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**"Psychological Perspectives
on Career"**

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Siti Jaro'ah
Vania Ardelia
Onny Fransinata Anggara
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Department of Psychology
Universitas Negeri Surabaya

PROCEEDING

**THE 2nd INTERNATIONAL CONFERENCE ON PSYCHOLOGY
AND EDUCATION (ICPE) 2023**

“Psychological Perspectives on Career”

Surabaya, October 3rd, 2023

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“Psychological Perspectives on Career”

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PREFACE

The 2nd International Conference on Psychology and Education (ICPE) was held virtually via Zoom Meeting on October 3rd, 2023. This international conference is a breakthrough pioneer in the Department of Psychology, Faculty of Education, Universitas Negeri Surabaya to initiate scientific contribution to the academic world. This conference represents a significant milestone in our collective endeavor to deepen our understanding of the intricate interplay between psychology and career development.

The theme of this year's conference, "Psychological Perspectives on Career," encapsulates the diverse and multifaceted nature of career studies through the lens of psychology. In an era marked by rapid technological advancements, evolving job markets, and shifting societal expectations, the role of psychology in guiding career paths has never been more crucial. Our aim is to explore and disseminate cutting-edge research, innovative practices, and thought-provoking insights that can illuminate the various psychological factors influencing career choices, development, and satisfaction.

This conference had qualified keynote speakers who had extraordinary experiences in their field namely Dominik E. Froehlich, Ph.D from University of Vienna Austria, Dr. Azmawaty Mohamad Nur from Universiti Malaya Malaysia, Prof. Dr. Nur Hidayah, M.Pd. from Universitas Negeri Malang Indonesia, and Meita Santi Budiani, M.Psi., Psikolog from Universitas Negeri Surabaya Indonesia.

I would like to extend my heartfelt gratitude to the organizing committee, the reviewers, and all the participants for their invaluable contributions to this event. Special thanks are due to authors for contributing their research for the conference.

Sincerely,
Dr. Umi Anugerah Izzati, M.Psi., Psikolog
ICPE 2023 Chairman Committee

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Improving Interpersonal Relationships through Interpersonal Communication

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Abstract: Interpersonal relationships cannot be avoided in daily human activities, so it's very important to build and improve to standardise the relationship between individuals and other individuals. Journal articles are made with the aim that the public will know more about how to improve interpersonal relations through building good interpersonal communication. The method used in this study is a qualitative research method with literature review. Based on the articles reviewed in this study, it shows that attention has not been maximised on how to improve interpersonal relationships through interpersonal communication. Whereas interpersonal communication acts in human interaction as a way to build or improve interpersonal relationships and at the same time as a way to develop the individual himself. Therefore, it is necessary to conduct further research on this matter.

Keywords: Interpersonal Communication, Interpersonal Relationships, Self-Development, Human Interaction

1 INTRODUCTION

Interpersonal relationships are relationships that cannot be avoided in daily human activities, including in the ongoing series of activities carried out by humans, which are related to interpersonal relationships. However, sometimes in the process of interacting or conducting interpersonal relationships there are obstacles or distractions that make the interaction process less effective. One of the obstacles that often occurs is the obstacle of interpersonal communication that comes from within the individual himself. According to Ali and Hastasari (2020) interpersonal communication obstacles that often occur in the process of interpersonal relationships are distractions that can disrupt or disrupt the process of sending and receiving messages, such as the lack of interpersonal skills that individuals have so that it will disrupt the individual's interpersonal relationships.

Individual interpersonal relationships can be said to be good if the interpersonal communication that is intertwined in them is effective communication. The psychological aspect states that the better the individual's interpersonal communication, such as the individual's openness in self-disclosure, the better the interpersonal relationship between the individual because the interpersonal communication that occurs between the two takes place effectively. Interpersonal is generally defined as a communication process that takes place between two individuals or can be more face-to-face while interpersonal relationships are defined as relationships outside the individual or can be called adjustments or adaptations of individuals to other individuals (Ully et al., 2023). According to Astarini et al. (2019) also explained that interpersonal relations are a process in which individuals will communicate with other individuals where the communication process does not only convey messages, but also determines the level of the relationship so that communication between individuals does not only determine content but also determines the relationship that occurs within it. Another opinion comes from Ratnita (2018) which explains that interpersonal relationships are how individuals interact and communicate with two or more people and in this process psychological aspects occur which can change attitudes, opinions, even the behaviour of the individuals who are interacting. Interpersonal relationships are believed to be one of the basic points that become the beginning of all forms of social interaction. Interpersonal relationships are considered important for an individual because if an individual is unable to apply good interpersonal relations then it is likely that the individual will be isolated in his environment and result in him not being able to get along with his social environment (Ratnita, 2018).

Interpersonal communication or also known as interpersonal communication is a communication process in which sending or receiving messages between individual senders and other individuals as recipients of messages is carried out

directly or indirectly (Badawi & Rahadi, 2021) . The existence of interpersonal communication is very helpful in the process of interpersonal relations that occur between individuals because individuals can communicate or convey messages, ideas, feelings, emotions, and information that is owned directly or face to face with other individuals. One of the functions of interpersonal communication is to build sustainable relationships, this function is of course closely related to interpersonal relationships. According to Badawi & Rahadi (2021) say that if an individual is unable to convey communication or is unable to communicate properly, it will have an impact on the interpersonal relationships they experience, such as allowing disputes, misunderstandings, rejection, and even being ignored. Therefore it can be said that interpersonal communication and interpersonal relationships are two things that are interrelated.

According to Suranto in Ullya et al. (2023) explains that good interpersonal relationships are relationships that know each other closely, need each other, there is an attitude of openness in them, and there is a form of cooperation between two or more related individuals. The purpose of this characteristic is that in an interpersonal relationship between individuals should not only know each other's identity but understand each other's character or personal traits, the relationship must also be mutually beneficial by prioritising a relationship that is intertwined in two directions, a relationship that can be mutually beneficial. open by being marked by the ability of individuals to express themselves in it, and are equally aware that they have the same interests or goals. Conversely, if an individual has poor interpersonal relationships, then the individual needs to try to improve them, such as by improving their interpersonal communication skills.

In line with the statement above, Ali & Hastasari (2020) stated that in an interpersonal relationship it is very important to build and improve with the aim of uniforming individual relationships with other individuals and to help good cooperation with various parties in it. Based on the background described above, the writer has the desire to research how to improve interpersonal relationships through building good interpersonal communication, with the research title "Improving Interpersonal Relations through Interpersonal Communication".

2 MATERIALS AND METHODS

The method used in this study is a qualitative research method with literature review. The data sources used in this study are secondary data types derived from relevant articles published in Sinta (Science and Technology Index) indexed national journals and journal articles found on Google Scholar. In addition, it also uses secondary data obtained from other sources that are relevant to this research topic. The data collection strategy in this study is in the form of keywords used to find articles to be reviewed. The data collection for this study included inclusion criteria and exclusion criteria, where these criteria determined whether or not the data could be used. The inclusion criteria in this study were data sources that were relevant to the research topic, while the exclusion criteria in this study were data sources that were no longer relevant to this study because it had been more than 10 years. The number of research articles used in the review is two articles because research is still rare on this topic. Then, the analysis technique used is the interactive data analysis technique of Miles and Huberman. Miles and Huberman's interactive data analysis technique has three processes or flows. The three processes include data reduction, data presentation, and verification or drawing conclusions.

Interpersonal relationships can be interpreted as relationships or exchanges of information carried out by an individual to other individuals in his life so that it creates a feeling of happiness and a feeling of not being lonely (Ratnita, 2018). Good interpersonal relationship skills possessed by someone will help that person in establishing cooperation and friendly relations with others. A character named Devito said that interpersonal relationships have several stages, namely contact, involvement, intimacy, destruction, and termination (Abadi et al., 2013).

One important way that can be done in building good interpersonal relationships, is to do interpersonal communication. Interpersonal communication itself can be interpreted as a process of exchanging information or messages between individuals that is carried out directly or indirectly (Badawi & Rahadi, 2021). The existence of interpersonal communication, can make an individual able to express and convey every idea, ideas, feelings, emotions, and information that is done face to face in the delivery. Interpersonal communication has several components in it, namely sender, receiver, message, media, feedback, distraction and ethics (Badawi & Rahadi, 2021).

Interpersonal communication also has several building components, namely interpersonal communication is something that cannot be changed, interpersonal communication is related to ethics, humans create interpersonal relationships, interpersonal communication can build sustainable relationships, not everything can be solved by interpersonal communication, and the effectiveness of interpersonal communication can be learned (Badawi & Rahadi, 2021).

3 RESULTS

Good interpersonal communication can improve interpersonal relationships. This is in line with research conducted by Simanjuntak et al in 2022 with the title "The Influence of Communication, Interpersonal Relations and Work Environment on Teacher Job Satisfaction at MTs Negeri Lohsari, Labuhanbatu Selatan Regency" which states that communication, interpersonal relationships and the work environment have a positive and significant effect as well as communication Effective results are found with good interpersonal relationships as well.

Another opinion was expressed by research conducted by Murotmusaev in 2021 entitled Social Psychology of Communication: Communication as the Realisation of Social and Interpersonal Relationships which stated that communication acts as a way to unite individuals and as a way of developing themselves. Communication in this case is the reality of social relations and the reality of interpersonal relationships. In addition, according to a book written by Siti Rahmi in 2021 with the title "Interpersonal Communication and Relationships in Counselling" the ability to communicate is a key to success in interpersonal relationships for everyone.

4 DISCUSSIONS

a. Interpersonal Relations

Interpersonal relations are the ability of individuals to understand and feel what other people are thinking, feeling, and wanting. This is very useful when individuals carry out social interactions (Simanjuntak et al., 2020). In other matters, interpersonal relationships are also interpreted as strong relationships between individuals with one another which are included in interpersonal relationships. Attraction between individuals with one another makes individuals closer to one another and ultimately creates strong interpersonal relationships (Govindaraju & Seruji, 2022). A clear characteristic of a relationship is that it occurs gradually through a series of stages. The first stage is contact, at this stage the individual exchanges basic information and becomes the start of a stronger engagement. It can be said that the contact stage is an individual's first impression of one another. The second is involvement which is at this stage individuals begin to try to learn more about other individuals. In the initial phase of engagement there is some sort of testing going on, such as asking for more information about work and hobbies. Next, is intimacy which is at this stage the individual binds himself more deeply with other individuals. Binding in this case can be said to be a relationship as a friend or lover. There are two phases in this stage, namely the interpersonal commitment phase and the social bonding phase. Then, it continued with slump. A slump is a stage of relationship decline or weakening of relationships between friends or partners. The first phase at this stage is intrapersonal dissatisfaction. The second phase is interpersonal decline, in which individuals withdraw and become increasingly distant. In this case, the individual considers dissolving the relationship. Then, proceed with repairs where some individuals who feel setbacks, may want to improve the relationship. In this improvement phase, the first phase of interpersonal improvement analyses what went wrong and considers how to change behaviour. Furthermore, interpersonal improvement, in this phase the individual discusses the problems in the relationship. Lastly, dissolution which can be interpreted as the bonds between individuals are broken. This was preceded by the dissolution in the form of interpersonal separation of female (DeVito, 2016).

b. Interpersonal Communication

Interpersonal communication can be defined as an ability that bridges humans as a form of verbal communication (Suhanti et al., 2018). Meanwhile, according to Kustanti (2021) states that interpersonal communication is communication between individuals which involves two or more individuals as senders and receivers. In a communication process that involves at least two individuals, the communication process will be continuous and dynamic. This means that the communication will take place continuously and alternate positions between the sender of the message and the recipient of the message and it will be difficult to recognize when the communication process will end because the communication process will form a cycle like an endless circle. Verbal communication is also commonly used to help individuals who want to build relationships with other people in certain situations. Parts of interpersonal communication vary, for example, such as body gestures, eye contact, body movements, and hand movements. Types of interpersonal communication can be divided into three categories, namely first is involvement which can be interpreted as one of the individual needs to maintain satisfying relationships with other individuals. Individuals who have good interpersonal communication tend to have sufficient involvement and have a sense of belonging to one another. Second, control which is another form of manifestation of the individual's need for his will in terms of influencing and demonstrating the power he has over others. Lastly, is attachment. Attachment is an individual need to build friendship, closeness, or love with other individuals. Interpersonal communication generally occurs between two or more individuals who are not formally regulated, therefore each individual has the same freedom to discuss various matters related to his experiences, background, contents of his heart, ideas, hopes, even feelings, and so on. to other individuals. In this interpersonal communication there will usually be an increase in the closeness of the relationship between individuals with each other, sharing of information or knowledge and experiences can be

established with other individuals both in the immediate environment such as family, peers, or even in the wider community (Mataputun & Saud, 2020).

c. Interpersonal Relations through Interpersonal Communication

Interpersonal communication can improve interpersonal relationships. In a company the meaning of communication has a very important and important role of communication in the company. Between one individual and another requires effective communication so that the message can be understood. Human relations is where individuals communicate. Effective communication is emphasised with human relations. It is inconceivable if humans do not know how to communicate. Communication acts in human interaction as a way to unite individuals (interpersonal relationships) and at the same time as a way to develop the individual himself. Therefore the existence of communication is recognized as the reality of social relations and the reality of interpersonal relationships (Simanjuntak et al., 2020). Naturally, every set of relationships is embodied in a certain form of communication. Communication as an embodiment of interpersonal relationships which is a process is more studied in social psychology, while communication between groups is more studied in sociology. Communication, including in the system of interpersonal relations imposed by life with people, so it must be carried out in various kinds of interpersonal relationships, such as giving in terms of positive or negative attitudes from one person to another. The type of interpersonal relationship is no different from the way communication itself is built, but also exists in certain forms, even when the relationship is very intimate (Murotmusaev & Tangrikulova, 2021).

5 CONCLUSIONS

Interpersonal relationships can be interpreted as relationships between one individual and another individual or group, interpersonal relationships cannot be avoided in everyday human activities. Interpersonal relationships can be well established if the interpersonal communication used in them is in the form of effective communication. The characteristic of a clear relationship is that it occurs gradually through a series of stages, namely contact, involvement, intimacy, decline, and dissolution. This stage is the benchmark where a relationship can be said to be an interpersonal relationship. Then in the process of interpersonal communication must involve at least two individuals so that the communication process will be sustainable and dynamic. This means that interpersonal communication is carried out continuously, meaning that interpersonal relationships will become more intimate. Interpersonal communication has several parts in it, such as body gestures, eye contact, body movements, and hand movements. Interpersonal communication has 3 categories in it, namely involvement, control or control, and attachment. The existence of interpersonal communication can make improvements in terms of the closeness of interpersonal relationships between individuals with each other, sharing of information or knowledge and experiences can be established with other individuals both in the immediate sphere such as family, peers, or even in a wider community. Interpersonal relationships can be improved through interpersonal communication because interpersonal communication acts in human interaction as a way to build or improve interpersonal relationships and at the same time as a way to develop the individual himself.

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LITERATURE STUDY: THE CORRELATION BETWEEN SELF-EFFICACY AND ACADEMIC ANXIETY IN COLLEGE STUDENT

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Abstract:

This study aims to determine the relationship between self-efficacy and academic anxiety in college students. The method used in this research is a literature study. The data collection technique involves collecting several studies to answer the analysis technique used, which is the content analysis technique. To maintain the integrity of the assessment and prevent incorrect information in the data analysis, bibliography checks and literature re-reading were conducted. The results of this study as well as the conclusion are that there is a strong negative relationship between self-efficacy and academic anxiety in students. The higher the self-efficacy, the lower the academic anxiety of students. The conclusion of this research is evident from several other research results that have been carried out previously that are relevant to the topic we take.

Keywords: self-efficacy, academic anxiety, student

1 INTRODUCTION

In education, students face many challenges that can affect their academic performance and well-being. Students are required to play an active role in dealing with all their assignments, both in lectures and activities outside lectures (Riani & Rozali, 2014). In completing each task that is obtained, students need the ability, skill, and confidence. If a student does not feel confident in actually using every ability and skill, then it can be said that he has failed to complete each of his assignments (Johanda et al., 2019). Self-confidence in the ability that is owned is called self-efficacy. Self-efficacy is a person's belief in his or her ability to achieve the desired results (Green, 2022). Low self-efficacy makes them avoid the tasks and obligations they should be doing and lose confidence in their own abilities, thereby increasing their anxiety level. Typical academic-related anxiety (e.g., experiencing fear while attending class, worrying about lower performance than one's classmates performance, worrying about managing academic responsibilities, and feeling stressed about schoolwork) Academic anxiety is considered a general form of certain types of anxiety (e.g., test or evaluation anxiety, foreign language anxiety, and mathematics anxiety) in the school context. According to the APA, anxiety is a feeling that includes tension, worry, and excessive fear of certain situations. Academic anxiety is considered to be a generalized representation of the perceived threat posed by the stressor faced in an academic task, setting, or academic context. This anxiety is often accompanied by physical symptoms such as a fast heartbeat, nausea, and fast breathing.

(Nevid et al., 2005) said that anxiety can affect the self-efficacy of individuals who are unsure when faced with stressful challenges in their lives, so these individuals will feel increasingly anxious about these challenges. Academic self-efficacy represents students' confidence in their ability to perform such academic activities as: (1) asking questions, (2) responding to questions, (3) approaching teachers for help, (4) engaging in academic discussions, (5) following and making sense of material covered in class, (6) meeting assignment and project deadlines, (7) consulting friends for help, (8) producing the best work in exams, (9) making sense of feedback from teachers on assignments, (10) being able to study independently, and (11) passing the semester in the first attempt. This conclusion was further strengthened by research with UNY student subjects from 7 faculties and the 2016-2018 batch program conducted by Purwanti et al. (2020) who said that if self-efficacy in students is high, anxiety in students will have low scores. At the conclusion of the study, it was also found that there was a relationship between self-efficacy variables and anxiety variables in

students. Based on literature studies and research that has been done previously, this is the basis for researchers to conduct research using literature studies with the topic "Relationship of Self-Efficacy with Student Academic Anxiety."

2 MATERIALS AND METHODS

This research uses an approach in the form of a literature study or literature review. Literature studies are obtained from various sources, including books, libraries, journals, and the internet. The literature study for this research includes several series of activities including literature data collection, reading and recording, and systematic, critical, objective, and analytical data processing. The form of writing used is a literature study that emphasizes the results of research that have a relationship with the topic or variable that has been chosen, namely self-efficacy and academic anxiety in students. In this study, the data used and analyzed are secondary data obtained from research results that have been conducted previously and have been published in national and international articles, journals, or books. Researchers get references by searching the internet using search engines such as Google Scholar, Researchgate, the National Library (Perpusnas), and Google Book. The data analysis method used in this research is the content analysis technique. This analysis is used to get valid information and can be reanalyzed on the basis of context (Krippendoff, 1993). In analyzing the data, first analyze the results of significant research. Next, choose the year of publication of the journal or book with the most recent edition. The researcher also reads the abstract to see if the content of the source is related to the topic the researcher wants to raise.

3 RESULTS

Students are integral to the educational system, and their experiences are undeniably intertwined with academic pursuits as well as the apprehension associated with these endeavors. Each student, undoubtedly, possesses a unique level of self-efficacy. To fulfill the objectives of our study, we have compiled previous research that delves into the intricate relationship between self-efficacy and students' academic anxiety. Our findings from this compilation reveal a consistent pattern of interconnection between self-efficacy and academic anxiety. (Barrows et al., 2013) conducted empirical research, providing concrete evidence of a correlation between self-efficacy, examination anxiety, and overall academic achievement. From their work, we posit that a student's self-assurance is directly proportional to their levels of academic anxiety. This perspective aligns with the research conducted by (Yeşilyurt, 2014), who emphasizes the significant explanatory power of academic anxiety regarding self-efficacy. Although Yeşilyurt's study focuses on educators as subjects, we contend that educators and students share a common thread as key actors within the education system, inherently linked to the academic domain. Furthermore, the (Nie et al., 2011) study delves into the issue of student assignments, highlighting the potential for increased academic anxiety when not balanced with adequate self-efficacy. Based on our current understanding, it is evident that self-efficacy and student academic anxiety have a positive and interconnected relationship.

4 DISCUSSIONS

Based on the extensive literature review we've compiled, it becomes evident that self-efficacy is intricately linked to the academic anxiety experienced by college students. Students with high self-efficacy tend to have a reduced likelihood of experiencing significant academic anxiety, whereas those with lower self-efficacy often grapple with higher levels of academic anxiety. Several studies provide empirical support for the relationship between self-efficacy and academic anxiety.

One such study, focusing on student self-efficacy and persistence while working on their theses in the context of academic anxiety, reveals a notable connection between self-efficacy, anxiety, and persistence (Mugiarso et al., 2018). The findings indicate that self-efficacy significantly influences anxiety levels and persistence among students. Furthermore, another research endeavor exploring self-efficacy and student academic anxiety establishes a negative and significant correlation, with higher self-efficacy among students resulting in lower levels of academic anxiety (Purwanti et al., 2020). This finding underscores the pivotal role of self-efficacy in mitigating academic anxiety. Conversely, data stemming from research on the relationship between academic anxiety and self-efficacy reveals that academic anxiety is significantly linked to self-efficacy, whereby heightened academic anxiety is associated with diminished self-efficacy (Fitri & Firman, 2020). This interrelation underscores how academic anxiety can erode students' belief in their ability to

succeed. It is important to note that our research, while informative, has limitations. We conducted a literature study and did not directly engage with student subjects. To further advance this field of study, we recommend future research to expand the number of sources, incorporate direct research with student participants, and continue to unravel the complex relationship between self-efficacy and academic anxiety.

The General Self-Efficacy Scale was developed by Sherer et al. in 1982 (Kordzanganeh et al., 2021). Despite being developed many years ago, this scale continues to be frequently used to measure self-efficacy levels. The scale comprises 17 statements that assess three aspects of behavior: the desire to initiate an action, sustained effort in completing an action, and resilience in the face of obstacles. The evaluation of this scale employs a Likert scale with five options, ranging from 1 to 5. Questions 1, 3, 8, 9, 13, and 15 are rated with scores of 5 (indicating strongly agree), 4 (indicating agree), or 3 (indicating disagree), while the other items are rated with inverse scores.

5 CONCLUSIONS

Based on the literature study discussed in the previous chapter regarding the relationship between self-efficacy and academic anxiety in students, it can be concluded that there is an inverse relationship between self-efficacy and academic anxiety in students. The higher the self-efficacy, the lower the academic anxiety that will be experienced. Vice versa, the lower the self-efficacy, the higher the academic anxiety.

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The Effectiveness of Communication in University-Level Learning Activities

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Abstract: The spread of the Covid-19 virus has resulted in changes to the education system in various educational settings, including universities. This phenomenon provides a change from face-to-face learning to online. To achieve success in online learning, various ways are needed to support this success, one of which is by maximizing communication between lecturers and students. In this regard, this study aims to find out more about the effectiveness of communication at the university level during online learning. The method of conducting this research uses a qualitative approach with literature study techniques. The research that has been done shows that the effectiveness of communication in learning activities at the university level is considered quite effective.

Keywords: Communication Effectiveness, University-Level Learning activities, Covid-19, E-learning

1 INTRODUCTION

Around the beginning of 2020 there was an outbreak of a virus known as Covid-19. The occurrence of the Covid-19 pandemic has had quite an impact on various fields, especially the field of education. related to the education sector, there is a new policy made, namely regulations relating to face-to-face learning systems into online learning. This regulation is in accordance with circular letter Number 15 of 2020 from the Indonesian Ministry of education and culture (Annisa & Putra, 2023). The existence of differences in habits in implementation in the field of education is felt to be very troublesome for all students or students in the world, including Indonesia. Moreover, Indonesia, with its geographical location, is quite difficult to do equity which results in the implementation of education which has many obstacles (Saputra & Astrid, 2021). One of the efforts made by the government so that it can continue to carry out teaching and learning activities is by conducting online learning (in the network) and stopping activities in the learning building so that it does not carry out face-to-face learning (Saputra & Astrid, 2021). Lecture activities are also carried out online through a system that is not in the form of face-to-face meetings between lecturers and students, but in online form through a communication application. The use of this communication application is very effective to be applied as an online learning medium during the co-19 pandemic (Sucipto, 2022; Salsabila, 2022). An application that is commonly used in the learning process during the Covid-19 pandemic is the zoom application. in a research result it was found that many students in Indonesia use the zoom application as a learning medium because this platform is very good and suitable for use in teaching and learning activities (Manu, 2021; Salsabila, 2022). There is a study by Salsabila (2022) which states that online lectures through the zoom application are effective because they can be carried out smoothly, students have good media, lecturers can provide material well, and good interactions are established when online learning is carried out. Even though lectures are carried out through the zoom application, lecturers have efforts to be able to give assignments to students, provide information if there is a change in schedule, prepare material so that learning through the zoom application can run smoothly. The effectiveness of communication is of course one of the factors that is the achievement of online learning. Communication is very necessary in learning because through communication a goal in learning can be achieved. Regarding the achievement of learning objectives, lecturers have an important role in organizing and directing the flow of activities so that broad knowledge is needed, the ability to convey learning well and communication skills so that effective communication or two-way communication can be formed between lecturers and students. This is also supported by statements from Wijaya & Maryani (2023) who conducted

research at the Bandung Islamic University that many of the respondents answered that communication during online learning at the University was effective. And, this could be a recommendation for the University to conduct online learning through an application for the future, so that direct learning can be replaced with online learning.

This issue is quite interesting to discuss. The pandemic that has been faced by the world has made the world of education feel so affected. Thus, it requires to carry out online lectures. Which in online lectures will use other media as a link between lecturers and students to be able to communicate effectively. Several studies have indeed proven that communication in lectures is still considered quite effective, especially with support such as the zoom application. However, in the observations of researchers in lectures that have been observed, it appears that there is less effective communication. Given these problems, researchers want to find out more about the effectiveness of communication in learning in lectures during online learning.

2 MATERIALS AND METHODS

This study uses a qualitative approach to the literature study technique. Thus, researchers look for various reference sources from articles, books, and so on that have relevance to the material on the topic raised. Reference sources used may not be more than 10 years old, so use relevant sources from articles, books, etc. published less than ten years ago. From several sources that have been obtained, there are several findings related to the effectiveness of communication in tertiary institutions, especially when learning online. According to Everett M. Rogers, communication is "Communication is a process in which an idea is transferred from a source to one or more recipients, with the intention of changing their behavior" (Cagnara, 2016; Annisa & Putra, 2023). When discussing communication in the field of education, the success or failure of information conveyed by educators to students can be determined by the effectiveness of communication. Effective communication can occur if it fulfills the requirements regarding the teacher must understand the origins of educational communication and the disturbances that often exist in educational communication. The communication delivered must be effective with the aim of achieving success or fluency during learning activities (Putri & Hanifah, 2020; Annisa & Putra, 2023). In communication there are several things that need to be considered in order to realize effective communication, namely communicators, communicants, and the media (Wisman, 2017; Annisa & Putra, 2023).

3 RESULTS

During the Covid-19 pandemic in Indonesia, online learning was a new thing that had to be done in the educational environment. From several journals related to this research, it produces one thing in common that communication patterns that occur in computer-mediated learning have changed the interaction between students and teachers. According to the explanation above regarding students' perceptions of online learning services during the Covid-19 pandemic, it was stated that students felt helped in terms of learning, became more independent, could increase enthusiasm and facilitate absorption of material.

The presence of online learning methods can facilitate communication between teachers and students. Where there are no more barriers in terms of time and place. But on the other hand online learning methods can certainly affect all aspects of communication. There is no guarantee whether they understand the delivery of communication from the lecturer. The results of the average score for the effectiveness of learning communication obtained a value of 2.53 or moderate, meaning that the e-learning mode is effective enough to be used in student learning communication. The effectiveness of this learning communication is directly related to e-learning mode activities and indirectly related to personal factors, environmental factors, and other media (Basori, 2014). Communication is a systematic process in which individuals interact with each other to create symbols and interpret meaning. Communication is considered effective if the stimuli conveyed and intended by the sender or source are closely related to the stimuli captured and understood by the recipient. The effectiveness of learning communication can be known by measuring the level of understanding, acceptance, increased knowledge, attitudes and actions. The e-learning mode is quite effective for use in student learning communication.

4 DISCUSSIONS

During the outbreak of the COVID-19 virus spreading in Indonesia, one of the efforts made by the government in an effort to break the rope of the spread of the virus was to implement distance learning or online learning regulations. This online learning certainly affects the effectiveness of communication in learning at the tertiary level. Communication is an activity of conveying messages or information from a communicator (message sender) to the communicant (message receiver) with a specific purpose (Riadi & Sunyianto, 2020). Communication has an important

role in the learning process, namely managing the process of delivering and receiving learning material (Rahmadani & Nurdin, 2021). Therefore, in an optimal learning process, effective communication is needed. Effective communication can be interpreted as a way of communicating that produces feedback in the form of changes in the attitude of the communicant in the process or after the communication process takes place. In practice, effective communication must be carried out based on elements of communication using clear language that can be easily understood by others (Hilmi & Firdausy, 2021). The results of Wisman's research (2017) say that the effectiveness of communication can increase if the strategy used is appropriate, the strategy is to identify communication goals, choose the right communication media, examine the purpose of communication messages, and the role of the communicator must be maximized in the communication process (Wisman, 2017).

