Related to the explanation above, a form of interpersonal communication skills that are carried out well by students, reflects a character that can think critically, broadly and complexly, the balance between cognitive and emotional can be controlled, appreciate differences, are able to carefully consider the impact of the decisions they make (Suhanti et al., 2018). Interpersonal communication occurs when two or more people interact by involving verbal and non-verbal behavior, interpersonal exchanges (Laelah & Aeni, 2022), and the use of behavior that is in accordance with the specific purpose of the communicative interaction, the desired result is a change in attitude, behavior, or beliefs of *the intractant* (Isti'adah, 2017).

In the realm of lectures, aspects of interpersonal communication, some of the factors can be found such as: the ability to deliver material, lack of mastery of the material, lack of learning skills, lack of understanding of various forms of teaching methods, and so on. If factors like this are often found, then in the ongoing learning, it is felt that assistance will be needed for the existing difficulties so that the teaching and learning process continues to run well (Amar, 2024).

Good communication needs to be supported by the aspect of self-efficacy. Self-efficacy, namely a person's belief in their ability to achieve certain goals, also has a significant role in various aspects of life as well as in improving interpersonal communication skills (Lutfianawati & Widyayanti, 2022). Individuals with high self-efficacy tend to be more confident in expressing opinions, active in discussions,

persistent, better able to overcome obstacles in communication and succeed in achieving their goals (Karmila & Raudhoh, 2021). Self-efficacy is an assessment of a person's ability to approach various suggestions, tasks, and challenges that exist (Fitriyana et al., 2020). Individuals with good efficacy will try to deal with situations that threaten them, so that they will not have an impact on anxiety and are not easily disturbed by these situations.

A major problem is that some students still feel nervous, unconfident, afraid of what is being conveyed and anxious about everything they will convey when speaking in public. This phenomenon occurs because students are not fully confident in the answers to questions that will arise from both lecturers and other students, after their presentation. The aspect of lack of confidence can also be influenced by feelings of being underestimated by other students, so that students tend to be embarrassed to speak. Other aspects can also be influenced by the lack of student preparation in learning, such as reluctance to ask questions after the lecturer explains the material, being indifferent to the lack of understanding in themselves. These things will cause a character of lack of self-confidence in students which has a negative effect on students' interpersonal skills, especially in the learning process.

In Budi's research (Astuti & Pratama, 2020), entitled "The Relationship between Self-Efficacy and Students' Communication Skills" states that there is a positive and significant relationship between self-efficacy and students' communication skills as evidenced by the correlation results of 0.028 which is at a correlation

coefficient between 0.20-0.399 which is included in the low relationship level. This study uses students as the subjects of the research conducted.

Research conducted by Deta Hikmalia (Efendi et al., 2020) entitled "The Relationship between Self-Efficacy and Self-Regulation in Learning in Students of the Faculty of Medicine, Mahahyati University" states that there is a significant relationship between self-efficacy and self-regulation in learning (p value = 0.000), which explains that the higher the self-efficacy, the higher the self-regulation in a person's learning. This study provides sufficient data analysis on the correlation analysis between the two existing discussion variables, so it does not continue with the regression analysis.

In a study conducted by Elfira (Rahmayati & Lubis, 2023), with the research title "The Relationship between Academic Self-Efficacy and Social Support with Self-Adjustment", it was concluded that there was a significant positive relationship between academic self-efficacy and social support with self-adjustment in students with a review of the analysis results which obtained the results $F = 94.717$ with $r = 0.786$ and a percentage of 61.8% which means that the higher the academic self-efficacy possessed by students and the higher the social support provided, the higher the student's self-adjustment. The scope of discussion in this study includes a general discussion of the social life of an individual. So from several existing studies, researchers conducted research outside the scope of previous research.

Considering the existing problems, the importance of self-efficacy aspects and

interpersonal communication skills in students in the lecture process, the researcher is interested in seeing the theory in real life, which will then be researched and reviewed on several students.