According to Basori (2014), learning communication can be effective if it is carried out by fulfilling the elements of attraction, understanding, acceptance, involvement, and belief. These five elements can be carried out when the delivery of messages is carried out face to face. However, when the COVID-19 pandemic implemented internet-based distance learning, these five elements encountered obstacles in their implementation due to the limited space for communicators (teachers) and communication (students) in online learning. If the obstacles are forgotten and not accompanied by a desire to minimize them, then the communication process will not be successful. According to Ron Ludlow & Fergus Panton (Riadi & Sunyianto, 2020), there are several other obstacles that cause ineffective communication, including: Status effect, there are differences in the influence of social status that every human being has; Semantic Problems, semantic factors concerning the language used by communicators as a tool to convey thoughts and feelings to the communicant; Perceptual distortion, a narrow perspective on oneself and differences in ways of thinking and narrow understanding of others; Cultural Differences, differences in culture, religion, and social environment; Physical Distractions, physical environment disturbances to the process of ongoing communication. Poor choice of communication channels, the media used to launch communication; No Feed back, no response and response from the receiver.

Even though there were some communication barriers in the online learning process during COVID-19, several studies have shown that there is effectiveness of communication in online learning at the tertiary level. Among them is research that has been conducted by Hana Aviela Fedria and K.Y.S Putri in 2021 with the title "Effectiveness of Communication in Online Lectures on the Learning Process in Manokwari Students in West Papua". This study obtained the results that the communication that occurred in the online lectures of Manokwari students had been running quite effectively and the online lectures were also going well. This is inseparable from the existence of interesting methods, fixed schedules, having study materials, providing discussion space, giving assignments, and most importantly, effective communication (Wowor & Putri, 2021).

In addition, the research that was conducted by Amalia Zul Hilmi and Soraya Firdausy in 2021 with the title "Effectiveness of Communication in Online Learning During the Covid-19 Pandemic in Makassar City" shows that communication interactions between lecturers and students run quite effectively so that students are able to understand the material presented during online learning. The results of this study indicate that the interaction between lecturers and students does not encounter significant obstacles, the lecturer's communication style in conveying material is not monotonous and runs effectively causing students to understand lecture material well, but for lecturers in charge of the course it is necessary to further improve the presentation of the material from the lessons given to students so that they can make students better understand the existing material both through verbal and non-verbal lecturer explanations (Hilmi & Firdausy, 2021).

Another study that shows the effectiveness of communication in online learning at the tertiary level is research conducted by Desy Rahmadani and Ali Nurdin in 2021 with the title "Effectiveness of online learning communication on understanding lecture material for UIN Sunan Ampel Surabaya Students". This research shows the results that online learning communication carried out at UIN Sunan Ampel Surabaya in the odd semester of 2020-2021 has effectiveness in understanding student lecture material (Rahmadani & Nurdin, 2021). With the review of several previous studies, it can be concluded that there is communication effectiveness in online learning at the tertiary level, even though during the online learning process there are several communication barriers.

5 CONCLUSIONS

The spread of the COVID-19 virus has provided a new breakthrough in student learning strategies, in which students carry out their learning activities using e-learning or online. Based on the review of the journals that have been described in the discussion, it can be concluded that online communication applied to student learning activities is said to be quite effective, but when accompanied in several ways, such as using effective communication between lecturers and students, using the right strategy, using interesting materials and methods, having an appropriate and effective learning schedule, and providing discussion time and assignments during learning. Seeing that communication is quite effective, behind this there are also obstacles that accompany it, such as Status effect barriers, Semantic Problems, Perceptual distortion, Cultural Differences, Physical Distractions, Poor choice of communication channels and No Feed back. Nonetheless, this quite effective communication in university-level learning activities can also provide students with an understanding of the material provided by the lecturer during learning.

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CONTRIBUTION OF MENTAL STRENGTH TO ACADEMIC STRESS IN HIGH SCHOOL STUDENTS

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Abstract: In the learning process in high school, students have the potential to experience stress due to task demands and their inability to complete learning tasks. Stress in the learning process is called academic stress. Various causes of academic stress include assignment demands that are considered too heavy, low test scores, a large number of assignments, and the surrounding environment. In other words, high school students need mental toughness in studying. The aim of this research is to reveal the influence of mental toughness on academic stress in high school students. This research is quantitative research. The subjects in this study were 65 class XI high school students in City "X" who were selected using accidental techniques. The instruments used in this research were the mental toughness scale and the academic stress scale. The data analysis technique in this research uses linear correlation. The results show that p is 0.000 and the regression coefficient is -0.761 and the R^2 value is 0.579, meaning that the influence of mental toughness on academic stress is 57.9%. This shows that there is an influence of mental toughness on academic stress in high school students in City "X". This research has implications for future researchers to uncover other factors that influence academic stress in high school students.

Keywords: Mental Toughness, Academic Stress, Student, Senior High School.

INTRODUCTION

Education is a very important thing in life. Education plays a role in improving the quality of human resources. Quality education will create superior human resources. Students are given several subjects to add science and competence. Various assignments are given to high school students. But in the process of high school education, there is a possibility that students will experience stress due to the demands of the task and their inability to complete the task. These stresses can be caused by several factors, including demanding tasks that are considered too heavy, low test scores, a lot of tasks, and the surrounding environment. (Barseli et al., 2017).

The stress that students experience is called academic stress. (Taufik et al., 2013). Academic stress is a condition in which students are unable to cope with academic demands and consider academic requirements to be a disturbance. (Barseli et al., 2017). Academic stress is the stress caused by the learning process, including a lot of tasks, demands to go to class, length of study, poor performance, time management and anxiety when facing exams. (Rahmawati, 2017). Academic stress is influenced by internal and external factors, external, among other things, a lot of tasks, a lack of student-teacher interaction, and means of learning, while internal factors can come from personality. (Oktaviani&Suprapti, 2021).

Students must have psychological attributes to cope with academic stress. The psychological attribute needed to cope with academic stress is mental tenacity. Mental tenacity is characterized by a low level of anxiety, i.e. when students do not feel anxious then students will be more focused on learning so that their academic achievement is good. (Owens et al, 2008; Amna et al, 2020).

Mental stamina is the part of personality that affects individuals in responding effectively to stress conditions in the form of stress, change, ability to see opportunities, and challenges in a variety of situations. (Clough & Strycharczyk, 2015). Mental stamina not only describes mechanisms that are effective in stress reactions, but also enables individuals to proactively seek opportunities to develop personality by having confidence in their abilities. (St Clair-Thompson, 2014).

Academic stress experienced by students can lead to a decline in cognitive function and can prevent students from having good academic performance. A student who is mentally tough will have a variety of ways to deal with the problems he is experiencing. (Lin et al., 2017). Mental stamina consists of three dimensions, including self-confidence, stamina and control. (Sheard et al., 2009). Individuals who lack confidence, steadfastness, and weak self-control tend to panic easily when assigned tasks, make external factors the cause of failure, get angry when plans don't go well, worry about others' judgment, uncomfortable in competitive situations, and so on. (Strycharczyk, 2017). Based on the explanation above, this study was conducted to determine the impact of mental stamina on academic stress in high school students.

METHODS

This study uses correlational quantitative methods to find out the relationship between mental stamina and academic stress.

Participants in the study included 65 students of the eleventh grade of high school in the "X" city, who were dominated by 34 males or 52.6%. The age of majority in the subjects was 16 years. 55 or 86.4 percent. A more detailed overview of the research subjects is as follows:

No	Demografi	Criteria	Number of Subject (N=65)	Percentage
1.	Age	15 years	3	4.62
		16 years	55	86,4
		17 years	7	10.8
2.	Sexuality	Male	34	52,3
		Female	31	47,7

Instrument Mental Strength Scale adapted from Guuciardi, et al. (2009). The scale consists of eight items with dimensions of thrive though challenge, thought attitude, sport awareness and desire succes. Relativity scale is 0.820. A selection of answers on this scale with a range of 1-4. The lowest value is 1 and the highest value on the scale is 32.

The instrument used to measure the stress variable uses an academic stress scale adapted from the Perception of Academic Stres Scale (PAS) of Bedewy and Gabriel (2015). The PAS instrument consists of three aspects consisting of academic expectations, classroom demands and exams, and student academic self-perception. This instrument will consist of 13 aitem of statements. Alternative answers 1-10 with a reliability of 0.69.

Data collection and analysis Data collection in this study uses accidental sampling. It means that the data is taken in a certain duration and time (Jannah, 2018). Students who are willing to engage in research total 65 people. Data testing uses simple linear regression analysis techniques assisted by the JASP 0.14.1.0. program, which aims to see the relationship between the variables of mental stamina and academic stress.

RESULTS

Based on data analysis tests that have been performed using linear regression analysis techniques show the following data:

Table 2. Data Analysis Results

Model Summary Mental Toughness- Academic Stress

Model	R	R ²	Adjusted R ²	RMSE
H ₀	0.000	0.000	0.000	0.815
H ₁	-0.761	0.579	0.570	0.599

Based on table 2 above, the r value is -0,761 which means that there is a relationship between mental rigidity and academic stress in high school students in City 'X'. The minus value indicates a negative correlation, which means the

higher the mental strength, the lower the academic stress the student experiences. The R2 value shows a value of 0,579 which means mental strength contributes 57.9% to academic stress.

DISCUSSIONS

Based on the explanation above, the study was conducted to determine the impact of mental resilience on academic stress in high school students in the city 'X'. This means that having good mental stamina can make students face challenges and difficulties in attending lessons, thus able to avoid them from academic stress. According to a study by Gerber, et al. (2015) students who experience lower levels of stress will show higher levels of mental endurance and may not potentially lead to burnout. However, when students experience higher stress, they tend to show lower levels and potentially burnout. In this study described increased burnout symptoms seen among peers with low mental stamina.

Another study states that mental stamina serves as a source of resistance to stress (Gerber, et al., 2013). In this study, it explains that the last two groups much higher levels of psychological stamina later on. Furthermore, early endurance rates predict symptoms of depression and life satisfaction over time. Gerber, et al., (2013) also showed that mental stamina reduces high stress and symptoms of depression. The interaction between stress and mental tenacity explains 2% of the variance among adolescents and 10% of the differences among young people. High mental stamina will reduce the effects of stress experienced by students in high school to college levels that enable them to develop effective strategies to manage time, manage stress, and remain motivated in achieving academic goals that are critical factors in their development of psychological well-being.

According to Puspitawasi (Barseli & Nikmarijal, 2017) academic stress has two influencing factors, internal factors and external factors. These factors can affect a student's mental stamina when they are unable to cope with academic stress well.

CONCLUSIONS

In this study it can be concluded that there is a significant influence between mental stamina and academic stress in high school students in the city 'X'. The results of this study are in line with some previous studies that stated that the high mental sturdiness that individuals possess is able to make one more capable in coping with stress because a mental toughness will make them able to cope with stress in demanding science. The academic stress has two influencing factors, internal factors and external factors. Internal factors include thinking, personality, and beliefs. External factors include more dense learning, pressure for high performance, social status boost, and parent competition. These factors can affect a student's mental stamina when they are unable to cope with academic stress well.

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THE ROLE OF SELF-EFFICACY ON STUDENT ACADEMIC ACHIEVEMENT

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Abstract: This research aims to determine the importance of self-efficacy for each individual to improve student academic achievement so that students can understand the importance of self-efficacy in developing their own abilities to achieve the maximum possible achievement. This research is motivated by various cases related to students who have low and high self-efficacy which affect academic performance. The research method uses a literature review with a qualitative approach. Data analysis was carried out descriptively qualitatively to find out how important the role of self-efficacy is in student learning achievement. The results of the literature review show that the components of self-efficacy consist of cognition, encouragement, compassion, and decision making in improving student academic achievement. Self-efficacy has the potential to increase the ability to attribute results to success in learning. Students who are considered to have high self-efficacy are able to complete assignments by believing that they are able to formulate plans, get answers quickly, and can solve the problems they face optimally. Conversely, if students do not adhere to the principle of self-efficacy it will be difficult to solve the problems they face. In this article, data was obtained showing that high self-efficacy plays an important role in achieving student academic achievement. Meanwhile, low self-efficacy will not achieve academic achievement.

Keywords: Self-efficacy, Academic Achievement, Student

1 INTRODUCTION

Education is one of a person's efforts to develop one's potential to achieve successful academic achievement (Hidayat, 2019). The success of a student's accomplishments is the success of the accomplishments that were attained by the student's efforts. (Laksmiati, 2014). So, the role of self-efficacy and intelligence plays a very important role in students' academic achievement. (Lidiawati, 2020) The learning achievements obtained by students are a form of embodiment of changes to more positive and maximum results from their learning outcomes. According to (Anggraeni, 2020) positive thoughts can support the formation of self-efficacy. Most students take part in activities outside of lectures with the aim of having various kinds of experiences in lecture activities or outside of lecture activities. However, not all students get maximum results in achieving success achievements. In fact, there are students who don't have the motivation to excel in both academic and non academic fields.

The high score obtained or given by the lecturer means that the student's academic achievement is high. Meanwhile, the low score obtained or given by the lecturer means that the student's academic achievement is low. The accomplishments made can be a good sign of a student's success in their learning because they show the change that has occurred as a result of their learning (Adiputra, 2015) According to Gustilawati et al., (2020) learning achievement is a person's mastery of certain knowledge or skills in a lecture field, which is obtained from the grades of assignments and tests given by the lecturer. In realizing academic achievement in students, good or high self-efficacy is needed because students who have high self-efficacy can have trust and confidence in the abilities that a person has in carrying out a desire or target in his life.

According to Tarumasely (2021) academic achievement is the achievement of a student's results in obtaining academic achievement. The intended academic achievement can be in the form of a cumulative grade point index (GPA), completion of assignments and examinations conducted by students who have high efficacy. According to Rachmah (2013) self-efficacy itself is a belief that someone has about the abilities that someone has. According to (Sidik, 2021) empirical studies show that self-efficacy is a determining factor in the academic achievement achieved by

a student. In addition, self-efficacy is a cognitive element in the form of expectations or expectations of how much the person is able to manifest behavior in certain situations and conditions. According to Bandura (in Oktariani, 2018) self-efficacy is a person's evaluation of his own ability to display certain behaviors in achieving a goal. Bandura also stated that self-efficacy is multidimensional, which means that it is domain-specific or context-dependent, namely a high sense of efficacy in a particular domain. For this reason, students need to instill a belief in themselves that they are able to achieve it (Utami, 2020). In achieving success in academic achievement can be influenced by various factors, both internal factors and external factors.

Internal factors are factors that come from oneself, for example will, desire, belief, and belief in one's own abilities in achieving a goal and in dealing with various things in a particular condition or situation. Meanwhile, external factors come from outside themselves, for example a friendship environment that leads to positive things, such as supporting academic achievement. Then in fulfilling the demands of the assignments and exams given by the lecturer, it can support the achievement of student academic achievement.

Therefore, it is expected that someone has high self-efficacy in order to cognitively motivate individuals to do something well and purposefully, especially if the goals achieved are clear goals. Self-efficacy is a person's belief in their tenacity in overcoming various kinds of problems (Handayani, 2021). Every student has a different environment and background so that this can influence personality and the formation of self-confidence and the way one interacts with others. The existence of self-confidence will form the student's confidence and self-confidence in interacting with the learning environment. Self-confidence will shape students in highlighting their abilities to the environment.

Thus, students who have high self-efficacy will certainly have self-confidence in understanding academic learning, solving academic problems, and students who have high self-efficacy will be able to complete complex tasks. This research is motivated by various cases related to students who have low and high self-efficacy which affects academic achievement. The issue with Indonesian education today is the level of instruction, as seen by students' accomplishments and learning outcomes (Sari & Mariah, 2017). Meanwhile, students who have low self-efficacy certainly have low self-confidence in understanding academic learning, cannot solve academic problems, and students who have low self-efficacy will have difficulty completing complex tasks. Research (Saraswati, 2017) shows that self-efficacy, self-regulation in learning and academic achievement have a positive relationship. Study Astika et al (2018) student's success in achieving maximum achievement depends on self-confidence (self-efficacy) that he is able to do so and his self-worth or significance (self-esteem) in the learning environment which will later build motivation to achieve maximum achievement. Academic self efficacy has a significant influence on academic adjustment, students who have clear study goals, have motivation to study using online methods, are satisfied with the achievements obtained (Safira, 2022).

2 MATERIALS AND METHODS

This article uses the literature study method as a technique for collecting data. Sources of data were obtained from journals, books, and other sources related to student self-efficacy in achieving academic achievement. The data analyzed were from various references that were relevant to the observed symptoms, namely on student subjects who had high and low self-efficacy in influencing academic achievement. The data collected was analyzed descriptively qualitative so that it can be described the importance of the contribution of self-efficacy to students who have high academic achievement. Data analysis was carried out qualitatively using the Miles & Huberman (1994) model. Data is collected by looking for related references, which can then be studied in advance according to the needs of the author. Then, the data that has been obtained is developed in the form of new knowledge and insights by quoting from several experts and previous research and then rewriting them in this article.

According to Miles and Huberman (in Sugiyono, 2008), there are three stages in analyzing data, including 1) Data reduction includes summarizing activities, identifying important components, and emphasizing key points. Condensed data will contribute to a more concrete description and make it easier for the writer to have additional materials according to needs. 2) Presentation of data will be carried out after the data is reduced. The most common method of presenting data in qualitative writing is the narrative process. Data are presented by grouping them into sub-chapters for each chapter. 3) Drawing conclusions is the final stage in a series of qualitative data analysis steps. The conclusion can be in the form of finding a description of an object that was previously ambiguous to become clear as a result of the process that has been carried out before.

3 RESULTS & DISCUSSIONS

Self-Efficacy

Self-Efficacy is a component of self-knowledge or self-knowledge that most significantly influences one's daily life. Self-efficacy is also a person's feelings, way of thinking, self-motivation, and desire to have something (Siregar, 2017). This is because a person's level of self-efficacy influences the activities they carry out to achieve their goals, including how they explain various problems or situations they may face. Although the notion of self-esteem and self-efficacy are extremely similar, self-esteem refers to a person's emotional assessment of their own worth (Yokoyama, 2019). According to Bandura, "self-efficacy" refers to one's perception of one's perceived ability to deal with certain situations, which is related to assessing one's ability to perform actions related to a particular task or situation that one experiences. Self-efficacy can affect one's feelings, thoughts, and internal motivation. Bandura's social-cognitive theory which argues that self-influence has a significant impact on behavior, including self-efficacy as a key component. According to (Orpina, 2019) students who have good self-efficacy can produce and test various alternative actions. It has been shown in many meta-analyses of findings related to several areas of functioning, achieved both in laboratory and natural conditions, that self-confidence is an important human resource (Ahmad & Safaria, 2013). Schunk (1981) self-efficacy beliefs also help determine the extent of effort people put into an activity, how long they will persist when facing obstacles, and how tenacious they will be in facing unsuitable situations (dalam Ashari et al., 2019).

Self-efficacy consists of four components: cognition, drive, affect, and decision making. Self-efficacy in passing learning activities is related to the ability to overcome obstacles in the learning process that arise from the learning objectives that have been achieved. It can be said that a person is able to learn if he has a tendency to succeed, and vice versa.

According to Bandura (in Oktariani, 2018), this self-efficacy has three dimensions, namely:

- a) Level/size: This level dimension relates to how challenging the job is. The degree of complexity of the task that people think they can handle is described by this dimension.
- b) Strength: is a factor related to how well we assess one's individual skills. The level of personal trust is described by this dimension.
- c) Generality: According to the generality dimension, a person's self-efficacy is not limited to certain circumstances.

This means that these three dimensions can have a significant influence on academic adjustment (Safira, 2021). People with high self-efficacy tend to be calm when working on projects, are aware of their own talents, and are able to use adversity as motivation rather than innovative problem solving. According to Heslin and Klehe (in Al-Abyadh & Abdel Azeem, 2022) due to their cognitive capacities, students with a high feeling of self-efficacy will be able to focus intently, organize, and elaborate on material successfully. According to Bandura's social cognitive theory, self-efficacy beliefs influence individual choices in making and carrying out the actions they want to achieve (Damri, 2017). Other traits of people with high self-efficacy include belief in one's ability to manage any challenges and situations that arise. Self-efficacy can help a person to make the best of his potential. Achievement, for example, may be influenced by a person's sense of self-worth (Anisa et al., 2020).

Academic achievement

To see someone's achievement in the learning process needs to be evaluated; the purpose of this evaluation is to see student achievement after the teaching and learning process is running. The intellectual abilities of students greatly influence their success in achieving optimal learning outcomes. Academic success is measured by the grades or numbers that students obtain during their time in school or college (Chairiyati, 2013). In essence, student achievement is a representation of learning effort (Indirwan et al., 2021). The success of students in achieving academic success will be greatly influenced by their intellectual capacity. Because learning activities are a process and the end result of the teaching and learning process, learning outcomes and learning activities cannot be separated. The results of evaluating a process—usually expressed in quantitative form and produced specifically for the evaluation process, such as grades on report cards—is learning success.

The three components of learning success are cognitive, emotional, and psychomotor. Learning success is the final result achieved by a student at school, at work, and in the scientific field. Learning achievement is a representation of how well students have mastered the skills that have been assigned to them for a particular lesson. Knowledge, abilities, and student behavior will all be formed and developed during the learning process. According to Schwan (in Hamdi & Abadi, 2014) learning achievement is a collection of students who are involved in the learning process and represent

various academic skills, including reading, writing, and mathematics abilities, in the form of grades given by instructors.

According to Slamento and Ngalim Purwanto (in Oktariani, 2018) both stated that there were internal and external factors that affected student performance.

- a) Internal Factors: Factors that are inherent in a person and can affect learning outcomes. Internal factors consist of:
- b) Psychological Factors (Intuition, Motivation, Talents, and Interests) Every student, both students and students, is thought to have a unique psychological condition so that learning outcomes are difficult to assimilate.
- c) External Factors:
 - Family Factors: Children learn and first get education in the family environment, especially from their father and mother.
 - Aspects of the school environment. Nearly a third of a child's daily life is spent at school, so school has an impact on their academic progress.
 - Local considerations A student's achievement will be influenced by environmental influences in society.

The Role of Self-Efficacy on Academic Achievement

In everyday life, self-efficacy is very important. If self-efficacy exists, a person can make the most of his potential. Achievement is one area of life where self-efficacy has an impact. According to Bandura and other research findings, self-efficacy has a significant effect on students' success in mathematics and writing. Self-efficacy, also known as self-confidence, is the belief that one's behavior can be changed in order to achieve one's goals. The self-efficacy of pupils can help them achieve more both academically and outside of the classroom (Rizkiana, 2017). When faced with challenging circumstances, a person with high self-efficacy will work harder and be more active to conquer all the obstacles in his path. Accepting a job his academics will seriously evaluate his own level of efficacy. In essence, every human being has confidence but has a different level of self-confidence (Rahayu, 2019).

Students' self-efficacy will then increase as a result of their ability to attribute their success in learning to their own skills. Numerous studies have demonstrated that students who have a higher feeling of self-efficacy will accomplish superior academic achievement regardless of age, gender, domain, discipline, and nation (Loo & Choy, 2013). A number of other factors, such as master achievement experiences, vicarious experiences of others, verbal persuasion, and physiology. conditions, all have an impact on one's sense of self-efficacy. Compared to students who have the same talent but do not believe in their self-efficacy, they tend to be better able to formulate plans, able to find answers faster, prefer to keep trying to solve difficulties or obstacles that they have not overcome, and do it more optimally.

Student learning outcomes and self-efficacy are closely related. If a student has low self-efficacy, he may believe that he cannot actually complete the task given by the teacher. If this happens, it will indirectly damage the psychological condition of these students and their ability to learn at school. Self-confidence, optimism and motivation are just a few of the factors that can help students succeed in their academic endeavours. Self-efficacy, however, also contributes to student success in the classroom. It is expected that students with a high level of self-efficacy will be able to achieve their educational goals to the fullest, which will lead to increased learning achievement. As a result, these students no longer have low expectations for their ability to learn. Students with good self-confidence will always believe in the actions they take, have free will regarding their actions, and still have full responsibility for their actions so that they are able to encourage students to make their learning process easier (Aprillianti & Kusuma Dewi, 2022).

4 CONCLUSIONS

Based on the research results, it can be concluded that there are components of self-efficacy: cognition, encouragement, affection, and decision making. A person's level of self-efficacy can affect the activities they carry out to achieve their goals, including how they describe the problems and situations they face. Self-efficacy in learning activities is related to the ability to overcome obstacles in the process that arise in the learning process itself. Self-efficacy has the potential to increase as a result of the ability to attribute success to learning. Students who are considered to have high self-efficacy are able to complete assignments by believing that they are able to formulate plans, get answers quickly, can solve problems they face to the fullest. Conversely, if students do not adhere to the principle of self-efficacy it will be difficult to solve the problems they face. Therefore why students are expected to have a high level of self-efficacy because self-efficacy is an important indicator in the process of achieving maximum educational goals and can obtain increased learning achievement.

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DEVELOPMENT OF POSITIVE COMMUNICATION SKILLS

Literature Review

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Abstract: This study aims to determine the development of positive communication skills. This study used a qualitative method in the form of a literature review. The samples in this study were 16 scientific references in the form of 9 books on communication and 7 scientific journal articles that discussed communication. Data collection techniques were carried out using an online search engine by entering communication keywords and additional keywords that were close. Scientific references are selected based on suitability with the criteria and limitations in this study. The results of the study state that positive communication can be developed effectively in various ways, namely understanding, pleasure, influencing attitudes, good social relations, and action.

Keywords: Skills, Literature Review, Communication

1 INTRODUCTION

In everyday life, humans cannot survive alone and need the help of others, as well as interact with the environment around them, because of this humans are called social beings. The relationship between humans and communication is an essential thing, meaning that humans will not be able to survive without communication that depicts various meanings (Liliweri, 2017). According to Suprpto (2009; Pureklolon, 2016), when viewed broadly, in a communication process it should have an element of similarity in meaning in order to form an exchange between thoughts, as well as the formation of an understanding between the sender of the message (communicator) and the recipient of the message (communicant). The definition of communication according to Kaye (1994; Roem & Sarmiati, 2019) is a way that people do to regulate a process of communicating with other people within the scope of communication.

Communication according to Schramm (Suherman, 2020) communication is a series of processes of sharing or sharing process, which creates a commonness, understanding between the source and the recipient (audience). Another opinion states that communication is a process that occurs systematically that occurs between communities or group members in carrying out their roles and functions as completion of work through a process of negotiation and understanding between individuals Liebler & Barker (Roem & Sarmiati, 2019). Meanwhile, communication is a way for humans to express themselves through their words, attitudes, thoughts, feelings and ideas to other individuals (Haro et al., 2020). From the understanding of communication from several figures, it can be seen that communication is a series of information that moves from the communicator to the communicant through a certain medium and stage.

According to (Maulana & Gumelar, 2020), communication can be said to be effective if it raises five things in its implementation, namely:

- a. Understanding. There is understanding and acceptance between the two parties, such as stimuli directed by the communicator.
- b. Pleasure. Communication that creates pleasure, and makes things warmer and more intimate.

- c. Affect attitude. Persuasive communication requires an understanding of factors in the communicant, and messages will have an effect on communication.
- d. Good social relations. With a good relationship between individuals, then this will be separated from the need for love or belongingness, as expressed by Abraham Maslow.
- e. Action. Before we bring up an action, at least we succeed in instilling an understanding, changing attitudes, forming, and growing good relationships first.

To realize an effective communication certainly will not be separated from a positive thing. This statement is proven by research conducted by (Devito, 2016) which states that when a person has high optimism and a positive attitude, they will tend to remember a positive emotion, and have a more satisfying life. Likewise with everyday life that requires a communication which is considered as the key to life, and is considered as an important dimension. In order for the key to life to run perfectly, what needs to be done is to develop a positive communication.

Positive communication is an interaction that is dominated through affirmative and supportive communication, and positive communication can be linked to interactions that focus more on the strengths and positive attributes of other people (Amir, 2022). Meanwhile, according to Cameron (2008; Amir, 2022) positive communication is a series or way of individuals communicating with more supportive language, such as positive expressions in the form of praise or support and dominates more than critical and negative language.

With positive communication, it will create harmony and happiness, and we will see, observe, and understand that individuals who interact with us will feel comfortable and will not experience a loss. Because of this, we as intelligent individuals must be able to sort and choose a word in the right situation so that a positive atmosphere is created in communication (Sari, 2020). Based on the description and identification that has been described, this study aims to determine the development of positive communication skills.

2 MATERIALS AND METHODS

This study uses the literature review method, which is a systematic method for reviewing and integrating various literature reviews in a predetermined area. The data collection technique is the literature review method with reference to 9 textbooks and 7 scientific articles with a total of 16 scientific sources related to communication skills. These scientific sources are as follows: Alfi & Saputro, (2018); Amir, (2022); Bhagat et al., (2019); Fuchs, (2020); Gejir et al., (2017); Haro et al., (2022); Liliwari, (2017); Manurung et al., (2021); Margiani et al., (2021); Maulana & Gumelar, (2020); Ndari et al., (2019); Pureklolon, (2016); Rayani, (2020); Roem & Sarmiati, (2019); Sari, (2020); Suherman, (2020). Analysis and interpretation of the data will be carried out by means of coding to the literature review of the 16 scientific sources and will be categorized and analyzed qualitatively to formulate the development of positive communication skills.

3 RESULTS

Title	<i>Pemahaman Guru Tentang Komunikasi Positif dan Pengaruhnya Terhadap Perilaku</i> (Teacher's Understanding of Positive Communication and Its Influence on Behavior)
Authors	Kristin Margiani, Vanida Mundiarti, Engelbertus Ngalu Bali
Year	Vol. 9, No. 2, June 2021
Purpose	This study aims to find out how the influence of teachers' understanding of positive communication on teacher behavior and find out the forms of the application of positive communication by teachers.

Method	The method in this study used qualitative research and for data collection using observation and interviews.
Subject	The subjects used in this study were 8 teachers.
Theories	According to KBBI, communication is a form of sending and receiving messages or news between 2 or more people in appropriate ways so that the message can be easily understood by us. Communication comes from a Latin language, namely "Communication" and comes from a word "Communis" which has the same meaning. According to Devito, there are several aspects of positive communication. In this journal, communication becomes a link between teachers and children at school. Communication has 2 general characteristics, namely 1. Direct communication and 2. Indirect communication. Communication carried out by teachers and children at school is a positive communication so that it is able to provide good impacts for the development of children at school and presents an internal motivation both for the child to achieve optimal achievements and development in (Margiani et al., 2021).
Results	<ol style="list-style-type: none"> 1. Get the result that there is an influence between the teacher's understanding of positive communication on teacher behavior and the influence of the teacher's understanding of positive communication seen by the existence of some good behavior from the results of the communication that has been carried out by the teacher and his students. 2. Positive communication also raises positive behavior for the school environment for their students, the most emerging of which is in the aspect of teacher understanding based on aspects of a positive attitude, teacher understanding based on aspects of supportive attitude, and teacher understanding based on aspects of empathy. 3. After seeing the results of the research above that a teacher can understand how to communicate positively and can apply it in learning activities at school. By going through a good attitude that will be reflected in the understanding of positive communication can provide

Title	<i>Membangun Komunikasi Verbal Positif dalam Keluarga dengan Pengelolaan Emosi</i> (Building Positive Verbal Communication in the Family by Managing Emotions)
Authors	Rosida Tiorma Manurung, Evany Victoriana , Alfredo Ezra Amadeus
Year	Vol 7, No 3 , September 2021

Purpose	This study aims to create models and patterns that are useful for implementing verbal communication in the family during the Covid-19 period and building positive verbal communication with emotional management.
Method	The method in this study uses qualitative, quantitative and descriptive research.
Subject	The subjects used in this study were millennial netizens, aged 15-21 years, had Facebook, Instagram, Twitter and WhatsApp applications, and on average every day.
Theories	Naturally, language is capable of influencing thoughts and thoughts are also capable of influencing language. Language is a view of our life. Language is a foundation of our existence and interacts together with our thoughts and feelings. Activities in positive verbal communication have a goal, namely to gain joy, train certain language skills and to build a positive attitude for self-resilience in dealing with various anxieties in certain times such as during the Covid-19 pandemic. Providing a positive climate is one way for our children to have a form of feeling safe and comfortable which is useful for self-expression, development and resilience for themselves and their families (Manurung et al., 2021).
Results	<p>In this study, the results showed that there was an increase in public knowledge about the importance of building positive verbal communication by managing good and controlled emotions in the family during the Covid-19 period to minimize anxiety and increase family resilience in difficult times.</p> <ol style="list-style-type: none"> 1. The results of research from the journal are that the majority of student respondents at Maranatha Christian University have a high level of emotional sensitivity, respondents can find out what emotions are captured through speech and intonation when they speak. 2. We can do emotional recognition or cognition by paying attention to the signs that are on him. 3. A positive verbal communication model that can be developed is emotional management consisting of respect, humility, good listeners and clear messages.

Title	<i>Komunikasi Positif Sebagai Upaya Perlindungan Anak dari Kekerasan Melalui Kegiatan Parenting di Masyarakat Kel. Cempaka Putih Kec. Ciputat Timur Tangsel Provinsi Banten</i> (Positive Communication as an Effort to Protect Children from Violence through Parenting Activities in the Community Kel. Cempaka Putih Kec. Ciputat, East Tangsel, Banten)
Authors	Susianty Selaras Ndari, Chandrawaty, Kibitiah, Erik Wahyudin
Year	Vol 3, No. 1 , May 2019

Purpose	This study aims to find out how the results of the activities of the importance of communication between parents and children are described.
Method	The method in this study used quantitative research and in this study used pre-test and post-test techniques using a questionnaire instrument.
Subject	The subjects used in this study consisted of 150 people consisting of community leaders and local residents.
Theories	Communication is a machine that exists in social roles, so communication can cause social relations to be relatively good or bad depending on how we communicate to build positive relationships within us to the people around us. Communication is interconnected with listening, availability, understanding, mutual respect and emotion. In short, communication is a natural process in conveying ideas, information, emotions and feelings to one another. Luciana, Constantineanu, Ielics, & Popa, 2012 in (Chandrawaty et al., 2019).
Results	<p>In this study, it was found that the skills of building positive communication between parents and children need to be built and honed which are useful for building positive relationships with children.</p> <p>(PKM) Positive Communication as an Effort to Protect Children from Violence through Parenting Activities in the Community of Gg. Swadaya Kelurahan Cempaka Putih, Ciputat Timur District, South Tangerang, was held on Monday, 16 July 2018 at 08.00-12.00WIB. Originally it was going to be held in Kampung Bayam, Ancol, but due to problems with the building, the implementation team discussed moving the PKM location to gg Swadaya Kelurahan Cempaka Putih Ciputat east.</p> <p>The speaker conveyed the material that upbringing and education in our family is the first and foremost thing, therefore we as parents must try to prevent violence from happening and as much as possible to prevent and overcome it. Children are able to grow and develop well if the parenting style that we practice in the family is in accordance with the stages of growth and development and the age of our children and prioritizes the principles of positive parenting. Building effective communication and getting used to positive discipline is one of the right ways because it can support the optimization of children's growth and development which includes various aspects, namely physical, thinking, feeling and social aspects in our parenting style so that children are able to develop well and optimally in (Chandrawaty et al., 2019).</p>
Title	Development and introduction of a communication skills module for postgraduate students of ophthalmology

Authors	Purvi R Bhagat, Kamini M Prajapati, Rupal B Bhatt, Vipul K Prajapati, Rohit Dureja, Gunjan P Tan
Year	Vol 71, No 5 , Oct-2019
Purpose	The aim is to assess the need to teach CS (Communication Skills) to PG (postgraduate) ophthalmology students and develop and introduce modules for the same.
Method	The method in this study utilizes students through interactive lectures, observations, videos, and video sessions, and role playing.
Subject	The subjects used in this study were 60 PG (postgraduate) students.
Theories	Good communication between doctors and patients can build self-confidence, patients will become obedient or not argue, so as to reduce medical errors, reduce conflicts and litigation and in the end the results of health care can be carried out properly. A review of courses on various kinds of medical devices is able to show that soft dill is not included in normal education.
Results	<ol style="list-style-type: none"> 1. The results of this journal research show that the skills and confidence of students in communicating with patients increased after participating in the training in the journal. 2. In this study, it was established that Communications skills (CS) are very important in improving patient satisfaction and the relationship between patient and doctor.

From the results of the literature review using the above journals, it is obtained:

- a. Through several activities that have been carried out and explained in the journal, parents or other educators can reflect on various ways to communicate with children, so that we are also aware of the mistakes we have made.
- b. Parents or other educators obtain various kinds of knowledge about communicating with children and changing the attitudes of participants cognitively.
- c. Through these activities we come to know that there is an influence from an understanding of positive communication.
- d. Positive communication can lead to positive behavior for the environment around them and what emerges most is related to aspects of understanding based on aspects of positive attitude, understanding based on aspects of supportive attitude, and understanding based on aspects of empathy.
- e. In this study the results obtained that the skills of building positive communication between parents and children need to be built and honed which are useful for building positive relationships with children.

4 DISCUSSIONS

Based on the results of the literature review carried out by the author, in this section there will be a discussion related to the results of the literature review carried out by the author in the research. From the results of this research, it was found that communication is a means of building relationships with the social environment, therefore the way individuals communicate can also determine how the communication is carried out and determine whether the social

relationships that occur are relatively good or bad. From the literature review that has been carried out, it was found that there are two types of communication, namely communication carried out directly and communication carried out indirectly.

a. Direct Communication

In this communication process, the information provider communicates directly or face to face with the recipient of the information. Direct communication is established if the communicator and the communicant are in the same place and communicate face-to-face and verbally.

b. Indirect Communication

Indirect communication is a communication process carried out with media or intermediaries. In this communication process, the communicator and the communicant do not meet directly and do not meet face to face. Indirect communication can be done through media such as exchanging messages and also through intermediaries.

Based on the results of the literature review that has been carried out, it is also found that good communication skills are very important and very necessary in social life, because with good communication skills you will be able to improve relationships between individuals, with good communication skills you will also be able to build a sense of trust. self within the individual, avoiding errors in communication, and reducing the occurrence of conflict between individuals (Bhagat et al., 2019). In the communication relationship between children and their parents, good communication is very necessary, this is to help establish a positive relationship between children and their parents (Ndari et al., 2019). With positive communication, positive behavior will emerge for children, and positive communication for these children can also be developed with learning at school. In developing positive communication at school, teachers play a very important role for children in building socialization with their friends, because teachers are substitutes for children when they are in the school environment. Because in general, children's socialization can be built due to interaction, so teachers play an important role in making students not afraid to build interactions with one another. In delivering communication by teachers to their students, positive communication should be established which will provide a feeling of comfort, freedom and safety for students so that it can help students' growth and development and achieve learning goals (Margiani et al., 2021).

The results of the literature review that has been carried out also show that there are several ways that can be used to develop positive verbal communication. Ways that can be used to develop positive verbal communication are by respecting other individuals, feeling humble and not arrogant, being a good listener when communicating, and giving clear messages (Manurung et al., 2021). Respect is a very important attitude in terms of building positive verbal communication, because with respect, individuals will be able to respect other people's opinions, accept if there are different opinions from other people, and respect other people's opinions. Feeling humble and not arrogant is also one of the things that is very important in building positive verbal communication with other people. By having a humble and not arrogant attitude will make individuals easily accept criticism and suggestions given by other people, individuals also tend to respect other people more and not feel that they are superior to anyone. Meanwhile, being a good listener will make other people comfortable and feel cared for when communicating with that individual, other people will feel that they are being heard and this will support the establishment of positive verbal communication. Apart from these methods, the final method is to give a clear message so that the communicants will understand the content of the message that has been given. Giving a message that is not clear will cause miscommunication and make other people feel that they have misunderstood the message given. If one of these methods is not carried out well, it will result in the verbal communication process not running positively.

5 CONCLUSIONS

Based on the research that has been carried out, it can be concluded that communication is a series of information that moves from communicator to communicant through a particular medium and stage. Based on an analysis of scientific sources regarding various aspects of developing positive communication skills, it can be concluded that positive communication can be developed effectively through various methods, namely understanding, enjoyment, influencing attitudes, good social relationships, and action. Apart from that, it was also explained that there are two types of communication, namely communication carried out directly and also communication carried out indirectly.

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Self-Development Strategies to Improve Interpersonal Relationships

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Abstract: Interpersonal relationships are how individuals interact and communicate between two or more people in an activity. Good interpersonal relationships will help and support individuals in making relationships with other people. The purpose of this research is to inform the public about self-development strategies that can improve interpersonal relationships. This article uses qualitative research methods with a literature review. From this article, we found that having good interpersonal relationship skills is very important in life. One of the key strategies for developing interpersonal relationships is effective communication. Therefore, interpersonal relationships cannot be separated from the personality that a person has.

Keywords: Self-Development, Interpersonal Relationships, and Strategies Interpersonal Relationships

1 INTRODUCTION

In everyday life, humans will always interact with other humans. This means that humans are social beings. By interacting, humans form relationships with family, coworkers, and schoolmates. To establish a good relationship with others, various strategies are needed. Using various strategies to establish good relationships with others will lead the individual towards more advanced self-development; on the other hand, if the individual is unable to establish good relationships with others, it will experience obstacles to growth. This suggests that relationships with others are a significant and important aspect of life. According to Ratnita (2019), interpersonal relationships are how individuals interact and communicate between two or more people, and in that activity, a psychological process can change the attitude, opinion, or behavior of the person who is doing the interaction. When interpersonal relationships are well established, it helps and supports individuals in their relationships with others in relation to fostering cooperation and building friendships with others. As for the explanation provided by Krisnawati (2016), a person's inability to establish interpersonal relationships will cause disruptions in her social life, such as being shy, being locked up, and breaking up with someone else. Therefore, individuals need good interpersonal relationships. The purpose of this study is to find out what strategies can improve interpersonal relationships.

Relationships between individuals can affect the quality of the individual itself and the individual's relationships with others. Increasing self-development can have an effect on the quality of the individual as well as on his or her mental health and academic field. Therefore, this study will give results on what strategies can be implemented to improve interpersonal relationships. This study used a qualitative outline, more specifically using a literature review method using various information ranging from articles, books, and research publications related to the study's title. The researcher will analyze various relevant sources to include in this study. Researchers organize these studies based on objectivity and data collection and then analyze them. The final results of this study will show that self-development strategies can improve interpersonal relationships. The method used to find the data will be explained in conjunction with the results. Furthermore, the implications of the collected data will be discussed. An interpretation of limitations will be given in the end.

2 MATERIALS AND METHODS

Materials

Interpersonal Relationships

According to Effendi (Ratnita, 2019), interpersonal relationships are communications made by one person to another in all situations and all areas of life. Good interpersonal relationships will help and support individuals in making relationships with other people in relation to fostering cooperation and friendship with others. The inability of a person to establish interpersonal relationships will result in disturbing social life, such as being shy or feeling isolated.

There are four characteristics of interpersonal relationships: getting close, needing each other, openness, and collaboration. According to Krisnawati (2016), there are five aspects of the ability to establish interpersonal relationships: initiative, which means an attempt to initiate interaction; negative assertion, which means the ability to refuse and ask; disclosure; emotional support; and conflict management.

Self-development

Self-development is about taking the steps you need to take such as improving yourself by learning new things or overcoming skills and bad habits (Anggraini, 2019). Self-development consists of aspects of self-awareness, self-confidence, interpersonal relationships, new skills, and motivation (Akhbar et al., 2018).

Methods

In compiling articles on self-development strategies to improve interpersonal relationships, researchers chose to use the literature review method by using various sources of information from articles and journals that are relevant to the research topic. The researcher will analyze the contents of the article to be studied and then conclude it to get the data results. In other words, researchers will make arrangements on the criteria and objectives, collect data, and analyze it. After the results of the data are obtained, then presented systematically. Findings from various sources were limited by inclusion and exclusion criteria. The inclusion criteria of this study are primary sources related to self-development strategies to improve interpersonal relationships and answer research, articles published in 2018-2023, articles in English and Indonesian, quantitative research articles that are evidence-based practice using experimental and randomized research methods, controlled trials, and full text in pdf format and free of charge. The keywords used in the search are self-development, interpersonal relationships, and strategies for interpersonal relationships.

3 RESULTS

Based on the results of the researcher's review of several research sources that are relevant and significant to this research problem. The following is a literature review from previous research, which is summarized in table 3.1 :

Table 3.1

No	Title	Author	Year	Purposes	Methods	Subject	Results
1	Associations between Adolescents' Interpersonal Relationships, School Well-being, and Academic Achievement during Educational Transitions	Noona Kiuru, Ming-Te Wang, Katariina Salmela-Aro, Lasse Kannas, Timo Ahonen, Riikka Hirvonen	2019	This study looked at how academic success during the transition from elementary school to lower secondary school was influenced by the nature of interpersonal relationships and school wellbeing.	Questionnaires were used to gather data on the perceived quality of interpersonal relationships and adolescent students' school wellbeing. Two trained research assistants	Subjects in this study were sixth and seventh graders. Data from 848 Finnish adolescents (54% girls, mean age of entry 12.3 years) were collected.	The findings are consistent with a transactional model that depicts the reciprocal correlations between interpersonal relationship quality and academic success as students migrate into lower secondary school. Therefore, high school well-being encouraged greater subsequent academic achievement through enhanced interpersonal relationships, whereas the existence of high-quality

					were present at all times, and trained testers delivered all of the surveys. The school registers provided data on the participants' academic performance (i.e., school grades).		interpersonal relationships promoted higher academic accomplishment through increased school well-being. Overall, the findings indicate that boosting school wellbeing and the development of excellent interpersonal relationships requires promoting learning outcomes and assisting adolescents with difficulties during educational transitions (Kiuru et al., 2020).
2	The Relationship between College Students' Interpersonal Relationship and Mental Health: Multiple Mediating Effect of Safety Awareness and College Planning	Yujin Sun	2023	The goal of the study is to identify the internal mechanisms by which interpersonal relationships affect the mental health of college students. Students in college frequently experience mental health issues, which can quickly result in extreme situations.	The study employed the GHQ, WHOQOL-BREF, SWBS-CC, LSIB, and TSCS scales. The study was conducted using SPSS 26.0 and Process V4.1, and the nonparametric Bootstrap technique was utilized to determine the significance level of the mediating effect.	The Yangtze River Delta region of China's L University, which can be considered a typical representative of regional institutions, underwent a questionnaire survey. L University is a full-time general undergraduate institution. Representative sampling gives questionnaires their scientific validity. In this study, the	Between the groups with high and low mental health, there are large disparities in interpersonal relationships, safety awareness, and college plans. The consciousness of safety varies between the sexes. Interpersonal relationships, safety awareness, college planning, and mental wellness are all positively correlated. The quality of interpersonal relationships positively predicts mental wellness. There are three paths that mediate the effects of interpersonal relationships on mental health: the independent pathway through safety awareness, the independent pathway through college planning, and the chain pathway through safety awareness and college planning (Sun, 2023).

						cluster sampling approach was used. 2000 questionnaires were sent out to freshmen at L University, and 1675 of them were recovered, yielding an 83.75% recovery rate and ensuring survey quality. The data was cleaned, and 1661 valid samples were kept.	
3	Interpersonal Competencies of Students, Their Interpersonal Relations, and Emotional Intelligence	Waldemar Klinkosz, Justyna Iskra, and Małgorzata Artymiak	2021	The purpose of the study was to determine whether interpersonal skills, forms of interpersonal contact, and emotional intelligence are related.	The data collection method in this study was by questionnaire. There are 3 types of questionnaires that respondents must complete, namely the Interpersonal Competence Questionnaire, the Interpersonal Adjective Scales, and	173 psychology students from three universities in Poland (92 women and 81 men) volunteered to participate in the study and filled out three questionnaires.	The findings revealed a strong relationship between the students' emotional intelligence and interpersonal skills. The study has validated the usefulness of the techniques used and the significance of social skills in the growth of favorable interpersonal relationships and the capacity for environmental adaptation (Klinkosz et al., 2021).

					the Popular Emotional Intelligence Questionnaire.		
4	A Review of Effective Communication and Its Impact on Interpersonal Relationships, Conflict Resolution, and Decision-Making	Dr. Ali Ahmad, and Dr. Dababrata Chowdhury	2022	This research study will examine effective communication and how it affects workplace decision-making, interpersonal relationships, and conflict resolution.	This study used a qualitative approach to address the research question. Ten semi-structured interviews with a duration of 25 to 30 minutes each were part of the qualitative research.	The average age range of the participants, who were chosen from a variety of organizations, was 18 to 45.	As a result of this research study, perceptions of interpersonal connections, effective decision-making, and conflict resolution were linked with possible applications in both academic and practical sectors. Making logical decisions, developing interpersonal relationships, and speedy dispute resolution were prioritized in the practical sector. Humans analyze information with inherent bias and flaws. One of the most crucial tasks carried out by a business leader is decision-making, which is largely dependent on the quality of the information. The decision-making process will be of greater quality if a person receives more precise and pertinent information (Ahmad & Chowdhury, 2022).
5	Adolescents' Interpersonal Relationships, Self-Consistency, and Congruence: Life Meaning as a Mediator	Jinhui Ye, Xiaoting Ye	2020	Researchers investigated the connections between adolescents' interpersonal relationships, life meaning, self-consistency, and congruence.	Online questionnaires on interpersonal connections, life meaning, self-consistency, and congruence were filled out by participants. SPSS 22.0 was used to analyze the questionnaire data. To examine	In Jiangxi, China, teachers at two junior high schools, two senior high schools, and two universities recruited 900 youths (ages 13 to 25) to	The findings reveal a significant correlation between interpersonal relationships with others, life meaning, self-consistency, and congruence. The links between interpersonal relationships, self-consistency, and congruence were further mediated by life meaning. Interpersonal interactions also had a direct impact on participants' self-consistency and congruence, in addition to this indirect effect. Adolescents'

					the relationship between the three components, researchers utilized analysis of variance, regression, and mediation analysis.	participate in the study.	self-consistency and congruence may be enhanced by school- or individual-level interventions that support their quest for meaning in life and the enhancement of interpersonal connections (Ye & Ye, 2020).
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4 DISCUSSIONS

Throughout life, each individual will continue to build relationships with other people that facilitate their progress towards their desired goals (Orehek et al., 2018). Interpersonal communication refers to the activity of sharing information between two or more people as well as the ability to talk, connect, and interact with other people (Rachidi & Yangzom, 2022). Good interpersonal relationships are very important in the personal and professional lives of every individual. The need to establish relationships with other people and with every environment they encounter will lead individuals to greater personal development, while those who cannot establish good relationships will encounter obstacles in the process of personal development (Ratnita, 2019). Carmeli & Gittell (2009) explain that high-quality interpersonal relationships have been conceptualized as a multidimensional construct (Lee et al., 2020). It means that researchers and psychologists consider multiple dimensions or aspects when assessing the quality of interpersonal relationships, as opposed to viewing them as a single, one-dimensional concept. The multidimensional nature of high-quality interpersonal relationships allows for a more comprehensive understanding of what contributes to healthy and fulfilling connections with others. Recognizing that high-quality relationships are multidimensional underscores the importance of investing time and effort in nurturing these connections for personal and collective well-being.

Interpersonal relationships related to the development of students' academic skills. If interpersonal support needs are met, it can reduce student stress during learning, which will increase student motivation for good behavior and concentration during learning. The transactional model (reciprocal interaction) that occurs between the quality of interpersonal relationships and school welfare can influence adolescent academic performance. The main point of this transactional model lies in the interdependent influence between adolescents and their environment (Kiuru et al., 2020).

Research conducted by Sun (2023) shows that interpersonal relationships are related to students' mental health. Interpersonal relationships that are built in a friendly and happy manner are part of one of the criteria for mental health. According to Maslow's hierarchy of needs theory, people will seek spiritual security, which is mental health, after obtaining physical security. Therefore, the existence of a friendly interpersonal relationship will build their safety awareness.

The process of learning social skills can influence their development through the promotion of psychological training and workshops. More attention is paid to developing the character of students who achieve aspirations in the social dimension since interpersonal competence is recognized as the driving force behind the encouragement of students in the social dimension. Emotional intelligence in processing information related to the emotions of oneself and others by building an attitude of mutual understanding will facilitate students in interpersonal relationships related to personal and professional life and overcome conflicts in everyday life (Klinkosz et al., 2021).

Inappropriate decision making results in complex problems because of the many factors that influence decision-making. One of them is the presence of bias in information processing when undergoing interpersonal relationships with other people. Interpersonal relationships that experience failure are associated with suicide, whereas individuals who have good interpersonal relationships live longer, have greater life satisfaction, and have fewer physical illnesses. This is where interpersonal relationships play an important role. To maintain interpersonal relationships, effective communication is needed, resolving conflicts or problems and increasing careful decision-making (Ahmad & Chowdhury, 2022).

Positive responses from other people when adolescents can handle their interpersonal relationships well result in adolescents being convinced that their social experience is consistent with their inner expectations, which will encourage consistency and harmony. Self-consistency is related to some behaviors in accordance with their

self-concept. Students who have better interpersonal relationships tend to have a higher meaning in life (Ye & Ye, 2020).

Therefore, interpersonal relationships cannot be separated from the personality that a person has. When interpersonal relationships can be maintained properly, humans will not become extinct. As we know that humans are social beings who need others, interpersonal relationships must always be maintained and cared for. Interpersonal relationships require self-development. Someone who can develop himself for better, harmonious interpersonal relationships is also established. The other way around, someone with low self-development can trigger disharmonious interpersonal relationships. There are several strategies that can be used to improve interpersonal relationships, namely: 1) using a transactional model (reciprocal interaction); 2) being friendly with others; 3) having emotional intelligence by building mutual understanding; 4) effective communication; 5) precise in decision-making; 6) consistency and alignment; and 7) has the meaning of life.

5 CONCLUSIONS

Having good interpersonal relationship skills is very important in life. One of the key strategies for developing interpersonal relationships is effective communication. The ability to listen empathetically, speak clearly, and express thoughts and feelings honestly are important skills in building healthy and harmonious relationships. Fostering trust and cooperation in interpersonal relationships is another important strategy. Trust allows people to feel comfortable and safe sharing thoughts, feelings, and personal information. The ability to feel and understand the feelings of others (empathy) is an effective strategy for building strong interpersonal relationships. By showing empathy, meaning that individuals show concern for and understanding of the needs and experiences of others, this can strengthen bonds and build mutually supportive relationships. By implementing these strategies, individuals can build strong relationships and connect emotionally with others.

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Nurturing the Self: How Interpersonal Relationships Foster Individual Development

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Abstract: The purpose of this study is to find out how interpersonal relationships can foster individual self-development. The research method uses a qualitative approach with a literature review through research searches with the selected keywords, namely "Interpersonal", "Interpersonal Relationships", and "Individual Development". From the research that has been done, it can be concluded that interpersonal interactions have a positive impact on personal development. Studies indicate that having positive interpersonal relationships can enhance self-confidence, communication skills, and understanding of others' emotions. Additionally, good interpersonal relationships help build social support networks, improve the ability to express oneself, avoid conflicts, and promote cooperation with others. Therefore, it is important to support and strengthen positive interpersonal relationships to enhance overall individual development.

Keywords: Interpersonal, Interpersonal Relationships, Individual Development

1 INTRODUCTION

In today's fast-paced and interconnected world, the significance of interpersonal relationships in fostering individual development cannot be overstated. As humans, we are inherently social beings, and our interactions with others play a pivotal role in shaping our personal growth and overall well-being. Human beings, being affected by their environment and affecting their own environment, continue their living and fulfill their basic needs with the help of the relationships they develop. Individuals as biopsychosocial beings know and define themselves through their interpersonal relationships. Another factor indicating the importance of interpersonal relationship analysis is its connection with problem solving skills as individuals avoiding interpersonal relationships are known to have lower problem solving abilities (Koçak & Önen, 2014). This article delves into the profound impact that nurturing interpersonal relationships can have on individuals, emphasizing their crucial role in facilitating personal development. Interpersonal relationships are a crucial aspect of human life that involve social interactions among individuals within a group or community. With the rapid advancement of technology and globalization, social interactions are increasingly prevalent and vital in everyday life. Interpersonal relationships involve real interactions between two individuals or the mental representation of the relationship between oneself and others (Wilde & Dozois, 2019). These relationships are influenced by the principles of complementarity, which encompass mutual dependence and relationship satisfaction (Cartwright, 2019; Wilde & Dozois, 2019). Relationship satisfaction refers to the state where individuals feel content with the current state and dynamics of their relationship, perceiving that their needs are consistently met (Cartwright, 2019). This satisfaction signifies the fulfillment of the innate human desire to belong to a fulfilling and gratifying relationship. The level of relationship satisfaction serves as a significant indicator of overall well-being, which can be influenced by interactions, perceptions, and behaviors within the relationship (Murray et al., 2003). Therefore, understanding interpersonal relationships becomes highly important in maintaining a balance in social life. There are several fundamental concepts in building a relationship, namely *Attachment, Connection and separation, Negotiation, Unconscious fears, Power, Maintenance of balance, Changes in the balance, Health-facilitating balances, The optimal balance, Values* (Lewis, 1998). Theories about intimate relationships examine how the interconnection between actions and their evaluation influences emotional experiences and the corresponding behaviors within the relationship. Individuals assess

interpersonal relationships by evaluating and assigning causes to them (Schoebi & Randall, 2015). These assessments reflect the significance of the relationship to the individual and whether it is perceived as positive or negative (Fitness et al., 2005). Various factors can contribute to an interpersonal relationship, but the primary causes in describing positive and negative relationships are the self, the other person, the situation, the environment, the interaction between the self and the other person, and the relationship itself (Stephanou, 2012). In a study conducted by (Pung et al., 2021), it was found that interpersonal relationships mediate the relationship between emotional competence and prosocial behavior in adolescents. Good relationships with others, including peers, family, and teachers, play a crucial role in connecting emotional competence with prosocial behavior. Positive interpersonal relationships provide a supportive environment for adolescents to express their prosocial behaviors. Another study conducted by (Pietromonaco & Collins, 2017) indicates that individuals who have close interpersonal relationships, such as stable romantic relationships or strong social support, tend to have better health outcomes. Close and positive relationships can provide emotional support, practical support, and a sense of social connection, all of which can contribute to the physical and mental well-being of individuals. Moreover, positive interpersonal relationships can also enhance individuals' motivation to adopt healthy behaviors, such as maintaining a good diet, engaging in physical exercise, and practicing healthy sleep habits. Furthermore, (Niu et al., 2022) also revealed that students who have positive interpersonal relationships tend to have higher levels of emotional intelligence. Good interpersonal relationships can influence an individual's ability to recognize, understand, and manage their own emotions as well as the emotions of others. They also explained that positive interpersonal relationships are associated with better mental health in students. Students who feel supported and connected to others tend to have lower levels of stress, lower levels of anxiety, and higher life satisfaction. On the other hand, (Stephanou & Athanasiadou, 2020) discuss negative interpersonal relationships. They argue that negative interpersonal relationships can have a significant impact on individuals' cognition, emotions, and expectations. Individuals involved in negative relationships tend to make negative judgments about their partners, the situation at hand, or themselves. These judgments can reinforce negative attitudes and contribute to negative emotions. Negative interpersonal relationships can trigger unpleasant emotional experiences. Individuals in negative relationships often experience negative emotions such as anger, anxiety, sadness, or frustration. These emotions can have a negative impact on emotional well-being and mental health. Negative interpersonal relationships can diminish individuals' expectations. Individuals trapped in unhealthy or toxic relationships may lose hope for improvement, growth, or future happiness.