Thus, based on the introduction that has been explained with the supporting theories above, the formulation of the problem in this study is whether there is a positive relationship between self-efficacy and interpersonal communication skills in students and whether the self-efficacy variable can be a predictor of the interpersonal communication skills variable in students. The purpose of the research that will be carried out in this study is to determine the relationship between self-efficacy and interpersonal communication skills in students and to determine how accurate the self-efficacy variable is as a predictor of the interpersonal communication skills variable in students. The hypotheses proposed in this study are 1). "There is a positive relationship between self-efficacy and interpersonal communication skills in students"; 2). "Self-efficacy can be a predictor of students' interpersonal communication skills".

RESEARCH METHODS

The type of research used is *ex post facto research* using a quantitative approach. (Rukminingsih et al., 2020). The design of this study is a correlational descriptive study. The researcher seeks a relationship between the independent variable, self-efficacy, which is a person's belief in their ability to succeed in a particular task or situation, and the dependent variable, interpersonal

communication skills, which is a person's ability to interact and communicate effectively with others involving the exchange of information, ideas and feelings directly, both verbally and nonverbally.

The subjects in this study were 89 PAI students from the 2022 intake divided into 3 classes as presented in Table 1 below.

Table 1. Number of Research Subjects

No.	Class	Number of Students
1	A	20
2	B	33
3	C	36
Total		89 Students

This study has two variables consisting of independent variables, namely self-efficacy and dependent variables, namely interpersonal communication skills. The data collection procedure carried out was by providing a Self-Efficacy Scale to measure self-efficacy and an Interpersonal Communication Skills Scale to measure interpersonal communication skills in PAI students at UIN Sunan Kalijaga Yogyakarta. Both scales are research instruments developed by Ni Putu Trisya Hani Sagita in 2020. The Self-Efficacy Scale used consists of 26 statement items and has an item validity index between 0.886 - 0.896, and has a reliability value of 0.894, which is calculated using the formula :

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum S_i}{S_t} \right]$$

As for the Interpersonal Communication Ability Scale, it consists of 35 items, the item validity index ranges between 0.919 - 0.928, with a reliability value of 0.925. Both of these measuring instruments are presented in the form of a *Likert scale* that has five alternative answers, so that respondents only need to provide a check mark (✓) in the answer

column that has been provided. (Martono, 2012).

Method used to test the first hypothesis in this study is the product moment correlation technique. While the data analysis to test the second hypothesis using simple regression analysis. However, to be able to perform both analysis techniques, the prerequisite analysis test is first carried out, namely the data normality test and the data linearity test. The entire data analysis process is carried out with the help of the SPSS version 25 program.

The data normality test was obtained using the *Kolmogorov-Smirnov test formula*. The results can be seen in the following table:

Table 2. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
Self Efficacy	,080	89	,200	,885	89	,180
Interpersonal Communication Skills	,062	89	,200	,844	89	,160

a. Lilliefors Significance Correction

Based on the table above, In the self-efficacy data, the value obtained was $D(89) = 0.080$, $P > 0.05$ and in the interpersonal communication ability data, the value obtained was $D(89) = 0.062$, $P > 0.05$, which means that both data are distributed. normal.

Next, in the data linearity assumption test, the calculation results can be seen in the following table:

Table 3. Linearity Test Results

			F	Sig.
Interpersonal Communication Skills * Self-Efficacy	Between Group	Linearity	157,186	.000
		Deviation From		
		Linearity	1,403	.137

Based on the results of the linearity test in table 3, the value of $F = 1.403$, $p = 0.137$ ($p > 0.05$) was obtained, so it can be concluded that self-efficacy and

interpersonal communication skills have a linear relationship.

The data normality assumption test shows that both data are normal and the data linearity assumption test shows that there is a linear relationship between the self-efficacy variable and the interpersonal communication ability variable. Thus, the assumption test to be able to conduct product moment correlation analysis and simple regression analysis is fulfilled.

RESULTS AND DISCUSSION

Data analysis to test the first hypothesis, namely "There is a positive relationship between self-efficacy and interpersonal communication skills in students" obtained the following results:

Table 4. Correlation Test Results

		Self Efficacy	Interpersonal Communication Skills
Self Efficacy	Pearson Correlation	1	,784**
	Sig. (1-tailed)		,000
	N	89	89
Interpersonal Communication Skills	Pearson Correlation	,784**	1
	Sig. (1-tailed)	,000	
	N	89	89

**. Correlation is significant at the 0.01 level (1-tailed).

Based on the table, a positive value of 0.784 was obtained r_{hitung} , with a significance of $p = 0.000$ where $p < 0.01$. This means that there is a significant positive relationship between self-efficacy and interpersonal communication skills. The higher the self-efficacy, the higher the interpersonal communication skills of students. Thus, the first hypothesis which states "There is a positive relationship between self-efficacy and interpersonal communication skills in students" can be accepted.