Interpersonal relationships have been widely recognized as influential factors in individual development and well-being. The quality of these relationships significantly impacts various aspects of one's life, including personal growth, emotional stability, and overall life satisfaction. Understanding the role of nurturing interpersonal relationships in fostering individual development is crucial for promoting positive outcomes in individuals' lives. Interpersonal relationships are an essential part of individuals' social lives. Healthy and positive interpersonal relationships can provide significant benefits for individuals' physical and mental health, while poor interpersonal relationships can have detrimental effects on individuals' physical and mental well-being. Therefore, paying attention to interpersonal relationships becomes crucial in maintaining balance in social life. Healthy and meaningful interpersonal relationships have been proven to significantly contribute to the growth and development of individuals. In this journal, we aim to further investigate this relationship and identify the mechanisms involved in how interpersonal relationships foster and support individual development. Through this research, we hope to provide a deeper understanding of how interpersonal relationships influence individual development. The findings of our study can offer valuable insights into the mechanisms involved in these relationships and provide a foundation for the development of interventions or programs aimed at enhancing the quality of interpersonal relationships and individual development.

2 MATERIALS AND METHODS

Interpersonal relationships are defined as the mutually supportive social and emotional exchanges between people (Walker et al., 1990). An interpersonal circumstances can be a real-life encounter between two people or a conceptual depiction of one's relationship with others (Wilde & Dozois, 2019). According to interpersonal theory (Kiesler, 1983; Leary, 1957), interpersonal motives, traits, and behaviors can be divided into two categories: affiliation which include communion, warmth, friendliness, love, desire to connect harmoniously with others and dominance which include agency, power, control, dominance, motivation to influence others. These two dimensions are orthogonal to one another, forming a "interpersonal circumplex" (Kiesler, 1983). According to interpersonal theory, the human condition is defined by a constant struggle to satisfy one's demands for both connection and domination. The two dimensions are discernible at many levels of analysis, they are represented in an individual's traitlike inclinations for affiliation or dominance across circumstances, but may also be used to define particular actions within an interpersonal scenario. Interpersonal relations are critical to general physical and emotional well-being. They are based on trust, loyalty, and support. Family, kinship, friendship, love, marriage, commerce, employment, clubs, neighborhoods, ethical ideals, support, and solidarity are all examples of interpersonal interactions. According to available data, social interactions are vital for our well-being. Support from family and friends is critical to our happiness and health. Social relationships have an important role in wealth and financial well-being (Ortiz-Ospina & Roser, 2020).

Having positive interpersonal relationships plays a very important role in life. Mutually beneficial relationships with others can provide happiness, emotional support, and opportunities to grow and develop as individuals. But, it is not always easy to establish and cultivate good interpersonal relationships. Therefore, it is important for individuals to understand and implement ways to develop positive and sustainable interpersonal relationships. According to Daniel Goleman (1995), there are several things that can be done to foster interpersonal relationships, including (Goleman, 1995):

1. Pay Attention to Others Emotions

One important step in cultivating strong interpersonal relationships is to pay attention to the emotions of others. This involves showing interest and concern for their feelings. When interacting with someone, take the time to listen with empathy. Listen actively, not just physically but also by activating your mind and heart to understand their feelings and perspectives.

2. Practice Verbal and Nonverbal Skills

Besides verbal communication, nonverbal skills also play an important role in fostering strong interpersonal relationships. Pay attention to body language when interacting with others. Make sure your posture is always open, with an upright stance and no back to the person. Use proper eye contact and nod your head gradually as the other person speaks. This will show that one is really listening and paying attention to what they are saying.

3. Consider the Other Person's Perspective

To strengthen interpersonal relationships, it is very important to see the world from the other person's point of view. Try to understand the other person's background, values, and life experiences. Awareness of these differences can help develop a sense of understanding and empathy towards others. Appreciating and respecting others' perspectives will help build deeper bonds and improve the quality of interpersonal relationships.

4. Show Empathy

Empathy is an important quality in fostering strong interpersonal relationships. When interacting with others, strive to feel and understand their feelings. Do not ignore or dismiss their feelings, but show empathy and understanding. This can be done by responding appropriately to their feelings, such as saying phrases like "I understand how difficult your situation is" or "I can imagine how you feel in that situation." This can be done to show empathy towards others so that interpersonal relationships can be well established.

5. Practicing Communication Skills

Good communication skills are an important aspect in strengthening interpersonal relationships. Learn and practice skills such as active listening, asking helpful questions, and conveying messages clearly and empathetically. Active listening involves giving full attention to what the other person is saying, repeating key words or summaries to show that you understand, and avoiding distractions or distracting thoughts.

In addition, Jalaludin Rahmat (2007) also explained three things that can be done to cultivate interpersonal relationships, including (Rahmat, 2007):

1. Trust

Trust plays a crucial role in influencing interpersonal relationships between individuals. When there is mutual trust between individuals, their relationship can grow through reinforcing understanding. This creates an attitude of openness, where they can easily share information, thoughts, and feelings without fear or concern. Trust also helps to fill the gaps between individuals because they can complement each other in terms of knowledge, skills, or resources. Moreover, trust creates a deep understanding between each other, reducing the likelihood of misunderstandings that can damage the relationship (Brown, 2017). In an interpersonal relationship based on trust, individuals can feel more comfortable sharing and building depth in the relationship. They have confidence that the information they provide will be accepted and appreciated, and they can rely on each other in difficult situations or conflicts. Trust is a strong foundation in interpersonal relationships, helping to build better relationship quality and enhance communication between individuals (Smith, 2016).

2. Supportive attitude

A supportive attitude is an attitude that can reduce defensiveness in interpersonal communication. When someone feels threatened or anxious, they tend to become defensive and more focused on self-protection rather than understanding the messages conveyed by others. Personal factors such as fear, anxiety, or past negative experiences can trigger this defensive response, which ultimately hinders the effectiveness of interpersonal communication. In the context of interpersonal relationships, a defensive attitude can make it difficult to understand the messages conveyed by others. When someone is too preoccupied with self-protection from perceived threats, they may be less able to listen with empathy and openness to others' perspectives. This can result in communication failures and worsen interpersonal relationships. With this supportive attitude, it can help reduce defensiveness, allowing individuals to create a safe and open communication environment. This includes listening attentively, providing emotional support, and showing empathy towards others' feelings and perspectives. This supportive attitude builds trust and makes individuals feel more comfortable in expressing themselves, thereby increasing the likelihood of effective interpersonal relationships (Jones, 2018).

3. Open-mindedness

Open-mindedness plays a crucial role in building effective interpersonal relationships. This open-minded attitude can foster mutual understanding and respect among individuals. By communicating openly, one can better understand each other's feelings, thoughts, and needs. They listen to each other attentively and empathetically, creating a relationship that understands and supports one another. Moreover, an open-minded attitude also plays a vital role in developing the quality of interpersonal relationships. When individuals share openly with each other, they can grow together and deepen their understanding of one another. They can overcome problems and challenges together, as well as collaborate to improve and strengthen their relationship (Smith, 2020).

According to (Kleptsova & Balabanov, 2016) they explains some of the benefits of interpersonal relationships for individual self-development:

1. Emotional and Social Support: Positive interpersonal relationships provide emotional support, empathy, and understanding, which contribute to the emotional well-being and resilience of individuals. Having a supportive network of relationships helps individuals cope with stress, anxiety, and other challenges, fostering personal growth.
2. Personal Growth and Feedback: Interpersonal relationships offer opportunities for personal growth through feedback. Trusted individuals within these relationships can provide constructive criticism, guidance, and encouragement, helping individuals identify their strengths, areas for improvement, and personal goals. This feedback promotes self-reflection and self-awareness, facilitating personal development.
3. Expanded Perspectives and Diversity: Interacting with diverse individuals allows for exposure to different perspectives, cultures, and experiences. Positive interpersonal relationships broaden individuals' understanding of the world and promote open-mindedness. This exposure enhances critical thinking, empathy, and tolerance, contributing to personal growth and development.
4. Skill Development: Interpersonal relationships provide opportunities for individuals to develop and refine essential skills such as communication, collaboration, and conflict resolution. Through interactions with others, individuals can learn new skills, acquire knowledge, and benefit from shared experiences, which contribute to their personal and professional growth.
5. Self-Identity and Self-Reflection: Positive interpersonal relationships serve as mirrors, reflecting individuals' strengths, weaknesses, and personal qualities. They provide a space for self-reflection, self-discovery, and the development of self-identity. These relationships help individuals gain a deeper understanding of themselves, their values, and their aspirations, facilitating personal growth and self-actualization.

The research method used to write this article is a literature study. The writing sources used in this article are based on journals and books that have been sorted according to the criteria. In searching for sources, several keywords related to the research title were used, namely "Interpersonal", "Interpersonal Relations", and "Self-Development". The pages used as data sources for journal search are sinta, scimago, google scholar, psynet, pubmed, and researchgate. After doing a search, finally found the journal that was considered the most appropriate. Overall, there are seven stages carried out in the context of writing this scientific article, namely determining the title, choosing keywords that will be used as guidelines for searching literature, searching for literature on predetermined pages, collecting literature that has been found, re-sort so that each journal used is appropriate, study the literature in the form of writing results and discussion, and draw conclusions from the results and discussion of the studies that have been carried out. The limitations experienced by the author in making this article are the lack of availability of the latest journals related to this research topic.

3 RESULTS

Various research findings have consistently shown that interpersonal relationships have a positive influence on individual development. A study conducted by Widya Kartika Sari, A. Muri Yusuf, and Alwen Benti (2019) revealed that having positive interpersonal relationships can enhance the self-confidence and communication skills of adolescents, as well as their ability to understand others' emotions (Widya et al., 2019). Furthermore, the study highlighted several other benefits of maintaining good interpersonal relationships, such as improving effective and efficient communication with others, aiding adolescents in building positive social support networks, boosting their self-confidence in interacting with others, enhancing their ability to express themselves and convey their opinions or ideas, and improving their understanding of others' feelings and perspectives, thereby enabling conflict avoidance and promoting cooperation with others. In line with these explanations, research by Hasyim Hasanah (2015) also emphasized the significant role of interpersonal relationships in individual development, particularly in reducing gender-related emotional distress (Hasanah, 2015). Additionally, good interpersonal communication and positive interpersonal relationships can support individuals in expressing their feelings and emotions more effectively. This can help establish positive social support networks and enhance individuals' self-confidence and self-belief. In summary, various research studies consistently demonstrate that interpersonal relationships have a positive impact on individual development. Positive interpersonal relationships contribute to improved self-confidence, communication skills, empathy, effective expression of emotions, and conflict resolution. They also play a crucial role in reducing gender-related emotional distress and fostering positive social support networks. Consequently, nurturing and

strengthening positive interpersonal relationships within school and family environments hold significant implications for overall individual development.

Another study by Wang and Eccles (2018) revealed that having positive interpersonal relationships with peers, receiving social support from teachers, and receiving social support from family members significantly contribute to better academic development and school engagement in adolescents (Wang & Eccles, 2018). Adolescents who have good relationships with peers tend to be more involved in positive behaviors at school, have more positive emotional experiences in the school environment, and demonstrate greater cognitive engagement in the learning process. Furthermore, adolescents who receive good social support from their families are more likely to engage in positive behaviors at school and have positive emotional experiences in the school environment. This study emphasizes the importance of social support from peers, teachers, and family in enhancing school engagement and academic development in adolescents. The implications of these findings are that supporting and strengthening positive interpersonal relationships within the school and family contexts can help adolescents feel more engaged in education and achieve better academic outcomes.

Based on the mentioned research findings, it can be said that interpersonal interactions have a positive impact on personal development. Studies indicate that having positive interpersonal relationships can enhance self-confidence, communication skills, and understanding of others' emotions. Additionally, good interpersonal relationships help build social support networks, improve the ability to express oneself, avoid conflicts, and promote cooperation with others. Therefore, it is important to support and strengthen positive interpersonal relationships to enhance overall individual development.

4 DISCUSSIONS

According to V.N. Myasishchev, interpersonal relationships can be understood as a person's attitudes towards others. These relationships develop as individuals engage in shared activities and form certain perceptions and assessments of one another. Interpersonal relationships are described as mutually oriented because individuals are always influenced by their own expectations, stereotypes, orientations, attitudes, and dispositions when perceiving and evaluating others. These relationships evolve throughout a person's life and are influenced by factors such as age, personal characteristics, professional preferences, and sociocultural changes (Myasischev, 1995). N.N. Obozov has extensively studied interpersonal relationships and defines them as the mutual willingness of individuals to communicate in specific ways accompanied by emotions, including positive, indifferent, or negative emotions, within the context of communication and shared activities. Interpersonal relationships can be assessed based on the presence of personal and shared emotions, categorized as positive, negative, or indifferent. They can also be characterized by the presence or absence of mutual understanding, which can be adequately or inadequately understood. Furthermore, interpersonal relationships involve cognitive identification between communicative individuals, as well as tendencies towards resistance, cooperation, or inaction (Obozov, 1979). Interpersonal relationships not only shape individuals' perceptions of others but are also expressed through interactions such as reactions, actions, and gestures directed towards the partner, which provoke active responses from the partner. These interactions become defining features, qualities, and characteristics of an individual's personality. Additionally, interpersonal relationships can be internalized in the form of group dynamics, creating a subjective reality known as the psychological atmosphere, which influences the individual and shapes their characteristics (Kleptsova & Balabanov, 2016).

In this study, we have explored the significant role of interpersonal relationships in fostering individual development. Our findings highlight that interpersonal relationships play a crucial role in shaping various aspects of an individual's life, including emotional, social, intellectual, and personal identity development. Through the emotional support provided by family and close friends, individuals experience a sense of security, trust and comfort. Positive relationships also assist individuals in managing their emotions, developing emotional resilience, and cultivating empathy towards others. Interpersonal relationships serve as a platform for practicing and refining social skills such as communication, empathy, and conflict resolution. They provide individuals with opportunities to learn social norms, appreciate diverse perspectives, and develop teamwork and collaboration skills. Moreover, interpersonal relationships facilitate intellectual growth by fostering the exchange of ideas and knowledge, stimulating critical thinking, and expanding individuals' horizons. The presence of mentors and positive role models in these relationships further contributes to personal and intellectual growth. Furthermore, interpersonal relationships transcend cultural and geographical boundaries, introduce individuals to global diversity, promote cross-cultural understanding, and encourage global collaboration. In conclusion, our findings underscore the importance of building and nurturing healthy interpersonal relationships for holistic individual development.

5 CONCLUSIONS

In conclusion, the research findings presented in the article consistently demonstrate that interpersonal relationships have a positive influence on individual development. Positive interpersonal relationships contribute to various aspects of personal growth, including self-confidence, communication skills, understanding of others' emotions, effective expression of emotions, and conflict resolution. They also play a significant role in reducing gender-related emotional distress and fostering positive social support networks. Additionally, positive interpersonal relationships with peers, teachers, and family members contribute to better academic development and school engagement in adolescents. These relationships promote positive behaviors, emotional well-being, and cognitive engagement in the learning process. Interpersonal relationships have a profound impact on emotional, social, intellectual, and personal identity development. They provide emotional support, help individuals manage their emotions, develop resilience, and cultivate empathy. Furthermore, these relationships serve as a platform for practicing and refining essential social skills, learning social norms, appreciating diverse perspectives, and developing teamwork and collaboration skills. Interpersonal relationships also foster intellectual growth through the exchange of ideas, knowledge, critical thinking, and exposure to mentors and positive role models. Moreover, they promote cross-cultural understanding, global diversity, and encourage collaboration across boundaries. In this modern era, where technology continues to advance and many people are busy with their daily routines, maintaining interpersonal relationships becomes increasingly important. Interpersonal relationships can help individuals grow and develop personally, as well as improve their quality of life. Through interactions with others, we have the opportunity to learn, grow, and expand our understanding of ourselves and the world around us. By building a strong social network, practicing empathy, and communicating effectively, we can develop valuable interpersonal relationship skills throughout our lives. So let's invest in nurturing ourselves and our relationships with others to achieve greater growth and success in our lives.

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Developing Positive Attitude Towards Self

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Abstract: Humans are dynamic creatures that change constantly over time. Basically, human beings have always evolved to evolve into better direction to be an ideal individual. Many aspects humans can develop are aspects of attitude. Positive attitudes of themselves are among the characteristics of a mood as a determiner of a person's success in a process. Positive attitude itself is one of the properties of a mood as a determiner of a person's success in a process. As for a positive attitude pertaining to some aspect, it includes honesty, responsibility, caring, courtesy, and confidence. This attitude is also important to apply to today's life because it is very relevant as the foundation for taking appropriate action in accordance with the current situation and circumstances and as a foundation for the expected character formation. The study aims to further examine how to develop positive attitudes and positive effects on individuals. The research methods used are qualitative with literature study techniques. It was found that in developing a positive attitude, the effort can be made by changing habits, using technique for problem solving, and providing social counseling guidance.

.Keywords: Development, positive attitude, self

1 INTRODUCTION

Humans are dynamic creatures that change constantly over time. Basically, humans have always evolved to want to thrive in a better direction in order to be the ideal individual. Many aspects humans can develop are aspects of attitude. According to Muhibbin (Arrasyid, 2016), attitude is a affective, internal phenomenon. The tendency to respond to objects is relatively constant both positive and negative. It should be noted that individual attitudes differ from one another depending on the breeding that takes place in their lives. As for factors affecting (Aisyah & Anshori, 2023), internal and external factors are among those affected. Internal factors, in relation to the present in a person is one of those personal experiences that leave an impression and become emotionally involved that will leave more indelibly in the memory. External factors, however, are associated with other external factors, including other people, culture, the media, and education institutions. According to the Fadilah (2019) attitudes possessed by the individual are acquired through a process of breeding performed within the individual's life. In other words, attitude is the result of the individual's habits so that the attitude itself can be shaped. Depart from it, an individual can develop himself through.

A positive attitude according to (Ginting & Gulo, 2017) is an individual's assessment of an object or a situation in both himself and others expressing likes or acceptance (a positive response). Positive attitude itself is one of the properties of a mood as a determiner of a person's success in a process. As for a positive attitude pertaining to some aspect, it includes honesty, responsibility, caring, courtesy, and confidence. Honesty can be prospered honestly, not lying or lying and following the rules. Responsibility can be defined by bearing or bearing one's duty. Caring is defined by watching or heeding others. Good manners can be defined as kind and virtuous and patient speech. Meanwhile, self-confidence is a feeling of confidence, not ashamed, or not shy. A positive attitude is an attitude that needs to be owned by each individual because this attitude will show a positive response to other people such as appreciating, respecting and listening to the advice of others and other things related to accepting everything that is positive. Based on this, it can be seen that a positive attitude has a good impact on individuals who apply it to social and community life. This attitude is also important to apply to today's life because it is very relevant as the foundation for taking appropriate action in accordance with the current situation and circumstances and as a foundation for the expected character formation.

Based on such exposures, the researcher was interested in discussing how to develop a positive attitude in self-development through writing this article with a view to gaining a comprehensive picture of attitude development positive and positive effects on individual development.

2 MATERIALS AND METHODS

The method used in this research is the use of qualitative methods using literature review data collection from several journal databases. The study of literature represents all the effort that researchers put into obtaining as much information as possible that was relevant to the topic or the title of research studies. So that researchers will be dealing directly with text or numerical data and not get some knowledge in plain view from sources or research fields. Literature review is the process of providing a framework relating to new findings and previous findings to determine whether research results have developed or not. This is done through research and interpretation of literature relating to a particular topic, where research questions are identified by searching and analyzing relevant literature with a systematic approach (Randolph, 2009). The method used in the literature review is a systematic mapping study approach. Through this approach, we collect literature titles or themes related to developing a positive attitude towards ourselves and then review them. Articles used as review material are those that conduct research either through observations or experiments and whose structure consists of an abstract, an introduction, methods, results, discussion, and conclusions. When searching for articles related to the title, use electronic databases such as Google Scholar, Springer Link, and Sinta. In the process of searching for articles using keyword filters, namely development, positive attitude, and self. The data to determine the criteria for literature review material is that the article is research, an article that examines positive attitudes: the article obtained comes from an original source or directly from the website that provides the article, the article was published between 2013-2023, which means that in the last 10 years, the article has been accredited. or not a predatory article, the article discusses positive attitudes in terms of the environment. From these criteria, 18 articles were obtained that were relevant to be discussed. This article uses a simplified approach to data analysis where each finding is simplified or the conclusion is seen. The first step is to summarize the articles that have been found and are relevant, with this you can see the weaknesses and strengths of the articles, which can be compared in relation to the findings of other articles. The themes raised in each research article can answer research questions from the literature review so weak evidence is produced. From these studies, themes can be determined which can be analyzed in depth to see whether these themes can answer the problem formulation regarding positive attitudes.

3 RESULTS

Attitude in a person will affect how the individual acts or interacts with people around him. Therefore, efforts are needed to develop or even improve attitudes to be more positive in order to build harmonious relationships with one-self and others. There are several efforts that can be done in developing a positive attitude. Reporting from Sulfikar's research conducted in 2019 with the title "The Concept of Personal-Social Guidance in Developing Positive Student Attitudes" it is stated that social personal guidance and counseling services can be interventions in efforts to form positive attitudes. There are four phases involved in implementing personal-social guidance services: planning, implementing, evaluating, and following up. There are several ways to execute personal social advice services indirectly, such as through home visits, parent-teacher collaboration, classical guidance, cooperation with homeroom teachers, and collaboration with connected parties outside of the school. Motivation, self-assurance, self-worth, self-adjustment, and emotional regulation are among the topics covered. Individual counseling, group counseling, and individual guidance are examples of direct method forms of application. Social personal counseling to cultivate and preserve pupils' optimistic outlooks.

In line with Ni Wayan's research conducted in 2017 with the title "Strategies for Building Positive Behavior in the World of Education", explaining that in the world of education there are strategies that can be used in order to build a positive attitude by changing habits. These strategies include adopting new habits, saying hello to one another, reminding one another with kind facial expressions, and carrying out persuasive actions all the time. Additionally, pursuing lifelong learning education will increase knowledge and skills, resulting in the realization of a generation whose culture and personality align with societal values. Another solution that can be offered is problem solving. In a study entitled "Efforts to Increase Positive Learning Attitudes and Early Age Creativity through Problem Solving Learning at RA Al Isro Bogor" by Khuzaimah it was stated that positive attitudes such as enthusiasm, curiosity, concentration, and carefulness can be obtained by training students for problem solving. Children's positive learning attitudes can be enhanced by problem solving learning in the following ways; excitement, curiosity, concentration, accuracy, using tools rapidly, being serious, and focused.

4 DISCUSSIONS

Positive Attitudes and Attitudes

A positive attitude is a situation where a person tends to behave by showing or showing, accepting, recognizing, agreeing to and implementing the applicable norms. Attitude will indicate everyday behavior or daily actions even though there are still other factors such as the environment and beliefs in the individual. Attitude or character possessed individual comes from the behavior that the individual usually does in the life of the individual. In other words, individuals will do something that is obtained from habits or habits that exist in their environment (Fadilah, 2019). According to Purwanto (in Wati, 2018) explains that attitude is a process of thinking about a stimulus or a tendency to react in a certain way to a stimulus or situation at hand. Attitudes are also defined as beliefs and feelings related to a person or an event (Myers & Twenge, 2019). Myers (in Syamaun, 2019) states that attitudes are related to behavior so that attitudes and behavior influence one another. Attitudes obtained from experience will have a direct influence on subsequent behavior. Attitudes are divided into positive or accepting attitudes and negative or rejecting attitudes (Kurniawan et al., 2019). A positive or accepting attitude is characterized by high openness and strong motivation in achieving goals so that individuals will achieve more (Anggraini & Perdana, 2019). Positive attitude will lead to a sense of comfort and pleasure from daily activities or activities.

Effects or Benefits of a Positive Attitude

As we know the attitudes of an individual can affect his or her behavior or actions personally whether in small circumstances or large circumstances and circumstances. Therefore the attitudes of educators, psychologists, sociologists and experts alike note the importance of developing attitudes, how attitudes affect behavior, our behavior sometimes also shape our attitudes and how attitudes can be modified for specific purposes. Some studies cite the effects or benefits of a positive attitude. Amoo (in Rahman, 2019) explained that a positive attitude if developed into a pleasant thing would have an impact on increased active performance and thus lead to success.

An individual who internalizes a positive attitude toward psychological health in self-concept will have a good impact on learning and developing toward a positive life (Prastiwi et al., 2019). It may be known that in planting or developing attitudes in various sectors, there are some problems that we must deal with whether it is the work sector, school and social community. We can see through a study conducted by Suprianto (2022) that is how attitudes toward a special child teacher that give the find that a positive attitude in a group can and may provide motivation if a child with special needs can and is worthy of a special physical education. In addition to teachers, a positive attitude can also affect or benefit students from helping students strengthen a character that is through positive breeding of things, by gradually and indirectly becoming an individual and a habit that is not recognized. From this too the student becomes more aware of or recognize who he is, is respectful to an older teacher, parent, or in community, is honest during tests and assignments, and grows empathy and sympathy between others (Aisyah & Anshori, 2023). Broadfoot also mentions that students' positive attitudes during tests will help increase student motivation in carrying out tests (Rahman, 2019).

Meanwhile, from the employment or employee sector, instilling and developing a positive attitude has a good impact, as we know in the scope of the world of work there are always challenges and changes every day, therefore the skills possessed must also be good impact, this provides benefits for employees to be able to appear confident with the skills developed and the changes that exist (Arifin, 2020). Research conducted by (Rachmadillah et al., 2022) on caregivers who work in the social sector of UPT Tuna Laras, the task is to act as coaching for those who are built, suggesting that this positive attitude if built has the impact of creating empathy in which the nanny can feel what is going on in the home and sympathy. Moreover, a positive attitude like equality is also good to view that there is no superior position among humans because if it has a superior quality, work is not at its best and relationships become unfavorable with people of the human race. From this we can see that when individuals give a positive attitude toward work or are in the workplace then the work done will not get any meaningful or virtually fluent difficulty and help to progress through change and challenge.

Positive Attitude Forming Factors

A positive attitude certainly cannot stand alone without other factors that are the driving force in its formation. These factors are the shaping factors in a positive attitude. (Khuzaimah et al., (2021) suggests that the forming of a positive attitude of learning is different depending on the learning activities given by the teacher in the child's positive attitude and can also be from parental upbringing. From a strictly economic standpoint, families with high - to middle-class economic capabilities tend to be less concerned about the child because of the preoccupation it has of even casual conversation with children. As a result, the child will lack stimulus in solving simple problems in everyday life. Unlike parents who are less busy at work and still have free time with their children tend to get more attention so that a positive attitude will develop reasonably well.

According to Napoleon Hill (K, 2019), positive mental attitude is based on a measure of self-determination. Spawns attitudes such as empathy and sensitivity to others' reactions, sensitivity to self-reactions by managing emotional

responses, creativity, confidence that any goal can be achieved, and shaping what are called right thinking and acting habits. By means of the learning process, a person can cultivate and build a good attitude because of an integral process of communication.

Khomsiyati (2019) explained that the formation of a positive attitude was influenced by many factors, namely internal factors and external factors. For this reason, a strong will and determination are needed in sorting out the good and bad influences that come your way. The following factors influence the formation of attitudes, as follows:

1. Internal Factors

Internal factors are factors that come from within the individual, as an example of personal experience. The individual's attitude toward psychological objects is likely to be poor if it does not have a similar experience. Therefore, to know the basis for an attitude, both positive and negative should make a powerful impression because one's personal experience in life will be intertwined.

2. External Factors

External factors are factors that come from outside from someone, including:

a) Significant Other

The presence of the nearest person such as family, friends, teachers will have a profound effect on a person's attitude as humans tend to have the same behavior traits that surround them.

b) Culture

The formation of an attitude is profoundly influenced by culture. A good attitude toward religious principles is likely to develop if one lives in a civilized society. Good attitudes toward these values are automatically formed if we live in a society that upholds public norms, a harmonious life for fellow humans will result.

c) Institute of Religion and Education

Religious institutions as well as education play an important role in shaping an individual's positive attitude through the implanting of moral concepts. In religious doctrine it always emphasizes the doctrine of goodness that will encourage the development of an individual's positive attitude. In educational institutions moral concepts are learned through character education in every school.

d) Mass Media

As the ages of people grew, information quickly gained through mass media, such as radio, newspaper, magazines, television, social media, and so on. When information obtained from such media tends to be suggestive, it will provide a basis for mood forming.

How to Develop Positive Attitude

After knowing about the basic concepts of positive attitude including the benefits obtained, it can be concluded that having a positive attitude can make a person have a better life. Therefore, it is very necessary to develop a positive attitude in a person. K (2019) explains that counseling services and social counseling can help develop individual positive attitudes because through this service can help them solve social person problems such as relationships with their fellow friends, adaptation to their educational and community environment and conflict resolution. Through this service, an individual can solve problems related to psychological and social states so that the individual sets out personality and develops the ability to deal with his or her problems.

Syamsu (in K, 2019) states that social personal guidance services are an effort to assist individuals in solving problems related to the psychological and social conditions of clients, so that individuals establish personality and develop individual abilities in dealing with their own problems. The reasons for the need for individuals to be given guidance include social personal guidance, which is intended to help individuals make decisions and solve problems. Peer counseling helps adolescents fulfill their basic psychological integrity, understand themselves and accept others through self-awareness, developing associations with peers, balance between permissiveness and control in the educational environment (Yuliasari, 2020). When it comes to problem solving, individual problems are personal and social. Guidance and social counseling are mentored by the officer's guidance to the individual in order to achieve the personal development goals and tasks for the development of a person who is able to socialize and adapt to the environment well. In administering the home-social guidance program, the stages of the implementation of the social personal-guidance program, namely planning, administration, activities evaluation, and follow-through.

Muyasaroh (2019) explains that the roles that teachers/chaperones have done in schools particularly in developing the positive attitudes of their students include providing needed assistance, administering information services, individual counseling services, and home visits. The positive attitude one would expect to be developed by a teacher/companion at the islamic kindergarten is beautiful, including courage and confidence, empathy, honesty, responsibility and self-sufficiency. The existence of guidance and counseling in PAUD is vital, given the many troubled behaviors children face that need help with closure, the primary purpose of the mentoring and counseling in PAUD is to anticipate or take

preventive measures on the appearance of problem behavior. Thus, guidance and counseling services are given not only to children with problems but to children without problems. PAUD teachers have a big responsibility in understanding their students and helping their physical-motor, socio-emotional, cognitive, and mental-spiritual development. It is this responsibility that drives the need for guidance and counseling in PAUD institutions, especially Kindergartens.

(Khuzaimah et al., (2021) suggests that the problem of resilience is one of the alternatives that can be used to promote positive attitudes primarily in children's early learning and creativity. The problem solving is one of the learning models used by educators in the class, the educators give a problem in the class and then the learners respond, expressing an opinion or commenting so that perhaps the problem develops into a new one. Learning Problem Solving can improve the positive attitude of children's learning which includes aspects of enthusiasm, curiosity, concentrating and careful, using aids quickly, seriously, focused. Problem solving learning can increase children's creativity which includes aspects of initiative, idealism, visionary, resourceful, open-minded, critical-minded, enthusiastic, curious, tenacious, spontaneous, sensitive and confident.

Sariani Binawati (2018) explains that in the world of education, there are several strategies that can be made to build a positive attitude, including a change in breeding, greeting each other, reminding one another with pleasant facial expressions at all times and following a lifetime of learning education will broaden knowledge and skills so that a generation of personalities and cultures in accordance with the values of society is realized. Upgrades in education were so important to improve the quality of education that the goal of education to build a culturally compatible generation in society was realized. Educational innovation is so important that learners do not get bored of following the teaching process, such as:

1. Learning to know the environment students are invited to go directly into the community to carry out various activities related to the environment (get to know the beach environment, plantations, mountains, markets and so on).
2. Learn to understand social life in society (participating in various religious rituals, life in orphanages, life in nursing homes, life in rural communities, and so on).
3. Learn to understand technological developments (to small and medium industrial centers).
4. Learn to understand the situation of traditional and modern markets
5. Learn to understand art and culture (Participate in various art activities in existing studios)

Students are invited to go directly into the community to practice all the knowledge they understand.

Education and a lifetime of study involve participating in activities not only formal education at school but also participating in out of educational activities, for example:

1. Taking courses that are very useful for sustaining life,
2. Active in various social organizations so that they can add insight into social life in society and be able to solve social problems that occur in society. Participate in arts and cultural and sports activities so that each individual becomes a cultured person with the ability to appreciate the cultural arts of Nusantara. Scouting, scouting, and environmental conservation education are also vital to training each individual's social sensitivity and concern for the ward. For the Hindus in Bali there is plenty of room to train children to tackle the Balinese religion and culture.

The authors are encouraged to convey interesting things from their research, write down the descriptive results along with the comparison of similar previous research findings. Moreover, outline advantages and limitations of this research. Do not rewrite the same equations, numbers, graph, image, or figures that have been implemented in the Results section.

5 CONCLUSIONS

The attitudes or characteristics that the individual has originate from the behavior that the individual normally does in that individual's life are. An attitude is divided into a positive or accepting and a negative or reject attitude. A positive or accepting attitude is characterized by a high level of openness and strong motivation in achieving goals that will enhance individual achievement. There are some positive effects that will result from a positive attitude, one of which is the improvement of active performance that leads to success. Not only that, individuals who instill a positive attitude will attain psychological health in self-concept. Two factors contribute to the development of attitudes, internal and external factors. In developing a positive attitude, social counseling guidance services can become a solution. These services are able to assist individuals in resolving social personal problems such as relationships with others and adaptation. Social personal guidance services can also be an alternative to helping individuals establish positive attitudes. In the domain of education, the role of more educators is needed to shape positive attitudes in the child. The force educators may be able to administer familial breeding to students in order to become adept at interacting with society. Application of the model of complication can also help a child to increase the curiosity, concentration, and thoroughness that fall into a positive attitude.

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The Impact of Self-Efficacy on Performance Employee: Study of Literature

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Abstract: Self-efficacy is an individual's self-confidence or belief in their ability to do something, produce something, organize, achieve their goals, and also implement actions to realize certain skills. A person's self-efficacy will usually influence the individual in determining an action or decision. Where the action is carried out to achieve a goal or several things or possibilities that will be present in the future. The purpose of this research is to find out the effect of self-efficacy on employee performance. The research method used is qualitative with a literacy review approach through the selection of keywords namely "organization", "self-efficacy", and "employee performance". Based on the research that has been done, it can be concluded that the higher the self-efficacy, the better the employee's performance, and vice versa, the lower the self-efficacy, the worse the employee's performance. Self-efficacy is very helpful in realizing better performance. Employees who have high self-efficacy will find it easier to complete a company task and be able to face all obstacles that stand in their way, so that they can improve and help the organization or company achieve its goals.

Keywords: Employee performance, Organization, Self efficacy

1 INTRODUCTION

Human resource management is basically the steps of planning, attracting, selecting, developing, maintaining, and using human resources to achieve individual and company goals. The company as an organization is a consciously coordinated social unit, with a relatively identifiable boundary, working continuously to achieve certain goals. This definition explicitly assumes the need to coordinate patterns of human interaction. Patterns of interaction of human resources within the organization must be balanced and harmonized so that the organization can continue to exist. The role of human resources has been calculated as an asset that is very useful if managed and developed optimally. Every company has its own way of managing its employees. The role of human resources for companies is not only seen from the results of work productivity but also seen from the quality of work produced. The success of a company or organization in achieving its vision, mission and goals cannot be separated from the role of qualified employees. One of the things that can determine the success of a company is employee performance. Employee performance is an illustration of the level of success or failure of employees in carrying out their main duties and responsibilities. According to Mangkunegara (2014) employee performance is the result or success rate of a person as a whole during a certain period in carrying out tasks compared to all possibilities such as work standards, targets, goals or criteria that have been mutually agreed upon. Good performance can be reflected in the quantity and quality of work that has been completed by employees in carrying out their duties and responsibilities. If employee performance is optimal, it will have a positive impact on the company and if performance is not optimal, it will be difficult for the company to achieve its goals, vision and mission (Khildani et al., 2021). Every company will always try to improve the performance of its employees in the hope that the company's goals will be achieved. One of the factors that influence employee performance is self-efficacy. Self-efficacy is a belief that arises because you have self-confidence in your abilities in carrying out a job, so that you are able to obtain success. According to Lunenberg (2011) self-efficacy is an individual's belief in facing and solving the problems they face in various situations and being able to determine actions in

completing certain tasks or problems so that the employee is able to overcome obstacles and achieve the expected goals. Self-efficacy is the belief that an individual has about his or her ability or inability to demonstrate a particular behavior or set of behaviors (Bandura, 1997). The concept of self-efficacy relates to the extent to which individuals are able to have the abilities, potentials, and tendencies that exist within them to be combined into certain actions in dealing with situations that may be encountered in the future. Self efficacy greatly impacts employee performance because employees who are the main strength of the company can have a direct effect on the company's growth. Confidence relates to encouragement or self-motivation possessed by employees to be more confident and have confidence in their own abilities. Self efficacy is very much needed in employees, by increasing the ability to carry out the tasks assigned so that the company runs optimally and employee job satisfaction will increase. If employee self-efficacy is good, employees are able to accept work challenges and have the confidence to be able to complete these challenges so that good employee performance will benefit the company.

Self-efficacy is a person's confidence in carrying out tasks at a certain level. Self efficacy is one of the factors that influence personal activity towards task achievement. Self-efficacy is a belief about the probability that a person can successfully carry out some actions and achieve some results. Self-efficacy is very necessary in developing employee performance because the presence of self-efficacy in individuals will lead to confidence in their ability to complete work (Widiarni et al., 2019). Self of efficacy as a person's tendency to engage in activities that lead to goals. If this behavior leads to an object/target then with this motivation the achievement of the maximum target or goal will be obtained so that the implementation of tasks can be carried out as well as possible, so that work effectiveness can be achieved. In addition, self-efficacy is a process that begins with deficiencies in physiological or psychological terms or needs that activate behavior or an impulse aimed at a goal or incentive. The existence of good self-efficacy can be a psychological boost for employees to provide maximum work results (Fadzillah, 2006). According to Wastuti (2018) self-efficacy is a belief in oneself that arises in solving/overcoming various situations that arise in one's life. Self-efficacy is a matter of the individual's perceived ability to deal with specific situations in relation to an assessment of the ability to perform an action that has to do with a particular task or situation. From some of the statements above, it can be concluded that self-efficacy is the ability possessed by individuals to complete tasks and overcome various situations that will occur in the future. In this case self-efficacy greatly impacts employee performance where an employee who has high self-efficacy will find it easier to complete a company task and be able to face any obstacles that hinder them from achieving company success. So self efficacy can be said to have an impact on employee performance.

2 MATERIALS AND METHODS

This study uses the literature review method by collecting various literature and research results that are relevant to the topics discussed in this article, which come from a variety of different sources. Habsy (2017) states that literature study is a method used to collect data or sources related to the topic raised in a study. Literature study contains a brief description of what has been learned, arguments, and established about a topic, and is usually organized chronologically or thematically (Widaningsih, 2014). The researcher then examines the sources that have been obtained which then systematically reviews them and makes a final report.

Journal article searches were conducted through several Google Scholar databases which were published from 2013 to 2023. The keywords in searching for research articles are "self efficacy" and "employee performance". The total number of articles that have been found is 5 articles which discuss the effect of self-efficacy on employee performance which are published in Indonesian.

3 RESULTS

Research results based on literature review sources taken 5 articles related to the effect of self-efficacy on employee performance. of the 5 articles it can be explained that on average it has a positive influence on employee performance. where when the level of self-efficacy of employees is high, their performance also increases, and vice versa. the lower the employee's self-efficacy, it will affect the ability of the employee's performance in carrying out the duties and responsibilities as an employee

No.	Title	Researcher	Research purposes	Method	Subject	Measuring instrument	Results
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1.	Self-Efficacy on Employee Performance at PDAM Tirtanadi, Sunggal Water Treatment Unit	Sri Ngayomi Yudha Wastuti, S.Psi.,M.Psi., Psi.	To see the effect of self-efficacy on employee performance at PDAM Tirtanadi, especially at the Sunggal Water Treatment Installation Unit	Quantitative	The population in this study were PDAM Tirtanadi employees at the Sunggal Water Treatment Installation Unit, Medan, totaling 40 employees.	The method used in this study is in the form of documentation for employee performance while self-efficacy uses a questionnaire method which is compiled based on aspects of self-efficacy, from Bandura's theory	The results of the study prove that there is a significant influence between self-efficacy on employee performance. This is indicated by the coefficient of Freg = 97.611 where $p < 0.050$. This indicates that the higher the self-efficacy, the better the employee's performance, and vice versa.
2.	Career Development and Self-Efficacy on Employee Performance at PT. Matahari Department Store Manado Town Square	Regina Gledy Kaseger	To find out whether career development and self-efficacy affect employee performance at PT. Matahari Department Store Manado Town Square	Quantitative	The population in this study are employees of PT. Matahari Department Store Manado Town Square. The sample used in this study was purposive sampling, 50 respondents were taken/researched.	The research variable for this scale uses a Likert scale (numbers 1-5).	The T count value for the self-efficacy variable is 0.239 which is smaller than the t table value of 2.920. with a significant level of $0.812 > 0.05$. From these results it can be seen that the value of $T \text{ count} < T \text{ table}$, it can be concluded that the self-efficacy variable has no effect because it is not significant on the performance variable of PT employees. Matahari

							Department Store Manado Town Square.
3.	The Effect of Career Planning and Self Efficacy on Employee Performance at PT. PLN (Persero) Manado Area	Rinna Ribka Rimper and Lotje Kawet	To determine the effect of career planning and self-efficacy on the performance of PT PLN (Persero) Manado Area employees.	Quantitative	The population in this study were employees of PT PLN (Persero) Manado Area. The research sample is 45 employees.	The method used in collecting research data is: 1. Survey 2. Observation 3. Interview 4. Questionnaire	Variable Self Efficacy, T count 2.553 greater than T table (df42,0.05) 1.6820, thus Ho is accepted, meaning that self efficacy has a positive and significant effect on the performance of employees of PT PLN (Persero) Manado Area, thus the hypothesis can be accepted.
4.	The Effect of Self-Efficacy and Motivation on Employee Performance at PT. Busson Auto Finance (BAF) Surabaya Branch I	Akhir Putra Setiawan and Tri Andjarwati	The purpose of this research is to analyze the effect of self-efficacy and motivation on employee performance.	Quantitative	The population of this research is 50 employees of PT. Bussan Auto Finance (BAF) Surabaya Branch I billing section which is also used as a sample.	This test is carried out using Partial Least Square (PLS)	There is a positive and significant effect of self-efficacy on employee performance with a regression coefficient of 0.340 and a significance of 0.002.
5.	The Effect of Performance Self-Efficacy on Organizational Support as Moderation	A.A.Ayu Ngr. Dinni Saraswathi. P, I.G.A. Manuati Dewi and Putu Saroyeni Piartini	The purpose of this research is to explain the effect of self-efficacy on performance and the role of organizational support as a	Quantitative	The research was conducted at the Gianyar Regency Land Office with a population of 155 employees. The sample was	Data collection techniques used are questionnaires and interviews. The measurement scale used is a Likert scale of 1-5	The results of data processing show that self-efficacy has a positive effect on performance ($\beta = 0.940$; $p < 0.05$).

			moderator of the effect of self-efficacy on performance.		determined by purposive sampling technique, namely as many as 90 employees who were directly involved in the land service process.		
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4 DISCUSSIONS

According to Mangkunegara (2009) performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Performance is the result of work achieved by a person in carrying out the tasks assigned to him based on skill, experience, sincerity and time (Hasibuan, 2006). Performance as a result of work that can be achieved by a person or group of people in a company both quantitatively and qualitatively in accordance with the respective authorities and responsibilities in an effort to achieve the goals of the organization concerned legally, not violating the law and in accordance with morals and ethics. Performance refers to the level of success in carrying out tasks and the ability to achieve predetermined goals. The factors that influence performance include expectations regarding rewards, encouragement, abilities, perceptions of tasks, internal or external rewards, and perceptions of rewards and work level satisfaction (Gibson et al., 2017). Fadzilah (2006) argues that employee performance refers to employee performance as measured based on standards or criteria set by the company. Management to achieve high performance is primarily intended to improve overall company performance. According to Timpe (1999) efforts to optimize employee performance within the company, there are seven factors that affect performance, namely:

- Pay system to improve work motivation in carrying out tasks.
- Setting goals to increase work motivation and improve organizational performance
- Program Management by Objective to explain and make individual goals in line with company goals
- Various employee selection procedures to seek the possibility of hiring or contracting qualified and experienced individuals
- Training and development programs to improve employee knowledge and skills so they can function effectively
- Change of leadership and programs to improve managerial effectiveness
- Changing the organizational structure to improve organizational effectiveness

So it can be concluded that performance is the result of work that can be achieved by a person or group of people in a company both quantitatively and qualitatively in accordance with the authority and duties of each responsibility in an effort to achieve the goals of the organization concerned legally, not violating the law and in accordance with morals and ethics. According to Bandura (1997) self-efficacy theory is a key component in social cognitive theory or social learning theory which refers to the belief that one is able to do a task and motivates himself in order to achieve the desired result. Self efficacy is an individual's assessment of his ability or competence to perform a task, achieve a goal, and produce something (Baron & Byrne, 2000). Feist & Feist (2002) state that self-efficacy is an individual's belief that they have the ability to exercise control over their work against environmental events they encounter. Self efficacy differs in each dimension that is owned by each employee to achieve satisfactory performance. Self efficacy is an individual's perception of his/her ability to perform the expected action. Stajkovic & Luthans (1998) explained that self-efficacy is an individual's self-confidence in his ability to direct all efforts so that they are successful and successful in carrying out the tasks they face. Self-efficacy is a problem of the ability that is felt by individuals to overcome special situations in connection with an assessment of the ability to carry out an action related to a specific task or a particular situation (Mahawati & Sulistiyani, 2021). According to Goleman (1999) the level of self-efficacy is a more precise predictor of a person's performance than the skills or training possessed before a person is hired. The level of self-efficacy is determined by previous experiences, experiences recognized by others, verbal persuasion and emotional states. The perception that a person has of his ability to carry out a task will increase the likelihood that the task can be completed successfully (Wastuti, 2018). Brown & Leigh (1996) explained that self-efficacy shows that individuals who

have confidence that they are able to do work successfully will feel happier with their work so that they will be more focused on their work and will lead to better performance. Bandura (1997) states that self-efficacy in individuals consists of three indicators, namely magnitude (the size of the task given), generality (generality in completing tasks), and Strength (strength over employee confidence). Morrison (1993) also defines self-efficacy as a person's tendency to engage in activities that lead to goals. Self-efficacy as a process that begins with deficiencies in physiological and psychological terms or an encouragement aimed at a goal (Luthans, 1995). Alwisol (2009) explains that self-efficacy is self-assessment whether one can perform good or bad actions. This self-efficacy is different from aspirations because ideals describe something ideal that should be achieved while self-efficacy describes self-assessment of abilities. It can be concluded that self-efficacy is an individual who has confidence that he is able to do work successfully will feel happier with his job so that he will focus more on his work and will lead to better performance. Wastuti's research results (2019) state that there is a significant influence between self-efficacy on employee performance. This is indicated by the coefficient of Freg = 97.611 where $p < 0.050$. This shows that the higher the self-efficacy, the better the employee's performance, and vice versa. Based on this research, it is in line with research conducted by Rimper & Kawet (2014) which stated that the self-efficacy variable, T count 2.553 is greater than T table (df42,0.05) 1.6820, thus H_0 is accepted, meaning that self-efficacy has an effect positive and significant to the performance of PT PLN (Persero) Manado Area employees, thus the hypothesis can be accepted. The results of the two studies above are also in line with the research of Setiawan & Andjarwati (2017) that there is a positive and significant effect of self-efficacy on employee performance with a regression coefficient of 0.340 and a significance of 0.002. Besides that, research from Saraswati et al. (2017) stated that the results of data processing showed that self-efficacy had a positive effect on performance ($\beta = 0.940$; $p < 0.05$). This indicates that the higher the self-efficacy, the better the employee's performance, and vice versa, the lower the self-efficacy, the worse the employee's performance. But there is also a low self-efficacy, then employee performance is also low, this affects the completion of tasks and responsibilities which can be proven in Kaseger's research (2013) that the calculated t value for the self-efficacy variable is 0.239 which is smaller than the t table value of 2.920. with a significant level of $0.812 > 0.05$. From these results it can be seen that the value of t count $<$ t table, it can be concluded that the self-efficacy variable has no effect because it is not significant on the performance variable of PT employees. Matahari Department Store Manado Town Square.

5 CONCLUSIONS

Based on the literature study that has been conducted on 5 research on self-efficacy and employee performance. The conclusion that can be obtained is that self-efficacy has an important influence on the level of employee performance. The higher the self-efficacy possessed by a person, the higher the resulting performance will be. Self-efficacy is very helpful in realizing better performance so that it can improve and help an organization or company achieve its goals.

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Gratitude As a Moral Effect That Can Predict the Resilience of Youth

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Abstract: In every phase of life, there must be issues or problems. Issues will surely be encountered in both adults and young adults. When people facing their own problems, some people will face it calmly and some people will be anxious and overthink it. The adults have certainly been trained to deal with problems, but not the young generation. Most of them are still not used to dealing with problems yet. Gratitude is one way to face problems to reach resilience. This research exists to explain how gratitude can predict the resilience of youth. This research method used is an approach using a type of research in the form of literature studies. There are three possible points for the conclusions: 1) The relationship between gratitude and youth resilience. Based on previous studies, it may be seen that individuals who have a high gratitude tend to be directly proportional to the level of toughness or severity. 2) How can gratitude be a powerful moral force for the youth. With gratitude, it can build individuals to broaden their view, enhance the quality of life and strengthen social relationships. 3) Implementation of gratitude and consequences. When individuals have adopted an attitude of gratitude, it can make it easier for them to find meaning or lessons in each experience of life.

Keywords: Gratitude, Resilience, Youth. .

1 INTRODUCTION

Everyone has problems in their life. When a person is confronted with a problem, he or she surely feels uneasy and overthinking. The problem is not only the older generation but the younger generation will also face the problems of life. Unlike older generations who are in control of their emotions and trained in dealing with problems, younger ones have lost control of their emotions and are unfamiliar with problems. The problems that often occur in the younger generation are learning, duty, organization, friendship, romance, etc. The problem that generally happens in the younger generation is academic. As points out by morales and trotman (in utami, 2020), each individual student faces different problems and difficulties in academic life. According to mahoney & gilligan (in Davidson & carlin, 2019) in academic or social activities, such as obtaining education, getting good results, participating in clubs, participating in associations, and performing useful tasks is an evidence of a young generation's positive adaptation to adversity. Before the younger generation replaces the previous generation, they must learn and receive education, and pass through problems at the academy. But all of these problems have to be addressed to their ability or what is commonly called resilience.

Everyone who wants to go through these problems should have an attitude of resilience. Academically elevated attitudes are found in all students and students. According to small & memmo (in Davidson & carlin, 2019) states that licensed are similar to the 'strengthening' process, where one encounters challenging experiences that will strengthen their capacity to withstand further difficulties. Therefore, the younger generation must build a better sense of detachment. Kendra (in utami, 2020) has offered several Suggestions for building coherence, one of which is religion. One that is taught in religion is to appreciate what is held, acquired, and faced. Shogrant (fredella & sundari, 2023) says that a grateful person will enjoy peace, pleasure, and harmony more in his life. A grateful person has a calm, tranquil mood and is able to think clearly. McCullough and kk (in listiyandini, 2016) expressing gratitude is part of a moral influence.

From this we know that gratitude and endurance have a bond as previously explained that gratitude relates to endurance. As with the research carried out by utami (2020), whose results show that gratitude contributes to the formation of academic resilience in students. Fredella & sundi's study (2023) suggests that there is a direct influence of gratitude through reference to psychological well-being. Where gratitude and resilience affect one another. This

coincides with a study of the DKK (2022) that show a positive and significant relationship between gratitude and independence. From these relationships and influences the author wants to explain why gratitude is a moral effect that can predict youth's resilience.

2 MATERIALS AND METHODS

Resilience

Resilience also means the power a person has to rise and recover from the events that befall him, which is easy to cause stress or stress (Smith, B. W., Tooley, E. M., Christopher, P. J., & Kay, V. S., 2010). Connor & Davidson (2003) also proposes on referral qualities that provide the individual with the ability to meet life's challenges. Reivich & Shatté (2002) comment that there are 7 factors which can influence valence: emotional regulation, impulse control, optimism, causal analysis, empathy, self-extension, and temperance. While resilience consists of five aspects: 1) personal competence, high standards, and tenacity; 2) self-confidence, tolerance of negative effects, and coping with stress; 3) being able to accept positive changes and can have good relations with others; 4) self-control and 5) spiritual influence. Previous research carried out by (Nagle & Sharma, 2018) explains that valence can increase the psychological well-being of individuals. Additionally, research conducted by (Edriany et al., 2021) shows that resilience points have a positive and significant impact on increased psychological well-being.

Gratitude

According to Bono, G., Emmons, R. A., & McCullough, M. E. (2012) and McCullough, M. E., Kimeldorf, M. B., & Cohen, A. D. (2008) gratitude means an individual's feeling or an individual's emotional reaction that is accepted and felt personally by the individual as a reciprocity from a direct response caused by something being captured and given that an individual then feels its benefit or advantage. Quoted from Emmons, R. A., & McCullough, M. E. (2004) explaining that a person's entry to adolescence is believed to be developing, gratitude goes hand in hand with such factors as internal (personal) and external (environment) factors. It is also influenced by current social relationships, including; Peers, family, schools, which in turn brings a unique expression of individual gratitude.

Gratitude is a positive psychological factor, presented as an interventions mechanism using the exercise of gratitude aimed at improving well-being, quoted from Bohlmeijer, E., Kraiss, J., Schotanus-Dijkstra, M., & Ten Klooster, P. (2022). Gratitude has been viewed as a basic positive emotion that individuals experience in daily life and a characterlike attitude or disposition toward life (Fredrickson, B.L.; Tugade, M.M.; Waugh, C.E.; Larkin, G.R., 2004). An emotion of gratitude is considered to be "an awe, gratitude, and appreciation for life." It comes from the feeling that a person has when such a person personally benefits from the deliberate actions of another person, through human or supernatural forces and the loss or absence of any negative factor in their living condition. The effects of feeling gratitude, the individual tends to react favorably and respond favorably to an act of kindness. More specifically, gratitude has been learned as a positive emotion theoretically (Fredrickson, B.L., et al., 2001) and empirically linked to other positive emotions.

Research done by McCullough, M.E., Emmons, R.A., & Tsang, J., (2002), is in line with the theory of Broaden and Build Fredrickson, B.L., Mancuso, R.A., Branigan, C., & Tugade, M.M., (2000), Discovering that gratitude reduces the harmful effects of negative emotions. Second, as strength of character, gratitude is one of the emotional traits and demonstrates an individual's tendency to recognize and react emotionally by experiencing gratitude for the beneficial ACTS of kindness received. A person who shows a high degree of gratitude may be experiencing this quality more often, more intensely, and in a longer period of time.

3 RESULTS

This study aimed to explore the relationship between gratitude and resilience in individuals. The literature review suggests that high levels of gratitude can contribute to better levels of resilience. Individuals with a strong sense of gratitude tend to have better abilities to face and overcome difficulties in life. Conversely, individuals with low levels of gratitude tend to have lower levels of resilience. These findings indicate a correlation between gratitude and resilience, where gratitude can be a supporting factor for individuals in facing life's challenges.

The younger generation is currently facing various pressures and challenges in their daily lives. This study focuses on how gratitude can be an important factor in demonstrating resilience in the younger generation. Previous research has revealed that young people with high levels of gratitude are more capable of facing and overcoming difficulties in a positive manner. Gratitude helps them see the positive aspects in every situation and build resilience in

facing life's challenges. By cultivating gratitude, the younger generation can strengthen a strong mindset and develop the resilience needed to face an uncertain future.

This research make us of a literature study method with an literatur studies. Through collecting references from previous research and careful analysis, the researchers concluded the relationship between gratitude and resilience, as well as its effects on individual well-being. The findings of this research have important implications in the field of psychology, particularly in the development of intervention strategies to enhance individuals' psychological well-being. Developing programs that promote the development of gratitude and resilience can assist individuals, especially the younger generation, in better facing life difficulties, strengthening their quality of life, and improving positive social relationships. However, it is important to note that further research is needed to empirically test the relationship between gratitude and resilience, as well as its effects on individual well-being, in order to provide stronger and more comprehensive evidence.

4 DISCUSSIONS

Based on a literature review, this research reveals a significant relationship between gratitude and resilience. The researchers refer to the concept of resilience developed by Connor and Davidson (2003) as the ability to be flexible in facing difficulties. Previous studies have found that individuals with a high level of gratitude tend to have better resilience. Gratitude helps individuals cope with challenges, utilize internal resources, and find meaning in difficult life experiences. Therefore, it can be concluded that there is a positive relationship between gratitude and resilience.

The younger generation faces complex pressures and challenges in their daily lives. In this context, gratitude plays an important role in demonstrating resilience in the younger generation. Gratitude allows them to see the positive aspects in every situation and appreciate what they have. Previous studies have found that young people with a high level of gratitude tend to have better abilities to cope with stress, overcome difficulties, and build mental resilience. Gratitude also helps them broaden their perspectives, improve their quality of life, and strengthen positive social relationships. Therefore, it can be concluded that gratitude can be a supporting factor for the younger generation in developing resilience.