Furthermore, the correlation coefficient obtained was 0.784. Based on

the correlation criteria, the r value obtained is in the interval of 0.61 to 0.80. This means that the relationship that is established is included in the large or strong category. (Neliwati, 2018) .

Based on the value r_{hitung} , it can also be seen that the coefficient of determination (r^2) is 0.615, thus it can be interpreted that the variance in interpersonal communication variables can be jointly explained by the variance in self-efficacy of 61.5%.

The results conclude that there is a relationship or correlation between the variables of self-efficacy and interpersonal communication skills. Because r_{hitung} in this analysis it has a positive value, it means that the relationship between the two variables is positive or in other words the increasing self-efficacy will also increase interpersonal communication skills.

Furthermore, the results of the second hypothesis test, using regression analysis, can be seen in the following table:

Table 5. ANOVA Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8681,578	1	8681,578	139,140	,000 ^b
	Residual	5428,332	87	62,395		
	Total	14109,910	88			

a. Dependent Variable: Interpersonal Communication Skills

b. Predictors: (Constant), Self-Efficacy

Based on the table, the value F_{hitung} is 139.140, p value = 0.000, $p < 0.01$. This means that the regression model can be used very significantly to predict self-efficacy for interpersonal communication skills. Thus, the second hypothesis which states "Self-efficacy can be a predictor of students' interpersonal communication skills" can be accepted.

Furthermore, the results of the analysis to determine the extent to which

self-efficacy can predict interpersonal communication skills can be seen in the following table:

Table 6. Model Parameters

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1	(Constant)	17,274		1,964	,053
	Self Efficacy	1,118	,784	11,796	,000

a. Dependent Variable: Interpersonal Communication Skills

Based on the table above, the value of a is known = 17.274, while $b = 1.118$. With the regression equation formula $\hat{Y} = a + bX$, the regression equation obtained is $\hat{Y} = 17.274 + 1.118X$.

Based on the regression equation, it can be seen that an increase of 1 score in the self-efficacy variable with the assumption that other independent variables are constant will cause an increase in the interpersonal communication ability variable of 1.118.

CONCLUSION

The results of the study showed 1). There is a positive and very significant relationship between self-efficacy and students' interpersonal communication skills ($r_{xy} = 0.784$, $p = 0.000$ ($p < 0.01$); 2). Self-efficacy can be used to predict students' interpersonal skills where every 1 increase in the self-efficacy variable score with the assumption that other independent variables are constant will cause an increase in the interpersonal communication skills variable by 1.118, with the regression equation $\hat{Y} = 17.274 + 1.118X$.

Based on these results, the conclusion of this study is that the hypothesis proposed by the researcher about the existence of a positive relationship

between self-efficacy and interpersonal communication skills in PAI students at UIN Sunan Kalijaga Yogyakarta is accepted. So with this the results state that there is or there is a positive relationship between self-efficacy and interpersonal communication skills in PAI students at UIN Sunan Kalijaga Yogyakarta. This shows that the higher the aspect of self-efficacy, the higher the interpersonal communication skills of PAI students at UIN Sunan Kalijaga Yogyakarta. This means that when individual PAI students have high levels of interpersonal communication skills, the aspect of self-efficacy in individual students will also increase.

To the research subjects to be able to develop self-efficacy skills in each of them, especially in the social sphere, so that it can have a positive influence on interpersonal communication skills, especially involvement with these skills has a positive impact in the realm of lectures and levels that will be passed by students in the future. To further researchers, researchers can increase the research variables in order to examine more deeply the influence that is quite supportive of the ability that spurs the positive impact of human behavior in communicating with others. Researchers can also develop research by using other research techniques to obtain better and more reliable data, such as interview methods and research observations, in order to enrich the research results.

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