Through a literature study and analysis conducted in this research, important findings were obtained regarding the application of the concepts of resilience and gratitude. The concept of resilience, as explained by Connor and Davidson (2003) and Reivich and Shatte (2002), plays a crucial role in helping individuals face and overcome difficulties in life. Resilience can also enhance individuals' quality of life and help them adapt to extreme changes and stress. On the other hand, gratitude has strong moral and psychological effects on individuals, encouraging behaviors influenced by concern for the well-being of others. Gratitude can also enhance individuals' resilience by helping them find meaning in every life experience.

In this study, the literature analysis method was used to gather and analyse references from previous research. The steps involved selecting a theme, mining information, determining the research direction, collecting data sources, presenting the data, and preparing the report. In the analysis process, techniques such as selection, comparison, merging, and selection of relevant references were carried out according to the research context. The results of this research provide insights into the relationship between gratitude and resilience, as well as practical implications in the development of intervention strategies to enhance individuals' psychological well-being, especially in the younger generation. However, it is important to note that further research is needed to empirically test this relationship and provide stronger and more comprehensive evidence.

5 CONCLUSIONS

Based on the discussion above, there are three possible points: 1) The relationship between gratitude and youth resilience. Based on previous studies, it may be seen that individuals who have a high gratitude tend to be directly proportional to the level of toughness or severity. 2) How can gratitude be a powerful moral force for the youth. With gratitude, it can build individuals to broaden their view, enhance the quality of life and strengthen social relationships. 3) Implementation of gratitude and consequences. When individuals have adopted an attitude of gratitude, it can make it easier for them to find meaning or lessons in each experience of life.

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ESTABLISHMENT OF ASSERTIVE ATTITUDE: EFFORT TO OVERCOME JUVENILE DELINQUENCY

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Abstract: The purpose of this study was to minimise juvenile delinquency through the formation of a good assertive attitude. In addition, it provides views on the importance of applying assertiveness, especially for adolescents. The research method used is a descriptive analysis literature study carried out by collecting data from various literature sources such as books, journals, and other data sources. The purpose of this literature study is to develop theoretical and practical aspects in a research topic. Descriptive methods are used to describe or explain phenomena or objects of study in detail and systematically. From the results of descriptive analysis, it was found that assertive attitudes correlated negatively with juvenile delinquency. Which means when someone has high assertivity, the number of juvenile delinquencies will be low.

Keywords: *Juvenile delinquency, teenagers, assertive attitude*

1 INTRODUCTION

A youth is expected to be the successor of a growing and developing nation as a figure of the next generation. Our obligation is to guide them so that they can develop their personalities and find self-identity that matches their age. The future of the nation and state is the responsibility and rests on the shoulders of the youth, who will be a support component of future state formation. But in reality, the increasing prevalence of juvenile delinquency is becoming a very big problem for the country. In the modern era as today, youths spend more time doing negative things and causing behavioral distortions in both their growth and development. Such delinquency can occur because it is motivated largely by an active phenomenon of adolescent behavior. Even the misbehavior that they do is sometimes just because they are afraid of being seen as not cool, being shunned by friends and other pressures from their peers. This makes it difficult for young ones to determine themselves because of peer pressure. Such social situations can also bring about changes in the form of relationships and interpersonal behavior that tend to evoke new questions and issues regarding social relationships. In the case of those who lack assertive behavior, one will eventually harm oneself. Many youths enjoy skipping school or just hanging out in the cafeteria to smoke because they are influenced by the invitations of their peers. For example, in youths who are caught up in cases of drug abuse. Such things happen because they are not firm with themselves or can be said that most of them have low assertive behavior (butar, 2017).

A youth with assertive behavior will affect relationships characteristics, such as feeling more confident, gaining the respect of others through direct communication, being able to control himself, deciding decisions, being open, and being honest. So with a sense of assertive behavior, teenagers will be able to protect themselves from the influence of negative things in the social environment and friendships. According to Albert & emmons (2002); (wijayanti & Nusantoro, 2022) there are aspects of assertive behavior: (1) acting on your own terms, (2) being able to express honest and comfortable feelings, (3) being defensive, (4) being able to express one's opinion, and (5) not ignoring the rights of others. The purpose of this study, therefore, is to minimize delinquency through the development of good assertive behavior. It also provides insight into the importance of adopting firmness, especially for youths.

2 MATERIALS AND METHODS

This research method USES literature studies from collections of journal articles. The study of literature is a survey of articles, books, or other resources intended to stimulate or explore assessments based on particular topics or issues (Subakti et al., 2021). In this case, there is a requirement that the quality of literature be determined by referral sources or data information obtained. Hence, it is important to note sources of information that include writers, topics, years, journals and other types of journals and that may indicate that literature has good qualities. Literature studies are done by gathering information and reading research related reference sources (Jatmiko, 2015). This study USES 6 study articles relating to assertive attitudes that are then analysed using descriptive analysis. A descriptive analysis is detailed description of a problem using both subjective and objective it describes objects of both the opposite of individuals, places, objects, and social objects such as discrimination, bullying, and juvenile delinquency (Jatmiko, 2015). Hence, in the process of descriptive analysis, researchers give a dominant description of objects.

3 RESULTS

The results of the research are based on a review of 6 articles which discuss the relationship between the formation of assertiveness in order to overcome juvenile delinquency. From the 6 journal articles, it can be explained that the average has an inverse relationship or has a negative correlation. Where when the level of assertiveness of a sample is very high, then the level of juvenile delinquency in that sample is very low. This also applies vice versa. The samples used from the articles below are mostly students at school.

No	Title	Researcher	Objective	Method	Subject	Measuring instrument	Results
1	The Effect Of Assertive Therapy On Adolescent Determination.	Ira Ayu Maryuti.	The purpose of this study was to determine the effect of therapeutic group therapy on juvenile delinquency.	Quantitative	The sample in this study was 15 respondents as the intervention group.	Measuring tool used is a juvenile delinquency questionnaire.	Based on the results of data analysis using the Wilcoxon Signed Rank Test, it was found that the P value of the pre-test and post-test of the AT intervention was 0.001, which means a significant value ($p < 0.05$). This number means that the hypothesis (H_0) is rejected and the research hypothesis (H_a) is accepted.

2	The Relationship Between Assertive Behavior With Adolescent Debt And It's Problems At Senior High School 2 Masbagik.	LL. Zihnan Munir.	This study aims to determine the relationship of assertive behavior with juvenile delinquency and the problem in students of SMAN 2 Masbagik.	Quantitative	The research sample was 119 people.	The research instrument used is the psychological scale.	Correlation analysis results obtained by the magnitude of the correlation coefficient of -0.211. The correlation test results showed that the rxy obtained was -0.211 while the r table with N = 119 was 0.176. Because the value of r arithmetic > r table (-0.211 > 0.176) then there is a negative relationship between certive behavior and juvenile delinquency .
3	The Effect of Assertiveness and Perceptions of Parental Attention on Juvenile Delinquency In Vocational High School Students With Emotional Maturity as a Moderating Variable.	Yani Widi Astuti, L. Rini Sugiarti.	This research aims to : 1. To test empirically the effect of assertiveness on juvenile delinquency in SMK students. 2. To test empirically the influence of perceptions of parental attention to juvenile delinquency in SMK students. 3. To test empirically the effect of emotional maturity on	Quantitative	The population subjects in this study were all students of the Bhakti Vocational School KUDUS totaled 379 students with a sample of 60 students from class XI majoring in Online Business And Marketing.	To uncover this study using an assertiveness scale, parental attention scale, scale emotional maturity and juvenile delinquency scale with favorable and unfavorable statements.	It is known that the calculated t value of the assertiveness variable is -3.938 and the significance value is $0.000 < 0.05$, meaning that assertiveness has an influence on juvenile delinquency . So that conclusions can be

			<p>juvenile delinquency in SMK students.</p> <p>4. To test empirically whether emotional maturity is able to moderate the influence of between assertiveness towards juvenile delinquency in SMK students.</p> <p>5. To test empirically whether emotional maturity is able to moderate the influence between perceptions parents' attention to juvenile delinquency in vocational students.</p>				<p>drawn Assertiveness has a negative effect on juvenile delinquency .</p>
4	<p>The Relationship Of Assertive Behavior With Adolescent Determination In Students Of State Junior High School 6 City Of Tebing Tinggi.</p>	<p>Marlise Butar Butar.</p>	<p>This study aims to determine the relationship assertive behavior with juvenile delinquency in students of SMP Negeri 6 Tebing Tinggi.</p>	<p>Quantitative</p>	<p>Research sample a total of 119 students.</p>	<p>So deep data collection method This research is in the form of a psychological scale to uncover assertive behavior and juvenile delinquency.</p>	<p>The results of the correlation analysis obtained the magnitude of the correlation coefficient of -0.211. The results of the correlation test showed that the r_{xy} obtained was -0.211 while in the r table with $N = 119$ it is 0.176. Because the value of r count $>$ r table (-0.211 $>$ 0.176) then</p>

							there is a negative relationship between assertive behavior with juvenile delinquency ..
5	The Effect of Assertive Exercise on Decreasing Aggressive Behavior in Boys of Early Adolescence who Play Online Games Types of Aggression in Junior High School 2 OKU.	Pratiwi Arum Sari, Antarini Idriansari, Herliawati.	This research aims to identify the influence of assertiveness exercises to lower the aggressive behavior of male youths or students of SMP Negeri 2 OKU who like playing hard online games.	Quantitative	Sample in this study is 36 respondents determined based on inclusion criteria ie aged 10-13 years, playing games online type of aggression at least 9 hours in 1 week, have played online games at a minimum for 13 months, behaving aggressively, family don't behave aggressively and stay on assertive environment.	Behavior measurement aggressive behavior was carried out before and after the assertive exercise was carried out using the Buss Perry Aggression Questionnaire (BPAQ) (1992).	The results obtained from 36 respondents based on the Marginal Homogeneity Test p value of 0.000 (p value < α , $\alpha = 0.05$) which shows that there is a significant effect of giving training assertiveness towards reducing aggressive behavior in early adolescent males who play aggressive online games.
6	The Influence Of Assertivity And Emotional Maturity On Adolescent Behavior Of Yogyakarta SMSR	Nimas Gandarini.	The objectives of this research are: (1)to determine the effect on the behavior of juvenile delinquency assertiveness in students of SMSR Yogyakarta. (2)to determine the effect of	Quantitative	The samples were class X, XI, XII students of SMSR Yogyakarta which amounts to 244 students.	The data obtained is in the form of numbers. Data is collected by spreading the scale assertiveness, emotional maturity scale and scale emotional	The results are: (1)There is a negative and significant influence between assertiveness on the behavior of juvenile delinquency

	Students.		emotional maturity to juvenile delinquency behavior in students of SMSR Yogyakarta. (3)to determine the effect of assertiveness and emotional maturity of the behavior of juvenile delinquency in students of SMSR Yogyakarta.			maturity which is then processed using SPSS.	with the effective contribution of 2.6%. (2)There is a negative and significant effect between emotional maturity of the behavior of juvenile delinquency with the effective contribution of 6.5%. (3)There is a negative and significant influence between assertiveness and emotional maturity of the behavior of juvenile delinquency , with a contribution of 6.8%.
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4 DISCUSSIONS

From the contents of the six research tables, all of them stated that the results of their research showed that assertiveness had a negative correlation with juvenile delinquency, which means that if the level of assertiveness in a sample is low, then the level of juvenile delinquency will have a high value, and so does if the level of assertiveness in a sample is very high then the level of juvenile delinquency has a very low value. Assertive behavior itself is a person's ability to be able to express feelings, both positive and negative, that are being felt to others and by paying attention to other people's feelings so they don't feel hurt. (Butar Butar, 2017). From this statement it means that someone who has high assertive abilities is someone who is able to speak well and politely, but his wishes can also be channeled without having to hurt other people. So if someone has a high level of assertiveness, then the possibility for that person to have a high level of juvenile delinquency would be impossible because he considers aspects of keeping other people's feelings from feeling hurt. Likewise with proprietary research by (Maryuti, 2021) with the result wilcoxon Signed Rank Test which has been done with the results $P= 0,001 (< 0,005)$, which means from this research that assertive training is able to reduce juvenile delinquency. This means that a person's assertiveness is inversely proportional to juvenile delinquency. It's the same with proprietary research by (Astuti., et al, 2022) with the results of the calculated t value of the assertivity variable is -3,938 and the significance value was $0,000 < 0,05$, meaning that assertiveness has a negative influence on juvenile delinquency. This is also the same as proprietary research by (Gandadari, 2015) Based on the results of his research, it can be stated that the results of the hypothesis indicate that there is a negative and significant influence

between assertiveness on juvenile delinquency behavior in students SMKN 3 Kasihan Bantul (SMSR) Yogyakarta with a calculation result of 2.6%. There is a negative influence between assertiveness on juvenile delinquency behavior, this is also the same as opinion (Nunally, in Gandadari, 2015) which states that when a teenager falls into negative things it is influenced by his weak personality, such as not being able to communicate, not being able to explore himself, and not being able to express himself. In here assertiveness training can be proposed as a way to reduce juvenile delinquency, because if a person is trained to be able to express himself, to be able to communicate without hurting other people's feelings, and to express his feelings positively, then it will be less likely for teenagers to carry out behaviors that deviate from the norm.

5 CONCLUSIONS

From the foregoing, it can be concluded that assertive relationships with delinquency have a negative correlation in which, when assertive levels are high, juvenile delinquency is low and when assertive rates are low, juvenile delinquency is high. So the need for originality in youth is because asympic attitude has several reasons why it is important, which is self-respecting: having a respectful and respectful attitude can bring honour and respect to oneself, improving communication: a more efficient attitude enables one to communicate more effectively, overcoming conflict wisely: in conflict situations, being assertive helps one to resolve conflict in a healthy way, to prevent abuse and exploitation: with an exacting attitude, one has the power to protect oneself from abuse and exploitation, encouraging personal growth: a sense of individuality enables one to overcome fear and anxiety in interacting with others.

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Self Disclosure in Interpersonal Relationships : A Literature Study

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Abstract: This article aims to discuss more broadly about self-disclosure in interpersonal relationships using the literature study method. By using data obtained from credible secondary sources, such as books and journals that are no more than 10 years old, both published nationally and for international journals. Self-disclosure has an important role in interpersonal relationships. Effective disclosures contribute to greater intimacy, trust, and closeness in a relationship, so sharing personal information is a means of building and maintaining relationships. This research aims to investigate the extent of self-disclosure in interpersonal relationships. The method employed is a literature review, where researchers utilize previous studies as reference sources to support and reinforce the conducted research. The findings from this research indicate that self-disclosure can influence individuals in forming interpersonal relationships.

Keywords: *Interpersonal Relationship, Literature Review, Self-disclosure.*

1 INTRODUCTION

As social beings, of course we will always need other people, both within the family and in the surrounding environment. Humans are said to be social beings because they always want to be in a relationship with other people. This is supported by Aristotle's opinion that social beings are zoon politicon or predestined to live in society and also interact with other people. That way humans will always try and also build interpersonal relationships. This interpersonal relationship is defined as a situation where thoughts, emotions and feelings are interconnected and have reciprocity (Liu, 2015). This interpersonal relationship is a basic thing that is owned by every individual, the greater the individual's needs, the more time he will spend interacting and building interpersonal relationships. This interpersonal relationship will develop from the socialization process carried out and also includes communication, trust, mutual knowledge between individuals with one another. Furthermore, in interpersonal relationships there are also stages, namely forming, strengthening relationships, terminating relationships. This interpersonal relationship the longer it lasts or processes, the more intimate the closeness it will be in groups or friendships. Furthermore, self-disclosure is how a person can convey feelings, thoughts, desires and many others related to the individual self (Mutia & Ridha, 2019). Besides that, it can also be said as a way for individuals to be able to provide information about themselves to others.

There is also research that has been conducted by (Hasniar et al., 2018), regarding self-disclosure in forming levels of interpersonal relationships which shows the result that self-disclosure or self-openness can improve interpersonal relationships. But there are still many young people who still have difficulty building interpersonal relationships in the community. Therefore, this study aims to discuss more deeply about self-disclosure in interpersonal relationships using the literature study method.

2 MATERIALS AND METHODS

This study employs the literature review method. As per Sugiyono (2013), literature reviews are scholarly inquiries into reference materials spanning a variety of aspects, including those that relate to values, culture, and societal norms. The data for this study comes from reputable secondary sources, such as books and journals that adhere to national and international standards. During the implementation phase, our study conducts a thorough literature review

of relevant theories concerning the variables of interest, with a specific emphasis on interpersonal relationships and self-disclosure. Additionally, our research will examine multiple measurement tools, such as the Self-Disclosure Index (SDI), that improve comprehension of the self-disclosure variables being investigated. Additionally, this research will review relevant previous studies to enhance the discussion.

3 RESULTS

Interpersonal relationships is an interaction or relationship between two or more people that involves communication, exchange of information, and social interaction. This involves the way individuals influence, interact, and form bonds with others in various contexts, including family, friendship, romantic, professional, or social. In interpersonal relationships, individuals interact with each other through verbal and nonverbal communication. They share thoughts, feelings, needs, and experiences. Communication can occur in person, such as a face-to-face conversation, or through communication media such as the telephone, text messages, or social media. Therefore, interpersonal relationships and communication are two things that are interrelated and cannot be separated.

One aspect of interpersonal communication according to Iswandi (2016), is self-disclosure. Self disclosure is an opening process of individual information to other individuals. Sidney Jourard marked whether interpersonal communication is healthy or not by looking at the openness that occurs in communication (Iswandi, 2016). Meanwhile, according to Liliwari (2015) self-disclosure is a way for individuals to express feelings, thoughts, aspirations, and others about themselves to others which will be beneficial for self-development and effective communication. Self-disclosure is the process of sharing information by one person to another in the form of communication (Gusmawati, Taufik, & Irdil, 2016). Based on some of the opinions above, it can be concluded that self-disclosure is a way for individuals to share information about themselves with others and will have a good impact on interpersonal relationships. In interpersonal communication, the element of openness is part of improving interpersonal relationships. Based on the results of research conducted by Pratiwi on students at SMA Adabiah 2 Padang about the openness of students regarding the willingness to open up to others is in the good category (Pratiwi & Sukma, 2013). Student openness already refers to the student's desire to express who themselves to others.

Self-disclosure involves several dimensions that must be understood. This is a process in which two or more people interact as a "discloser" and a "disclosure target" or recipient of information. In this process, the roles of the revealer and target can alternate or exchange roles, which is often referred to as reciprocal roles. In addition, when there is an episode of self-disclosure, both the disclosing party and the recipient will give reactions involving cognitive, emotional and behavioral aspects (Derlega et al., 1993). Although self-disclosure is usually associated with verbal communication, it can also include nonverbal messages intended to communicate information that the recipient may not otherwise know. Verbal messages may include statements such as "I feel" and "I think," while nonverbal messages may include facial expressions, body language, clothing, or artifacts owned by the disclosing party, such as such as wearing a cross or star representative of religious affiliation or a ring signifying relationship commitment (Catona & Greene, 2016).

Self-disclosure is often associated with levels of topic breadth (the variety of topics disclosed) and depth (the degree of intimacy of the disclosure) according to traditional definitions (Altman & Taylor, 1973). The concept of informativeness also appears in terms of the extent of information provided by a disclosure message about the revealer and the target. In addition, self-disclosure is evaluated from the perspective of its effectiveness. Disclosure effectiveness refers to the extent to which the discloser and the target of the disclosure successfully achieve the goals they set, either for themselves, others, or their relationship. This effectiveness focuses on expected responses, such as strengthening relationships, providing emotional or practical support, or, conversely, failing to maintain information boundaries, for example by spreading gossip. In many current models of self-disclosure, the discloser's perception of the recipient's anticipated response is also considered an important variable (Catona & Greene, 2016).

Currently, there is no doubt in the literature that self-disclosure has a positive impact on individual well-being and interpersonal relationships. Talking about feelings, thoughts, and emotions with others has clear benefits. Research has revealed that the process of self-disclosure triggers activity in neural and cognitive mechanisms comparable to the activity that occurs when receiving a desired reward, such as food or sexual intercourse. In addition, self-disclosure plays a role in helping individuals overcome stress. By expressing feelings and thoughts to an intimate partner, a person can overcome potentially disturbing concerns and reduce physical tension. In fact, this effect still applies when self-disclosure is done through online communication (Willems et al., 2020).

Furthermore, self-disclosure strengthens social connections and supports an individual's social network. These social connections and support, in turn, are important predictors of physical and psychological well-being. In fact,

results from a large meta-analysis show that the impact of social connectedness on longevity is more significant than other protective factors, such as physical activity (Willems et al., 2020).

There is a research entitled “Self Disclosure in Forming Levels of Interpersonal Relations from a Gender Perspective in the Male and Female Dormitories of STAIN Parepare” conducted by Hasniar et al. (2018). This study examines the self-disclosure ability of the dormitory residents at STAIN Parepare. One way to understand yourself as part of the interpersonal relationships process is to use “The Johari Windows”. The Johari Windows provides a useful way to think about the dynamics of self-awareness regarding behaviour, feelings, and motives. The size of the relationship level is as follows:

1) Open Self

This open area contains all the information, behaviour, attitudes, feelings, desires, motivations, ideas, and so on that is known by oneself and by others. One of the things that underlies self-disclosure is association that is able to please personal hearts so that they are able to carry out interpersonal relationships up to the stage of open self with their dormitory friends.

2) Blind Self

The blind area contains information about yourself that others know but don't know about yourself. Conceptually, the resource person gives an idea to the researcher that of the many routines in the dormitory, one of them is cleanliness, which often gives rise to judgments about a person from other people, even though the research is not known to the person who is the object of the assessment. The relationship that occurs in the male dormitory of STAIN Parepare is not much different from the relationship that occurs in the female dormitory. Relationships that are built will experience development. So that the relationship will be dealing with open areas. There is a discrepancy based on the unconsciousness of fellow dormitories because they are too familiar and so on.

From the results of the analysis of the data obtained, researchers can conclude that in the male and female dormitories of STAIN Parepare in the development of relationships. So what happens is feeling comfortable and happy with the association of fellow dormitory friends and reaching the intimate stage. This relationship does not rule out the possibility of giving birth to self-unconsciousness personally in maintaining this relationship, we often make mistakes outside of our desires and are not aware of these mistakes. Because the existence of a blind area will make communication ineffective, so we must try not to make this area too big in us. Eliminating it completely is impossible, but we must try to reduce it.

3) Unknown Self

Dark areas are parts of yourself that neither you nor others know about. This is information that has sunk into the subconscious or something that has been forgotten from attention. Basically, disclosing ourselves to others, known as the concept of self-disclosure, has two extremes. At one extreme, we tell other people everything about ourselves. Here it means that the hidden self area is very small. At the other extreme, we reflect absolutely nothing about ourselves to others. People like this are generally afraid to open up to others for fear of being laughed at and rejected. At this extreme, the area of the hidden self is very large.

4) Hidden Self

The closed area contains everything you know about yourself and about other people that you keep to yourself. This is the area where you keep everything about yourself and about others a secret. At the extreme ends, there are those who are too open (overdisclosers) and those who are too closed (underdisclosers).

Sulkahfi as the informant emphasized that the situation in the dormitory will be less conducive and enjoyable when more dormitory residents have hidden self characters, because only a portion of the situation in the dormitory can provide comfort to one another and build a much better relationship. So that researchers can conclude that in this closed area the residents of the STAIN Parepare dormitory do not expect and even have very minimal closed character in the STAIN Parepare dormitory.

So that it can be concluded, the residents of the STAIN Parepare dormitory are at the relationship level which is clarified by “Johari Windows” that the residents in an open area in Self Disclosure to building the good interpersonal relationships in the STAIN Parepare hostel, both male and female in a gender perspective.

Self-disclosure has an important role in interpersonal relationships. When a person exercises self-disclosure appropriately, it can influence and strengthen relationships in the following ways:

- a) Trust Building: Through honest and open self-disclosure, individuals show trust in others by revealing personal aspects that may not be known. This can help build trust and increase closeness in the relationship.

- b) Openness and Harmony: Sharing self-disclosure allows individuals to understand each other better. This can produce a sense of openness and harmony in the relationship, as each party feels accepted and understood by the partner or friend.
- c) Emotional Support: By doing self-disclosure, individuals provide opportunities for others to provide emotional support. In difficult or stressful situations, sharing experiences, feelings, or deep thoughts through self-disclosure can strengthen relationships and allow others to provide appropriate support.
- d) Growth and intimacy: Open and continual self-disclosure can lead to personal growth and relationship growth. Through self-disclosure, individuals can learn from each other, develop a deeper understanding, and build stronger emotional bonds.

However, it is important to remember that self-disclosure must be a mutually beneficial process in interpersonal relationships. Both parties need to feel comfortable and safe about self-disclosure, and receive personal information from others in an understanding and confidential manner.

After understanding the fundamental concept of self-disclosure, it is crucial to gain further insights into the variable's discourse by exploring the available measuring instruments. One common instrument utilized in measuring self-disclosure is the Social Disclosure Index (SDI), which was proposed by Miller in 1983 and continues to be widely implemented in research. Miller (1983) and Harvey & Boynton (2021) developed the Social Disclosure Index (SDI) as a tool to measure emotional depth and authenticity, both of which can influence individuals' willingness to disclose personal information. The SDI assesses emotions and relationships, as proposed by Ogba et al. (2022), and respondents evaluate individuals' abilities to disclose different types of information. Examples of such items include "What I like and dislike about myself," "My fears," and "Actions for which I feel guilty.". Respondents will rate their willingness to disclose the proposed statement to others using 5 answer options, ranging from 1 (not discussing at all) to 5 (discussing completely). The resulting score ranges from 10 to 50, with high scores indicating a greater tendency for self-disclosure. A score of 30 serves as the threshold between high and low scores (Ogba et al., 2022).

In addition, there are limitations and considerations that need to be considered in self-disclosure, such as privacy, context, and the degree of closeness of the relationship. Too much or too little self-disclosure can negatively affect relationship dynamics. Therefore, it is important to maintain balance and accuracy in conducting self-disclosure in order to strengthen interpersonal relationships in a healthy and sustainable manner.

4 DISCUSSIONS

Self-disclosure is a fundamental aspect of human interaction that plays a central role in the development and maintenance of interpersonal relationships. It involves the act of disclosing personal information to others, and is a powerful tool for building closeness, trust, and emotional closeness with friends, family, and romantic partners. Early in a relationship, there is greater self-disclosure that gradually increases as partners move from superficial to more intimate levels (Derlega et al., 2001; Masaviru, 2016). As the relationship develops, there is a gradual widening in information sharing, but self-disclosure gradually slows down as it moves to more personal and intimate topics. Although self-disclosure is assumed to be linear, there are some topics that are considered too personal and taboo and thus are closed (Derlega et al., 2001; Tang et al., 2013; Masaviru, 2016). In this discussion, we will further explore the complexities and benefits of self-disclosure in interpersonal relationships, emphasizing its important role as a protective mechanism for mental and physical well-being.

Self-disclosure is an act that requires a delicate balance. On the one hand, it can be a powerful catalyst for connection and personal growth. On the other hand, there are inherent risks, as sharing personal information can open individuals to judgment, discomfort, or even rejection. This complexity is especially felt when disclosing intimate details to people we consider close, such as family and long-term friends. Therefore, individuals often carefully weigh potential benefits versus perceived harms before deciding what to disclose.

The importance of self-disclosure in interpersonal relationships is consistent with the findings of a large body of research, including a study by Grenee et al. (2006), who explored the consequences of self-disclosure within the framework of Pennebaker and O'Heeron's work from 1984. This research revealed a striking relationship between the quality of interpersonal communication and health outcomes. Specifically, individuals who experienced less contact with friends in the year after losing a partner were more likely to report more health problems, including weight changes and headaches. In contrast, those who engaged in more open and honest communication with friends reported fewer intrusive thoughts regarding their partner's death.

Pennebaker and O'Heeron's theory emphasizes the importance of sharing information about stressful or traumatic events with trusted individuals. Failing to do so, their research suggests, can lead to negative thought patterns and, potentially, mental and physical health problems. This suggests that self-disclosure functions as a self-defense mechanism—a way to process and cope with life's most challenging and emotionally taxing events. Through this process, individuals can find peace, support, and even healing while exploring the complexities of grief and loss. It is

important to note that the implications of self-disclosure go beyond simply overcoming trauma. Effective self-disclosure is fundamental to maintaining emotional health and personal well-being in everyday life. When individuals feel comfortable sharing their thoughts, feelings, and experiences with people they trust, it not only strengthens their interpersonal relationships but also acts as a release valve for suppressed stress and emotions. This can lead to a reduction in physical and mental health problems associated with chronic stress, such as high blood pressure, anxiety, and depression.

In addition, research conducted by Hasniar et al., (2018) shows that self-disclosure can strengthen relationships by allowing individuals to get to know each other better and increasing a sense of trust. However, it is also important to remember that the act of sharing personal information has a double impact. Some intense and intimate interactions can lead to unintentional errors in communication, which is something to be aware of. Therefore, the need to maintain a balance in self-disclosure is very important. Too much self-disclosure or overdisclosure can disrupt relationship dynamics. This is because too much personal information shared without consideration can cause discomfort or even conflict. On the other hand, under disclosure, or lack of self-disclosure, can also be a problem, because it can make the relationship shallow. Therefore, it is important to maintain privacy, consider context, and prioritize the comfort and security of both parties when exchanging information.

Self-disclosure is not just a process of sharing personal information; it is the fundamental foundation stone of human relationships. The importance of self-disclosure cannot be understated, as it promotes closeness, trust, and personal growth. Although the act of self-disclosure may be scary, research firmly supports the idea that sharing thoughts and feelings with trusted individuals can lead to better mental and physical health outcomes. It emphasizes the undeniable value of self-disclosure in exploring the complexities of human relationships, making it a powerful tool for improving our well-being and enriching our relationships with others.

CONCLUSIONS

From the discussion above it can be concluded that self-disclosure can affect individuals in establishing interpersonal relationships. This is also one of the important things to be able to strengthen healthy and sustainable interpersonal relationships. Self-disclosure can be interpreted as how individuals tell about themselves both from their thoughts, feelings or views that are intended for other people to know this information. Meanwhile, interpersonal relationships are how a person tries to establish relationships with other individuals. Furthermore, there are several ways to be able to recognize oneself which includes the relationship process, namely by using the Johari window which includes self-openness, namely where the individual knows and also other people know, the blind self means that other people know but the individual does not know, the self is not known where the individual knows but other people don't know and finally the self is hidden where the individual doesn't know and other people don't know either. This interpersonal relationship also has the benefit of reducing stress, psychological problems and physical problems because they often interact and can tell the problems they have, so that individuals are not burdened.

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THE EFFECT OF COMMUNICATION ON WORK EFFECTIVENESS

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Abstract: Communication is a part of human interaction activities. Effective communication has a direct effect on the results of work effectiveness. An intimate and open work atmosphere between colleagues, superiors, and subordinates is a step to achieve company and organisational goals. The purpose of this study is to determine the effect of communication on work effectiveness. This study used a qualitative method by collecting literature review data. The research results show that communication plays an important role in achieving work effectiveness in various contexts. Although there are variations in research results, there is a consensus that good and effective communication contributes to increased work effectiveness.

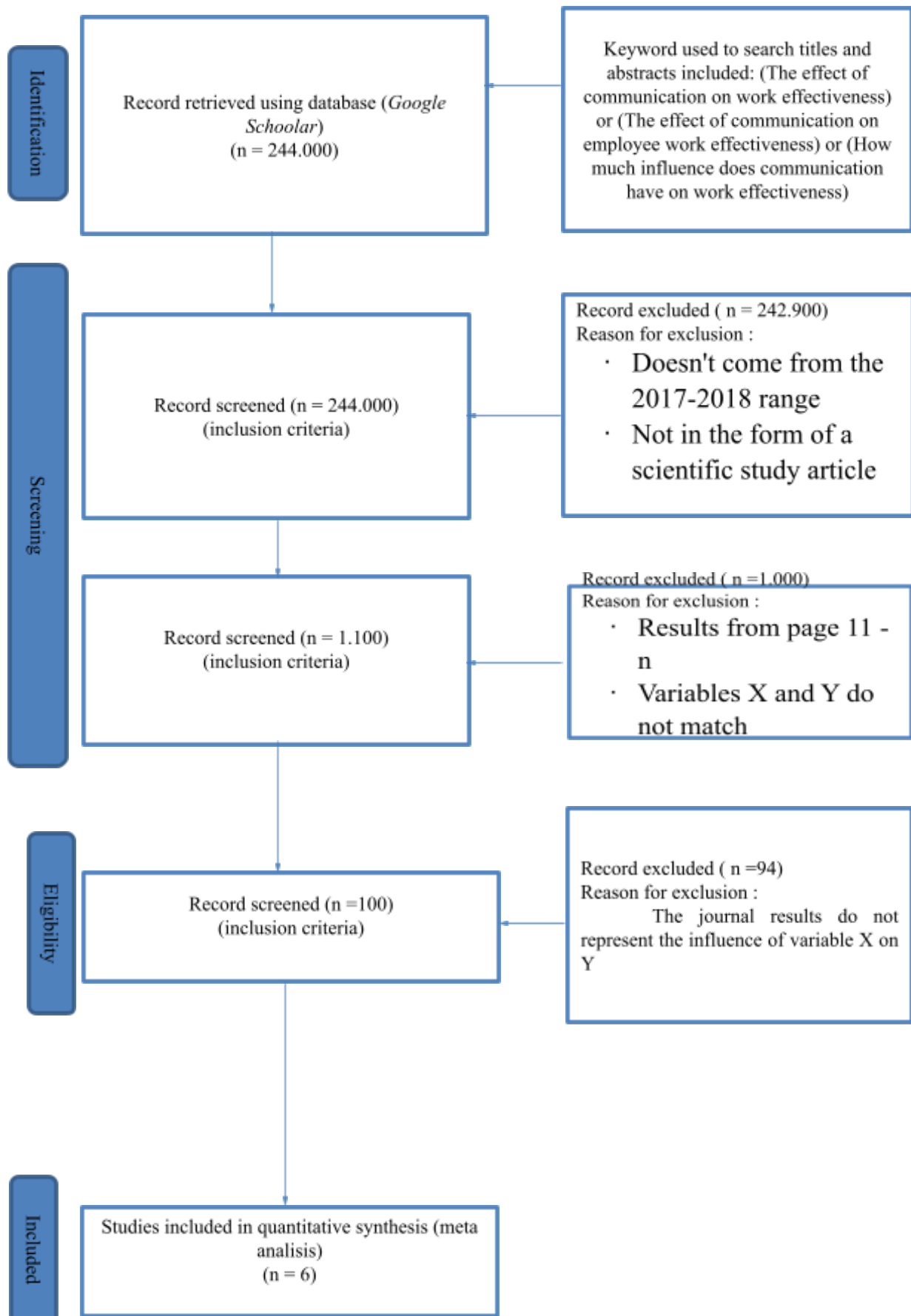
Keywords: Communication, Work Effectiveness, Organization.

1 INTRODUCTION

Communication is a part of human interaction activities. Communication is a way to unite various forms of voices and ideas to other people or groups. Communication can be interpreted as a form of delivering information or messages from one party to another. Communication always includes three indicators starting from the communicator or someone who conveys the message, the message itself, and the communicator or party who receives the information. To communicate itself there are various techniques and media used. According to Damayanti & Efrina (2021) stated that communication is a process that includes physical action, concepts and ideas, entertainment and even something mysterious. It is further explained if communication has three definitions, firstly communication as a real behavior that is shown, secondly communication as an ongoing process, and finally communication is the result of evolution and culture. Communication as a form of behavior can be understood in that in the delivery process a concrete activity is displayed such as speaking, writing, gesturing through body language which can be done directly or through media liaisons. By communicating helps create a climate of healthy interaction, including within the scope of work relations. Effective communication has a direct effect on the results of work effectiveness. Delivery and an intimate and open work atmosphere between colleagues, superiors and subordinates is a step to achieve company and organizational goals. Work effectiveness is the completion of work in a timely manner according to a predetermined plan, this means that in carrying out the task it is considered good or not depending on the process the task is completed (Siagian, 1996; Ambia, 2018).

Referring to the background above, communication plays an important role in completing tasks in the realm of work. In the journal *Communication and Its Role in The Workforce*, which was published in 2018, it explains the important function of communication that can increase work effectiveness. Having an open conversation or discussion can help provide clear information and understanding regarding the duties, goals and expectations of the company. In line with this statement, communication allows for good collaboration and cooperation, sharing ideas and establishing strong relationships between colleagues and teams. In addition to work effectiveness, communication can also be a means of problem solving and decision making through discussion, negotiation and even persuading others. Specifically, communication is also able to help work effectiveness to reduce and even prevent conflict. There are parties who talk and listen to each other, equal opportunities to express opinions are constructive efforts that can provide solutions and much more. Therefore, based on a review of the important role of communication for the sustainability of the world of work, this research will examine more deeply, specifically and in detail related to communication in work effectiveness.

2 MATERIALS AND METHODS



3 RESULTS

Following an exhaustive examination of six distinct scholarly articles, each of which meticulously examined the intricate connection between communication and work effectiveness, a compelling and unanimous revelation emerged. Without exception, every one of these scholarly works unequivocally ascertained the presence of a definitive relationship between the efficacy of communication and work performance. This robust consensus underscores the irrefutable importance of communication in the context of professional success.

Diving deeper into the wealth of information provided by these six studies, it is evident that the scope of their research extended across a broad spectrum of organizational landscapes. The sampled employee populations represented a diverse cross-section of society, spanning the realms of government institutions, non-government organizations, the hallowed halls of hospitals, and even the bustling domain of restaurants. This comprehensive approach serves as a testament to the broad applicability and relevance of the communication-work effectiveness nexus, demonstrating its profound impact across a multitude of work environments and industries.

NO	Journal Identity	Methods, Sample, and Results
1.	<p>Title : “Pengaruh Komunikasi, Budaya Organisasi Dan Kemampuan Sumber Daya Manusia Terhadap Efektivitas Kerja Pegawai Kantor Kecamatan Kalumpang Kabupaten Mamuju”</p> <p>Journal : Jurnal Magister Manajemen Nobel Indonesia (JMMNI)</p> <p>Aurthor : Abram , Maryadi , Sylvia Sjarlis</p> <p>Date : 05 / October / 2022</p> <p>Indeks : Google scholar</p>	<p>Based on research conducted by Abram, Maryadi, and Sylfia, it was found that there was a positive but less significant effect between the variables Influence of Communication partially on Employee Work Effectiveness in Kalumpang sub-district, Mamuju district. The research population consists of all employees in Kalumpang Sub-district, Mamuju Regency, totaling 55 individuals. The study utilizes a survey research approach and questionnaires as the primary data collection tool. The researchers also highlighted that of the three variables studied, namely work culture, communication, and human resources, work culture has a more significant influence on employee effectiveness. A positive and conducive work culture creates a work environment that supports collaboration, innovation and good performance. Organizational culture is identified as the dominant variable affecting employee performance. In this context, although communication also plays a role in work effectiveness, its influence on work effectiveness is considered to be relatively small when compared to the other factors involved.</p>
2.	<p>Title : “The Use Of Whatsapp Communication Media To The Effectiveness Of Worker Performance”</p> <p>Journal : Jurnal Komunikasi</p> <p>Aurthor : Amelia Anjani, Ike Atikah Ratnamulyani, Ali Alamsyah Kusumadinata</p> <p>Date : 28 / July / 2018</p> <p>Indeks : S4, Google scholar</p>	<p>The results of research conducted by Andjani, Ratna Mulyani, and Kusuma Dinata show that the use of WhatsApp communication media at PT. Oase Nusantara Ekaprima has shown a high success rate and made a positive contribution in increasing performance effectiveness. The author took a research sample of 50 employees from PT, and the research method used in this study to examine the relationship between WhatsApp usage and worker performance is the explanatory quantitative research method (analytic). This research also found a very strong relationship between the use of social media, including WhatsApp, and employee performance, Based on the interpretation of the correlation coefficient, the level of the relationship falls into the 'Strong' category with a value of 0.756 and a standard deviation of 1 percent. Implementation of WhatsApp communication media at PT. Oase Nusantara Ekaprima effectively influences employee performance improvement by facilitating faster communication, better collaboration, and easier access to relevant information. This provides significant benefits in the context of work productivity and efficiency.</p>
3.	<p>Title : “Pengaruh Komunikasi Internal dan Koordinasi Terhadap Efektivitas Kerja pada Pegawai Rumah Sakit Prasetya Bunda Tasikmalaya”</p> <p>Journal : JIMFE (Jurnal Ilmiah Manajemen Fakultas Ekonomi)</p> <p>Aurthor : Yuyun Rachma Yuniawati</p> <p>Date : 15 / September / 2018</p> <p>Indeks : S3, Google scholar</p>	<p>From the results of research conducted by Yuyun Rachma Yuniawati, it is known that the combination of the independent variables of communication and coordination together has an influence of 50.8% on employee work effectiveness. The sample in this research consists of 82 employees of Prasetya Bunda Hospital in Tasikmalaya, including both medical and non-medical staff, who were selected as the sample. This quantitative study used a questionnaires as the primary data collection tool. This research reveals that effective communication and synergistic coordination play an important role in increasing work effectiveness. Clear, open and directed communication allows employees to understand each other and work well together, while good coordination ensures that tasks are well coordinated and there is no overlap or work overload. However, the remaining 49.2% is</p>

		influenced by other factors not involved in the study. This indicates that there are still other variables that can influence employee work effectiveness and need to be considered in a more comprehensive analysis, such as motivation, leadership, and contextual factors that affect the work environment.
4.	<p>Title : “Pengaruh Komunikasi Dan Semangat Kerja Terhadap Efektivitas Kerja Karyawan Di Glos Bakery And Resto Pamekasan”</p> <p>Journal : Makro, Jurnal Manajemen & Kewirausahaan</p> <p>Aurthor : Zef Rizal</p> <p>Date : Mey / 2016</p> <p>Indeks : Google scholar</p>	<p>From the results of research conducted by Rizal, it was found that there was a significant influence on the work effectiveness of employees at Glos Bakery and Resto, namely through the variables of communication and morale, there are a total of 40 employees as a subject for this research. The research method used in this study is quantitative research, and the data collection techniques used include preliminary surveys, field research through interviews and questionnaires, as well as literature review. The ANOVA test results state that communication and work motivation significantly influence employee job effectiveness. This study also reveals that in the context of Glos Bakery and Resto employees, the morale variable has a more positive and stronger influence than the communication variable. Rizal found that employee morale has a greater impact on increasing work effectiveness, indicating that high motivation and enthusiasm in carrying out work tasks has a more significant role than communication factors. Although communication is still important in achieving work goals effectively, this study highlights that strong morale can be the main key in achieving optimal work effectiveness at Glos Bakery and Resto. This provides a deeper understanding of the factors influencing employee effectiveness in the industry and provides insights for improving overall performance.</p>
5.	<p>Title : “Pengaruh Komunikasi Dan Kemampuan Sumber Daya Manusia Terhadap Efektivitas Kerja Pegawai Kantor Camat Sibolga Sambas Kota Sibolga”</p> <p>Journal : Jurnal Warta</p> <p>Aurthor : Fauziah Nur Simamora</p> <p>Date : January / 2018</p> <p>Indeks : S6, Google scholar</p>	<p>The results of research conducted by Fauziah show that there is an influence between communication and work effectiveness, the research sample was taken from the entire population, starting from section heads to staff employees in the Sibolga Sambas Sub-district Government Unit, except for position holders totaling 65 individuals. However, similar to Rizal's research, research conducted by Fauziah also found that communication is not the variable that has the most significant influence on work effectiveness, when compared to other variables. The findings indicate that Communication has an impact on work effectiveness, with a regression coefficient of 0.304. Fauziah found that there are other factors that have a more dominant influence on work effectiveness than communication. The results of this study provide additional understanding that although communication is still important in the context of work effectiveness, there are other factors that need to be considered to achieve an optimal level of work effectiveness. These factors can include individual factors, such as motivation, skills, and competencies, as well as organizational factors, such as leadership, corporate culture, and resource management. These findings provide a basis for looking at other variables that play a role in increasing work effectiveness and encouraging more focused improvement efforts in the work environment. By paying attention to the research conducted by Fauziah, a broader and deeper understanding can be formed regarding the importance of variables other than communication that play a role in work effectiveness. This can be a basis for companies or organizations to identify and optimize these factors, so that the overall effectiveness of employees can be improved.</p>
6.	<p>Title : Pengaruh Komunikasi Organisasi Terhadap Efektivitas Kerja Pegawai Pdam Tirta Meda Sumedang</p> <p>Journal : Journal of Regional Public Administration (JRPA)</p> <p>Aurthor : Arip Rahman Sudrajat, Muhamad Dony Ardiansyah, Yayat</p> <p>Date : 18 / December / 2019</p>	<p>In research conducted by Arip Rahman, et al it was found that there was a significant relationship between supervisory communication styles and employee work effectiveness At PDAM Tirta Meda in Sumedang Regency, there are a total of 40 employees as a subject for this research. The researchers used survey research methods and collected data through library research, observation, and distributing questionnaires. This study shows that effective supervisory communication styles, such as open, clear, and supportive communication, contribute to increasing employee effectiveness, because the coefficient of determination test concludes that organizational communication significantly influences the work effectiveness of employees, accounting for 56.15% of the variance. A good supervisory</p>

	Indeks : Google scholar	communication style can provide clear instructions about work assignments and expectations, provide constructive feedback, and create a supportive and motivating work environment. This study also highlights the important role of supervisors in building good communication relationships with employees. Supervisors who are able to communicate well and facilitate the proper flow of information can help create an effective and productive work climate. Thus, this study provides a deeper understanding of the role of supervisory communication in increasing employee effectiveness and shows the importance of the role of leaders in building effective communication in the workplace.
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4 DISCUSSIONS

Based on the six previous research tables, all of them reported results that show a positive relationship between communication and work effectiveness. Therefore, the better the communication within an organization, the higher the work effectiveness. However, upon closer examination, these findings can be divided into two categories: significant and less significant effects. Abram et al. (2022) stated that their research resulted in a less significant relationship between the variables of communication and work effectiveness. On the other hand, they found another variable, namely the organizational culture, which had a more significant impact compared to communication. The study by Simamora (2018) supported this, as it revealed that communication does indeed influence work effectiveness, with a regression coefficient of 0.304.

In contrast, four other studies found a significant impact of communication on work effectiveness. Anjani et al. (2018) reported that the use of the social media platform WhatsApp had a substantial impact on work effectiveness. This was supported by a correlation coefficient falling into the 'Strong' category with a value of 0.756 and a standard deviation of 1 percent. Rachmayuniawati (2018) also obtained consistent results in her study, finding that the influence of communication on work effectiveness was at 50.8%. Another study indicated that both communication and morale significantly affected the work effectiveness of employees at Glos Bakery and Resto (Rizal, 2016). Sudrajat and Ardiansyah. also concurred with three other researchers, and their findings concluded that organizational communication significantly influenced employee work effectiveness at the Regional Revenue Management Agency of Sumedang, with a percentage of 56.15% (Sudrajat & Ardiansyah, 2019). It is evident from these results that communication has a considerable impact on work effectiveness, even if its effects may not always be statistically significant. Therefore, it is regrettable if companies do not prioritize effective communication within their teams.

5 CONCLUSIONS

Through research conducted by Abram et al., Andjani et al., Rachmayuniawati, Rizal, Fauziah, Rahman & Djaeni, it can be concluded that communication plays an important role in achieving work effectiveness in various contexts. Although there are variations in research results, there is a consensus that good and effective communication contributes to increased work effectiveness. However, it is important to remember that communication is not the only factor affecting work effectiveness. Factors such as work culture, morale, motivation, coordination, and supervisory communication style also play an important role. Therefore, in improving work effectiveness, it is necessary to look at other interrelated variables and pay attention to contextual factors that exist within the organization. With a comprehensive and diverse approach, organizations can create a work environment that supports and enhances the overall effectiveness of employees.

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The Impact of Effective Communication on Employee Performance

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Abstract: Effective communication has an important role in improving employee performance in the work environment. This study aims to analyze the impact of effective communication on employee performance. The method used is the literature method. Through the literature review method, this study collects and analyzes relevant information regarding the relationship between effective communication and employee performance. The results of the literature analysis revealed that effective communication has a positive impact on employee performance. Good communication affects productivity, improves work quality, and strengthens employee job satisfaction. The results of this study provide an in-depth insight into how effective communication can affect employee performance. The practical implication of this study is the importance of developing effective communication strategies in an organization to improve overall employee performance such as improving communication skills, facilitating clear and open information flow, and encouraging a positive communication culture in the workplace.

Keywords: *Effective Communication, Employee Performance, Impact*

1 INTRODUCTION

Organizational performance is closely related to the strategic objectives to be achieved. Therefore, performance includes the implementation of tasks and the achievement of the results of these tasks. Improving employee performance is very important for organizations, because improving performance has an impact on increasing organizational productivity. One way to improve performance is to implement an effective communication strategy and always fulfill the purpose of communication itself (Kaharuddin & Cahyani, 2022). Therefore, communication is an important aspect in an organization and every employee must do it well. Communication is an action carried out with awareness and the goals that the communicator wants to achieve (Setiawan & Pratama, 2019). Effective communication plays an important role in the success of the organization. Effective communication means that the intent and purpose contained in the communication can be conveyed in such a way that it can be fully understood by the recipient (Moekijat, 1993). In the current era of information and technology, organizational success depends not only on individual abilities, but also on the ability of individuals to communicate effectively with colleagues, management, and customers. A number of studies have shown that effective communication affects productivity, work quality, and employee job satisfaction, such as research conducted by Agustina et al. (2019), Kaharuddin & Cahyani (2022), and Suhendro et al. Effective communication plays a role in building good working relationships between employees, coworkers and management and employees who are able to communicate well tend to find it easier to work together, share information and build strong relationships (Agustina et al., 2019). The quality of employee performance can be seen from the way they communicate in the organization. By implementing an effective communication system, it is hoped that various tasks can be carried out properly, so that work results or performance can increase.

In this regard, a literature review will be conducted to determine the relationship between effective communication and employee performance. Reflecting on related studies that have been conducted previously, with a focus on theories related to effective communication and factors that affect employee performance. Through the literature review method, relevant information will be collected and analyzed to build a comprehensive framework to understand the impact of effective communication on employee performance. The framework will also assess key variables such as

productivity, work quality, and job satisfaction as performance indicators. Using the literature review method is expected to provide a clear and in-depth picture of how effective communication can affect employee performance.

2 MATERIALS AND METHODS

Materials

According to Robbins (1996), communication is a transmission in the form of symbols or sentences with a certain language aimed at other people so that these people receive and understand the information conveyed. (Lawasi & Triatmanto, 2017). According to Brent D. Ruben, human communication is a process by which people's relationships with each other in an organisation or society create, transmit, and use this information to coordinate with the surrounding environment (Lawasi & Triatmanto, 2017). In essence, communication is a process of sending messages to other people in both verbal and non-verbal forms so that the recipient of the information can understand the information conveyed. Communication in a company that is carried out both face-to-face and virtually, if managed properly, will have a positive impact on the performance of its employees. Therefore, every company needs to build effective communication. With the application of effective communication, it will improve the work environment in a company that makes employees contribute positively to the company (Musheke & Phiri, 2021).

Effective communication according to Hardjana (2003) is the exchange of information, ideas, beliefs, feelings and attitudes between two people (communicator and communicant) or in the form of a group whose results are in accordance with the expectations of the response received and are able to produce attitude change by conveying information, entertaining, or persuading people involved in the communication (Ariyanti, 2019). Ineffective communication in an organisation or company will result in uncertainty, fear and dissatisfaction, which will result in poor productivity. In addition, an ineffective communication process will also make it difficult for message recipients to understand the information in question, where it is not uncommon for misunderstandings to occur in the communication process between employees and even cause conflict between them. This continues to hamper the next communication process. Communication is not just a process of exchanging information between communicators and communicants, but also supports work interactions and the work team as a whole when done effectively (Suhendro et al., 2022).

Effective communication includes espoused beliefs, perceived accuracy, desire for interaction, willingness to accept from top management and upward information requirements, requiring sensitivity and skills that can only be done after studying the communication process and awareness of what is done when communicating (Agustina et al., 2019). In effective communication, there are several laws that govern the course of communication so that communication runs effectively and information is received clearly. According to Aribowo Prijosaksono (2007) "REACH" communication law (Ariyanti, 2019):

- a. Respect, develop communication by respecting the individuals who will be the recipients of the information we convey.
- b. Empathy, our ability to put ourselves in the situation or condition faced by others. One of the main requirements is being able to listen or understand first before being listened to or understood by others.
- c. Audible, the information we convey can be heard or understood properly.
- d. Clarity, the clarity of the information conveyed itself so that it does not cause multiple interpretations.
- e. Humble, an attitude of humility.

According to (Agustina et al., 2019) there are obstacles contained in communication, namely:

1. Lack of attention to other people's experiences,
2. Use of terms that the recipient of the message does not understand,
3. Choosing the wrong media,
4. Surrounding distractions and,
5. Use of words that have multiple meanings.

Methods

In this study, the method used is the literature review method or literature study. According to Danial & Warsiah (2009), literature study is a research method carried out by researchers by collecting books or magazines related to the topic to be studied (Hidayah et al., 2019). The data used in this study comes from textbooks, journals, scientific articles,

literature reviews that contain the concept of this research. The purpose of this literature review itself according to Tozer (2010) is several, namely informing readers about the results of other studies that are in line with the research being carried out, existing literature, complementing or refining previous research, literature reviews come from journal articles, books, data from the internet, etc. which are summarized according to the topic discussed (Septiani, 2021). This literature study has the aim of knowing the impact of effective communication on employee performance.

3 RESULTS

This section contains the results from the literature from several previous sources used by researchers. The results from each source are attached in the following table.

No	Article title	Article Result
1.	The Impact of Communication on Workers' Performance in Selected Organisations in Lagos State, Nigeria	Based on its conclusions, the study was able to show that effective communication encourages mutual understanding between management and employees, which helps in the growth of honest connections between both groups in the workplace. This study also demonstrates that poor communication may affect workers' productivity. Businesses should frequently communicate their policies, goals, and objectives to their workers in order to improve job performance. In order to make work easier and enhance performance, communication is a technique used to express to subordinates the task, the resources needed to execute an assignment, the roles and duties, and the desired outcomes.
2.	The Effects of Effective Communication on Organizational Performance Based on the Systems Theory	The study's target group was selected at random from three consulting businesses in Lusaka. The three firms had a combined total of 138 workers, and comprehensive sampling was used for each enterprise to guarantee that responses from a variety of employee classes were included in the study. This made it possible to apply the findings more widely. The systems theory employed in the study led to the conclusion that the two primary factors affecting effective communication were workplace conflict and divergent management ideologies. The study found a strong correlation between effective communication and the channel used. The study did provide evidence in favor of the notion that effective communication increases organizational performance.
3.	The Influence of Individual Characteristics, Effective Communication and Job Satisfaction on Employee Performance (study at PT Tambang Batubara Bukit Asam)	Based on the research's findings and the subsequent discussion, the following conclusions may be drawn. At PT Tambang Batubara Bukit Asam, personality attributes have a big impact on how well employees perform. The efficiency of communication greatly affects how well employees at PT Tambang Batubara Bukit Asam function. At PT Tambang Batubara Bukit Asam, work satisfaction has a substantial impact on employee performance.

4 DISCUSSIONS

This research explains that communication in the company is very important, if managed properly it will have a positive impact on the performance of its employees. Effective communication will facilitate the exchange of information relevant to work and will improve the implementation of organizational work. Conversely, if the communication in a company is ineffective, it will result in uncertainty, fear and dissatisfaction, which will result in poor productivity in employee performance. In addition, it can also cause misunderstandings in the communication process between employees and even cause conflict between them. Therefore, this effective communication needs to be socialized and formed properly in the company. So that the performance of employees there is also good so that the company's goals will also be achieved properly.

Based on research conducted by (Femi, 2014) on 120 respondents on "*The Impact of Communication on Workers' Performance in Selected Organizations in Lagos State, Nigeria*" found that there is a relationship between effective communication with performance, productivity and worker commitment. This means that it is true that effective communication can have an impact on employee performance in a company. The research conducted by (Musheke & Phiri, 2021) on 88 respondents on "*The Effects of Effective Communication on Organizational Performance Based on the Systems Theory*" shows the results that effective communication has a positive effect on organizational performance. From these two studies it is clear that effective communication in a company will have a good impact on the performance of employees in a company. The advantage of this research is that we know what previous studies that discuss the topic of effective communication are like, what the results of these studies are, we become aware of this. However, there are also limitations in this study, namely in this study it does not mention how much impact effective communication has on employee performance when viewed in percentage terms, because the method in this study itself is using literature review.

5 CONCLUSIONS

This study employed the literature technique, drawing on earlier sources. This research illustrates how crucial internal communication is to a business and how well managed internal communication may improve employee productivity. Effective communication will make it easier for people to share work-related information and will enhance how organizational tasks are carried out. Therefore, the organization needs to properly socialize and develop this effective communication. in order for the company's objectives to be adequately met and for the personnel to perform well there.

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The Impact of Positive Interpersonal Relationships on Performance and Productivity in the Workplace

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Abstract: The purpose of this study is to find out that the interpersonal relationships that are forged by employees in the workplace will have a positive impact on performance and productivity in the workplace. The research method used is using qualitative methods. qualitative method is a method that focuses on understanding the problems that exist in social life. Researchers use qualitative methods through literature study. From the results of the descriptive analysis, it was found that there was a significant and positive influence on interpersonal relations with the performance and productivity of human resources in the workplace. This means that if employees have good interpersonal relationships, it will have a positive impact on their work performance and productivity.

Keywords: Interpersonal relationship, Performance, and Productivity

1 INTRODUCTION

In every organization, of course, every individual has a relationship with one another and always tries to help each other in carrying out their activities with the aim of increasing performance and productivity in each division in the workplace. Interrelatedness between employees is also needed in an organization, for that positive interpersonal relationships can affect performance and productivity in the workplace. According to Robbins (2002) interpersonal relationships are interactions between individuals and other people in work situations and within organizations as motivation to work together productively, so that economic, psychological, and social satisfaction is achieved (Rahman & Siswanto, 2021). The interpersonal relationships that individuals have at work will provide benefits for performance and at the same time productivity at work. According to Rivai (2008) performance is the willingness of a person or group of people to carry out an activity and perfect it in accordance with their responsibilities with the expected results (Rahman & Siswanto, 2021). According to Hasibun (2012) work productivity is a comparison between output (results) and input (Narpati et al., 2020). Work productivity can increase if there is an increase in efficiency and there is a work system made by the company. Interpersonal relationships at work will have a positive impact on employee performance and productivity. This is in line with research conducted by Gunawan D. A (2008) which states that there is an influence between Interpersonal Relations on employee performance with a T-statistic of $8.426536 > 1.96$. This means that the better the interpersonal relations, the higher the level of employee performance at PT Mitra Surya Persada (Gunawan et al., 2018).

Based on the first paragraph that has been described, the writer is interested in conducting research on "The Impact of Positive Interpersonal Relations on Performance and Productivity in the Workplace". The thing that distinguishes the research that the author will examine from previous studies that already exist is that the writer is currently not only focused on interpersonal relationships with performance, but the impact of interpersonal relationships on performance and productivity in the workplace. The purpose of this study is to find out that the interpersonal relationships that are forged by employees in the workplace will have a positive impact on performance and productivity in the workplace.

2 MATERIALS AND METHODS

In this study, researchers used qualitative methods. Qualitative methods are methods that focus on understanding problems that are in social life. Qualitative research methods are research methods based on the philosophy of postpositivism (Abdussamad, 2021). So that the approach taken in research is to use humans as instruments (Anggito & Setiawan, 2018). According to Fadli (2021) qualitative research is research conducted to examine more deeply the phenomena that occur in human life. Researchers use qualitative methods through literature studies. According to Darmalaksana (2020) this literature study qualitative research focuses on literature sources that come from journal articles, books, e-books, or other reference sources. There are several stages that need to be known including the following (Darmalaksana, 2020): 1.) search for sources as study material in research; 2.) classify based on the focus of the research being conducted; 3.) manage data or references that have been classified; 4.) interpret the data or sources that have been obtained; 5.) provide conclusions from the studies that have been carried out based on the data or sources.

3 RESULTS

Positive interpersonal relationships include mutual understanding, cooperation, support, and effective communication between individuals. When interpersonal relationships within a team or organization are good, this can have a positive impact on performance and productivity. The results of the research based on a review of several studies regarding the effect of interpersonal relationships on performance and productivity indicate that there is a positive and significant influence between these variables. The following is a table of related article review results:

No.	Title	Researcher	Objective	Method	Result
1.	The Influence of Interpersonal Relationships, Work Environment, and Emotional Intelligence on Employee Performance at the Regional General Election Commission (KPU) Office of Parigi Moutong Regency	ABD Rahman dan Hendra Siswanto	to find out and analyze the effect of interpersonal relationships, work environment and emotional intelligence on the performance of employees of the Regional General Election Commission (KPU) Office of Parigi Moutong Regency.	This study uses a quantitative approach with proportional random sampling method	There is a positive and significant influence between interpersonal relationships and performance. This means that the higher the interpersonal relationship, the higher the employee's performance. Interpersonal relationship factors consisting of mutual respect, loyalty and tolerance to one another, an open attitude, the existence of familiarity within the organization can improve employee performance so that it can improve employee work results.
2.	The Influence of Interpersonal Relations, Work Environment, and Perceived Organizational Support on Work Motivation and Employee	Delvin Alexasander Gunawan, Dr.Hj.Siti Mujanah, Dr. Murgiyanto	To analyze the effect of interpersonal relationships, work environment, perceived organizational support on work	This study used a quantitative approach with an explanatory causal method	There is an influence between Interpersonal Relations on employee performance with a T-statistic of $8.426536 > 1.96$. This means that the better the interpersonal relations, the higher the level of employee

	Performance at PT Mitra Surya Persada		motivation and employee performance.		performance at PT Mitra Surya Persada. The ability to build and maintain mutually satisfying relationships, which are characterized by familiarity and mutual giving and receiving affection can increase trust or self-confidence among employees so that it will affect the improvement of employee performance.
3.	The Effect of Work Fatigue and Superior and Subordinate Relations on Employee Productivity	Maulid Sidiq	to determine the effect of job burnout and interpersonal relationships between superiors and subordinates on Employee Productivity at PT. PC	This study uses a quantitative approach with simple random sampling method	The results of this study indicate that the lower the employee's superior-subordinate relationship, the lower the level of employee productivity. Interpersonal relationships between superiors and subordinates will affect daily activities. The relationship between superiors and subordinates always involves a leader's efforts to influence the behavior of a follower in a situation within a company in order to increase work productivity.
4.	The Influence of Interpersonal Relationships on KSPPS Employee Productivity Nurinsani	Gugun Faisal, Gildha Pasha Danisa	to test the effect of interpersonal relationships between co-workers on the work productivity of KSPPS Nurinsani West Java area 4 employees.	This research uses a quantitative approach and this research uses an associative method	Good interpersonal relationships between fellow employees are one of the success factors in improving employee performance, which is known to also affect work productivity owned by employees and the productivity of the company.

In research involving interpersonal relationships in the workplace, it has been found that performance and productivity increase when positive interpersonal relationships are established. This influence can be explained through mechanisms such as increased collaboration, better communication, motivation, and a positive work environment.

4 DISCUSSIONS

Interpersonal relationships have been proven to have a positive impact on performance and productivity by previous studies. The better the interpersonal relationship of an individual with co-workers and also with the leader, it will affect the performance and productivity of the individual. Interpersonal relationships can be interpreted as relationships between individuals with other individuals, both formal and non-formal in various work situations with the aim of developing a sense of happiness and satisfaction, as well as activities to improve performance and develop more productive and satisfying results (Rahman & Siswanto, 2021).

Positive interpersonal relationships encourage open, honest, and effective communication between colleagues. Good communication minimizes misunderstandings and conflicts, enabling clear and timely delivery of relevant information and feedback. This helps ensure that tasks and responsibilities are well understood, and allows for better coordination in achieving common goals. When individuals feel valued, supported, and have positive interpersonal relationships with colleagues or superiors, they tend to feel more motivated. Mutual respect and mutual support creates a pleasant work environment and builds trust. This can increase an individual's intrinsic motivation, which in turn can affect their performance and productivity.

In addition, positive interpersonal relationships can also help reduce stress levels at work. When individuals feel supported and have strong social support from colleagues, they can cope better with challenges and pressures. This stress reduction can have a positive impact on an individual's well-being and performance, as they are able to focus on the tasks at hand without distraction from excessive emotional stress.

In conducting research, researchers have difficulty finding data. This is due to the lack of available data and the lack of relevant journals in accordance with the study program so that researchers have difficulty interpreting and analyzing existing research.

5. CONCLUSIONS.

Interpersonal relationships are a form of interrelationship between employees in an organization. Positive interpersonal relationships can support the performance and productivity of employees. The meaning of performance itself is an activity carried out individually or in groups to achieve and perfect these goals. Meanwhile, productivity is the comparison between results and inputs that have been done. Through literature studies conducted by researchers by collecting data through literature sources derived from journal articles, books, e-books, or other literature sources.

Based on the results of previous studies, it can be seen that there is an influence of interpersonal relationships on individual performance and productivity. Some studies also say that good interpersonal relationships will cause interrelationships between employees and encourage more effective and honest communication. Which means that more effective communication can help employees to understand the information provided properly and avoid conflicts due to the absence of two-way communication. Other studies also mention that positive interpersonal relationships can help employees reduce stress levels in the company.

Through the results of research that has been conducted and supported by previous research, the discussion in this research shows that there is an impact of interpersonal relationships on performance and productivity in the workplace.

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The Importance of Career Development in Increasing Employee Motivation

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Abstract: Career development is a series of positions or positions occupied by a person during his working life through education and training in the corporate environment, which includes activities to prepare individuals to advance the planned career path. This study has a goal of the importance of career development in increasing employee motivation. The data collection technique in this study was a qualitative method using literature studies. While the analysis technique used in this research is to review six articles about the relationship between career development and work motivation. The results of this study concluded that a positive correlation was found between the two variables evenly in the results of previous studies. Career development is very important in increasing employee motivation. Increasing employee motivation through career development is very beneficial for employees. With career development, employees will be increasingly encouraged or motivated to work actively and make maximum contributions to the company so that they can achieve the desired position in their careers.

Keywords: Career Development, Employee Motivation

1 INTRODUCTION

A company generally needs factors to be able to advance the company, one of the factors that play an important role in the company is human resources. Human resources are people who can provide all their abilities, both in the form of energy, creativity, and talent for a company (Zulkarnaen, Fitriani, & Widia, 2018). Human resources, in this case employees, must be considered and treated properly because they are the main assets in a company (Agustini, 2019). Companies really need employees who can work well, diligently, and optimally. For this reason, management needs to pay attention to psychosocial aspects of employees such as work atmosphere, income, employee and family welfare, employee placement, performance appraisal, and continuing education. According to Mondy in Haryani (2013), one of the important roles in human resource management is a career development system that aims to attract, retain, and at the same time motivate employees to have a better work spirit. Career development is a series of positions or positions occupied by a person during his work period through the level of education and training in the company environment, which includes activities to prepare a person in pursuing a planned career path. Career development as an HR management activities basically has the aim of being able to improve and increase the effectiveness of job implementation by employees so that they are increasingly able to make the best contribution in realizing company goals (Syahputra & Tanjung, 2020). Career development is a continual process that requires personal effort on the part of the individual in order to achieve the aim of personalized career planning and organizational requirements (Priyono et al., 2017). With career development, employees will be motivated to achieve more and improve their performance in carrying out their work by making the maximum contribution to the company. This is in line with the research by Balbed & Sintaasih (2019) which shows that career development has a positive effect on employee motivation.

Increasing employee motivation through career development is very beneficial for employees. With career development, employees will be increasingly encouraged or motivated to work hard and make maximum contributions to the company so that they can achieve the desired position in their careers. So, it is hoped that companies will provide more career development by paying attention to opportunities for promotion and the need for mentors for informal

guidance, so that employees can master their jobs according to the responsibilities they receive (Pratiwi in Natalia & Netra, 2020). So if the company wants maximum results for the company, it is important to increase employee motivation by conducting career development for employees. Therefore, this article is written with the aim of knowing how important career development is in increasing employee motivation.

2 MATERIALS AND METHODS

The method used in this study is a qualitative method using literature studies. Habsy (2017) states that literature study is a method used to collect data or sources related to the topic raised in a study. Literature study contains a brief description of what has been learned, arguments, and established about a topic, and is usually organized chronologically or thematically (Widaningsih, 2014). The data sources used in this study were obtained from searching journal articles which contained information about career development and increasing employee motivation which were published from 2013 to 2023 using the database from Google Scholar and from available journal sites or articles. The data that has been obtained is then analyzed using descriptive analysis methods to produce a conclusion from the analysis.

3 RESULTS

The research results based on a review of Six articles on the relationship between career development and work motivation found that there is a close relationship between these variables. The positive correlation between the two variables is also evenly distributed in previous studies. This means that if an individual is in the influence of career development on increasing employee motivation, even though the subjects in each study are different. But the majority of subjects in related research are employees. After doing an article search science through the Google Scholar channel, PubMed and ScienceDirect and article research published between 2013 to 2023, i.e. as following

No	Title	Researcher's name	Purposes	Method	Result
1.	Pengaruh Perencanaan Karir, Pengembangan Karir Karyawan, dan Kompensasi terhadap Kinerja Karyawan pada Jambuluwuk Puncak Resort	R. Joko Sugiharjo and Rustinah. (2017)	Research purposes is for material consideration or decision support material for the problems faced by the Jambuluwuk company Puncak Resort is primarily concerned with employee career planning issues with employee career development to improve the quality of human resources, as well as fair compensation and according to the company's ability to optimize employee performance	Respondents in this study, 117 respondents were permanent and contract employees using quantitative descriptive approach. Therefore, the data analysis used is analysis statistics in the form of multiple linear regression tests.	.The findings of this research suggest that career planning, career development, and compensation have a positive impact on the performance of employees at Jambuluwuk Puncak Resort. This conclusion is supported by the results of the partial test (T test), which demonstrate the significant value of the three independent variables, thus confirming the initial hypotheses. In summary, the test results of this study indicate that career planning, career development, and compensation variables influence the performance of employees at Jambuluwuk Puncak

					Resort.
2.	Pengaruh Pengembangan Karir dan Motivasi Kerja terhadap Kepuasan Kerja Karyawan	Syaiful Bahri and Yuni Chairatun Nisa. (2017)	This study aims to find out if there is an influence career development and motivation for job satisfaction of BPJS employees. Employment of Belawan Branch Office	Data collection techniques in this study are documentation studies, interviews and questionnaires. While the data analysis techniques used quantitative descriptive approach and multiple regression analysis, classical assumption tests, hypothesis tests (t test and F test) and determination.	.The findings of this study can be summarized as follows: (1) Career development was found to have a positive impact on job satisfaction, indicating that it can enhance employee satisfaction with their jobs; (2) Motivation was not found to have a significant effect on job satisfaction; and (3) Both career development and motivation were found to have a significant influence on job satisfaction.
3.	Pengembangan Karir Karyawan dalam Manajemen Sumber Daya Manusia	Sugijono. (2016)	The research objective is to analyze and understand the importance of employee career development in the context of human resource management.	The research method uses a literature study, where researchers conduct a literature review to collect information related to employee career development, existing theoretical concepts, and relevant previous research. It helps in building the theoretical foundation of research	The growth and progress of an employee's career are influenced not only by the individual's own efforts but also by the guidance and support provided by leaders and the human resources (HR) department. Particularly, these entities play a crucial role in offering information about available career paths, facilitating training programs, and assisting with career planning for employees.
4.	How Talent Management, Motivation, and Career Development affecting the Employee Performance at PT Excelitas Technologies Batam?	Nur Fitri Arpiani and Andi Erna Mulyana. (2022)	The purpose of the study is to analyze how talent management, motivation, and career development affect employee performance at PT Excelitas Technologies Batam	The method used in this research is a mixed research method with a concurrent embedded model, where the research is carried out simultaneously between qualitative and quantitative with quantitative methods that dominate. This research using multiple linear	The advancement and development of an employee's career are impacted by more than just their personal efforts; they are also influenced by the guidance and support provided by leaders and the human resources (HR) department. These entities play a critical role in

				regression analysis method to process data from questionnaires obtained from respondents.	providing information regarding various career options, organizing training programs, and aiding employees in their career planning.
5.	Sustaining the Growth of Employee: Motivation and Career Development in Organization	Tuba Parvaiz and Ovais Ahmed (2016)	The purpose of this research is to evaluate the significance impact of motivation on employee growth with respect to career development and those factor which are broadly set in this research study.	There are mostly data have been collected from journal articles and digital of social sciences. The research is based on a quantitative paradigm and scrutinize the cases of every respondent who are directly responsible for this survey. An empirical study is carried out by close-ended questionnaire and survey conducted	The research study has shed light on the influential role of management attitude in developing motivation factors. The statistical findings have demonstrated significant and substantial outcomes regarding employee motivation. It is observed that employee motivation increases when favorable professional attributes have a positive impact on individuals within the organization. The predictors described in the study have revealed the manifested results of the work environment, which contribute to employee satisfaction through motivational assessment.
6.	Pengembangan Karir dan Motivasi Kerja serta Implikasinya terhadap Kinerja Pegawai	Arief Pramono (2020)	Study it aims to analyze the effect of career development and work motivation on employee performance at the Way Kanan District Manpower and Transmigration Office.	This study uses an explanatory research method with a quantitative approach. This study uses 36 Research respondents. There are three variables in this research	The data analysis results revealed the following findings regarding the hypotheses: Firstly, career development was found to have a significant influence on employee performance, accounting for 33.9% of the variance. Secondly, work motivation was found to have a significant effect on employee performance, explaining 30.8% of the variance. Lastly, both career development and work motivation together were found to have a combined influence on employee performance, accounting for 35.1% of the variance

4 DISCUSSIONS

Based on a literature review conducted by researchers, in outline According to Rival in Sugijono (2016) a career is defined as all related activities job/work position held a person and behavior, values as well aspirations throughout the life cycle in in work. Career path is sequential job position model that shape one's career. Objective A career is an upcoming position someone is trying to achieve it as part of his career. According to Nawawi in Sugijono (2016), career development as an activity human resource management aims to fix and improve the effectiveness of the implementation of work by employees to give more the best contribution in making it happen organization goals.

Career development is a formal attempt to upgrade and enhance capabilities expected to have an impact on development and broadening of horizons that opens up opportunities for get a position or job title satisfaction in one's life as an employee. According to Kaswan in Sugijono (2016), the meaning of Career development is reflected in work improvement ideas such as: earn more income, have greater responsibility, and gain status, prestige, as well greater power. Career reviewed from an objective perspective is a series of positions occupied by a person during his life, whereas from the perspective Career subjective consists of feelings where which one must aim at in work life, such as: attitudes, values, and someone's hope.

Work motivation refers to the provision of stimulation and enthusiasm to employees, encouraging them to exert their utmost efforts in fulfilling their responsibilities. It is the responsibility of leaders to instill enthusiasm and drive in their employees, thereby motivating them to become proactive leaders themselves. Understanding the desired motives of employees is crucial, as human motivation varies based on factors such as personality, ambition, education, and age (Pramono, 2020). The primary driving force behind human work engagement is the presence of needs that require fulfillment, encompassing both conscious and unconscious material and non-material physical and mental requirements.

According to Uno in Arpiani and Mulyana (2022) Motivation is the inner drive within a person that compels them to strive for positive changes. It is influenced by both internal factors, such as personal aspirations and values, and external factors, such as support and encouragement from others. The dimensions and indicators of work motivation can be described as follows : (1) Physiological needs, also known as basic needs, encompass necessities such as clothing, sustenance, and shelter. (2) Security needs pertain to the desire for safety, freedom from threats, and assurance of physical, mental, and psychological well-being. (3) The need for a sense of belonging relates to the longing for camaraderie, cooperation, and a sense of community within an organization. (4) Self-esteem needs involve the craving for recognition, respect, and acknowledgement of one's worth through symbols of achievement, status, and similar forms of validation from others. (5) Self-actualization represents the need for opportunities to acquire knowledge, participate in educational programs, and receive training provided by the organization, enabling personal growth and development.

Realizing how important career development planning is, organizations or companies need to provide career counselors for their employees. This is because career development planning is an inherent responsibility of the organization itself. However, each individual also needs to carry out career development planning personally by developing themselves. There are several aspects that need to be considered in career development, which are suggested by Notoatmodjo, Rival, and Sagala in Sugijono (2016), including the following (1) performance : Career development is always related to the achievements shown by an employee. If these employees show good performance, then they have the opportunity to develop their careers. (2) Commitment : The high level of loyalty and integrity of an employee is a consideration for leaders in developing their careers. (3) exposure : An employee who has good performance and a high level of commitment to the organization will be better known by superiors and this will affect their career development. In addition, the availability of employees to work outside working hours also provides a positive value. (4) Teamwork : The role of an employee in the team also influences their career development. Therefore, organizational leaders must be able to utilize their work team, especially those with specific skills, to support employee career development.

According to Notoatmodjo in Sugijono (2016) an employee definitely wants occupy a higher position or position tall. While the organization want that a position or position in the organization not only occupied by the same people, so in organizational development a job rotation is required and certain relating to employees who must promoted as needed career advancement. Thus then career development in an organization has two urgent interests viz for employees and for the organization. Career development for employees provide benefits to interests the employee himself which includes (1) an employee can optimally develop their potential abilities due to promotion in position or career requires more skills previously. (2) the higher the position or position of a person in an organization, the the bigger the challenge it faces and the greater the potential that is used to deal with it so people are growing the. Employees who never face challenges then can not develop their potential. (3) in carrying out the task or an employee's job have normal powers the higher the position, the higher the powers conferred. Give promotion or position as career development thereby delivering more authority employees compared to previous authority. (4) Authority is always followed by responsibility and don't let it powers conferred on an employee used with arbitrary or irresponsible answer.

5 CONCLUSIONS

The conclusion from this study is that career development is very important in increasing employee motivation. Organizations or companies need to provide career counselors for their employees and each individual also needs to plan personal career development by developing themselves. This article discusses the importance of career development for employees and organizations. This article emphasizes the benefits of career development for employees, such as the opportunity to develop their potential capabilities and gain more authority, and emphasizes the need for job rotation to prevent stagnation.

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The Influence of The Quality of Interpersonal Relationships on Student Self-Concept

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Abstract: Interpersonal relationships are an important factor in the formation of one's self-concept. This research is a type of qualitative research with a literature review approach. The keywords used are "interpersonal relationships", "self-concept", and "adolescent". The results of this research show that the quality of interpersonal relationships influences individual self-concept. The more quality the interpersonal relationship has, the more positive self-concept the individual has. And conversely, failure in terms of interpersonal relationships will have a negative impact on one's self-concept. The quality of interpersonal relationships, along with individuals' awareness of themselves and their environment, plays a significant role in shaping both positive and negative self-concepts. This influence is evident not only in general circumstances but also within the specific context of college students.

Keywords: INTERPERSONAL RELATIONSHIPS, SELF-CONCEPT, ADOLESCENT

1 INTRODUCTION

Interpersonal relationships play a crucial role in our lives, and the quality of these relationships is deeply intertwined with our self-concept. Self-concept refers to how we perceive ourselves, including our identity, values, beliefs, and self-worth. It influences how we interact with others and shapes the dynamics of our interpersonal connections. Understanding the relationship between interpersonal relationship quality and self-concept is essential for fostering healthy and fulfilling connections with others. Referring to Lewandowski et al. (2010), recognizing the significance of self-concept clarity in a relationship provides valuable insights into the complexities of human connections and highlights the importance of self-awareness and emotional understanding in fostering strong and satisfying interpersonal bonds. In this article, we will explore the intricate interplay between these two factors, examining how our self-concept impacts the quality of our interpersonal relationships and how our relationships, in turn, shape and influence our self-concept.

Furthermore, we will delve into the various aspects of interpersonal relationship quality that are influenced by self-concept, such as trust, communication, and emotional intimacy. We will discuss how a positive self-concept, characterized by self-confidence and self-acceptance, can contribute to healthier and more satisfying interpersonal relationships. Conversely, a negative self-concept, marked by self-doubt or low self-esteem, may hinder the development of strong and meaningful connections. By gaining insights into these dynamics, we can enhance our self-awareness, improve the quality of our relationships, and foster personal growth. Ultimately, understanding the intricate relationship between interpersonal relationship quality and self-concept empowers us to cultivate more fulfilling and authentic connections with others.

2 MATERIALS AND METHODS

Basically, all humans need other humans. Where someone needs a place where they can express their heart's content, get happiness, get information and need a life partner. In the pattern of human social interaction, the term interpersonal relationship is known. Interpersonal relationships are relationships outside of oneself or also called adjustments to others. A good interpersonal relationship is a relationship in which there is mutual trust, has a high sense of sympathy, and empathy, can open between individuals, and so on according to ability in interpersonal relationships. There are two factors that can improve interpersonal relationships, namely internal factors, namely the need for interaction and the influence of feelings, while external factors, namely closeness and physical attractiveness (Baron, 2002). Interpersonal relationships can influence an individual's self-concept by promoting positive self-esteem and fostering a constructive attitude, even in the face of failures. Individuals recognize that failures do not define their entire being and maintain a positive outlook. On the negative side, if an individual experiences failure in interpersonal relationships, it will affect a negative self-concept, believing and seeing that he is weak, unable to do anything, incompetent, failed, unattractive, disliked by others and loses interest in life. Individuals like this will tend to be pessimistic about life. A study conducted in 2019 involving adolescents revealed that those who faced failure in interpersonal relationships exhibited three distinct characteristics in their self-concept. These characteristics included a low self-concept, challenges in establishing new relationships, and a tendency to engage in pessimistic thinking (Ningsih, 2019).

Self-concept is an image that a person has of himself based on the experiences he gets when interacting with the environment around him (Irawan, 2017). This is formed as the individual heals and not only comes from internal factors, but also from external factors that come from experiences throughout life, so that the self-concept that each person has is different. Goffman in his view says that individuals in interaction project themselves about the situation, according to their own habits and experiences which then influence the other's "definition of the situation" in him. In successful interactions, a single definition of the situation will be built, and both partners build constructive lines of action that involve adjustments to how they see themselves (Hinde et al., 2001). Self-concept has a strong influence on a person's behavior in interacting with their environment, if individuals are able to perceive, react and give meaning to themselves, there will be awareness of themselves and the ability to view themselves as they do to others. Experiences in individuals are the result of searching and reflecting on themselves from the closest people around them. Hurlock said that the self-concept as age progresses will become more formed and stable, which is an important factor in a person to improve their personality (Ningsih, 2021). The image in the self-concept includes everything contained in the individual such as physique, personality, motivation, deficiencies, strengths, and so on. The image in self-concept is related to the awareness that individuals have regarding themselves which is then associated with positive or negative values based on the experiences that individuals have in the past, present and future. Expectations in individuals about themselves encourage the formation of limits to their behavior in life, the higher the expectations they have, the more behavior individuals must do to obtain these expectations. Self-concept can also be interpreted as an individual's assessment of himself, which is then compared to what he can and should be, this will affect the level of self-esteem he has and his behavior. The better the individual's assessment of himself, the more positive his self-concept will be and vice versa.

Baumeister has suggested that selfhood is built upon three fundamental human experiences. These experiences include reflective awareness, where individuals gain a sense of self by observing their own behaviors and interpreting social events. Interpersonal existence is another crucial aspect, as individuals learn about themselves through their relationships with others and adapt their behavior accordingly based on the context. Lastly, the executive self plays a role in decision-making, initiating actions, and other self-directed behaviors. According to this perspective, the self exists within an individual's mind and also in the shared reality of the social world they are part of (Hinde et al., 2001). Self-concept is closely related to the experiences that individuals learn when interacting with their environment which then forms a perception of an event that will affect the way individuals behave. This process occurs throughout an individual's life until the formation of a concrete self-concept of himself from childhood to adulthood. A person whose self-concept has been formed will behave in accordance with his self-concept, but if someone behaves inconsistently, it can be said that his self-concept has not been fully formed. According to Fitts, the self-concept is composed of two dimensions. The first dimension is internal and involves self-evaluation based on one's inner world, which includes self-identity, self-actors, and self-assessors. The second dimension is external and involves self-evaluation based on social relationships, activities, and values. This external dimension encompasses various aspects, including the physical self (perception of one's physical condition), ethical-moral self (perception of oneself from an ethical and moral standpoint), personal self (perception of personal circumstances), family self (feelings and self-esteem as a family member), and social self (perception of interactions within society) (Irawan, 2017).

From the discussion above, the researcher is interested in conducting a qualitative research study with a literature review approach on the effect of the quality of interpersonal relationships on students' self-concept. The research data uses references in the form of books and online journals with the keywords "interpersonal relations" and "self-concept".

Then, researchers connected and analyzed the relationship between research results, then concluded based on the results of the literature study.

3 RESULTS

Based on the literature review that has been conducted, it is found in Ningsih (2019) that interpersonal relationships can affect a person's self-concept. A person tends to have a negative self-concept of themselves when they experience failure in their interpersonal relationships, where they are usually pessimistic about life, and tend to judge themselves as weak, helpless, incompetent, unattractive, and disliked individuals. As a result, individuals' self-concept is manifested in their behaviors during interactions with their surroundings. They often display reduced confidence, become more reserved, and struggle to engage with new people, leading to a limited social circle. The pessimistic attitude that individuals have can be reflected in their behavior such as being unsure, moody and sad, a feeling of hopelessness and hopelessness as if they are in a very bad situation. Just like how it is said in Neff & Beretvas (2013) that a positive self-concept leads to better relationship functioning which is why individuals who had a strong sense of self-concept experienced higher levels of satisfaction and well-being in their relationships. This was evident in their feelings of self-worth, overall happiness, authenticity, and ability to freely express their opinions within the relationship. The findings emphasized the positive association between a strong self-concept and the overall quality of relationships. This connection is also evident in the positive correlation between self-concept and interpersonal communication. Individuals with a higher self-concept tend to exhibit better interpersonal communication skills, and conversely, individuals with strong interpersonal communication skills often possess a more developed self-concept. Furthermore, when individuals have a comprehensive understanding of themselves and their surroundings, it significantly contributes to the formation of a positive self-concept, including among college students (Juliana & Erdiansyah, 2020). Simply put, interpersonal relationships have been found to have an impact on an individual's self-concept. Failure in interpersonal relationships can lead to a negative self-concept, characterized by pessimism, self-judgment, and feelings of weakness, helplessness, incompetence, unattractiveness, and being disliked. This negative self-concept often manifests in behaviors such as low confidence, social withdrawal, and difficulty in forming new relationships. Conversely, a positive self-concept is associated with better relationship functioning, as individuals with a strong sense of self-concept experience higher levels of satisfaction, well-being, self-worth, happiness, authenticity, and assertiveness within their relationships. Additionally, there exists a positive correlation between self-concept and interpersonal communication, whereby individuals with a well-developed self-concept often possess stronger interpersonal communication skills, and conversely, individuals with strong interpersonal communication skills tend to have a more developed self-concept. The cultivation of a positive self-concept is influenced by individuals' comprehension of themselves and their environment, which is equally applicable within the context of college students.

4 DISCUSSIONS

The results of this study are in line with several previous studies which were used as a reference source in writing. The advantage of our research is to see the relationship between the two variables with a broader perspective because the subjects used also vary. Meanwhile, the weakness of this study is in the aspect of the subject, we generalize conclusions based on previous studies that have different subjects, so it is possible if there are errors. We suggest that future researchers use more homogeneous data to make it easier and the results more accurate.

5 CONCLUSIONS

Based on the results of the literature review research that we have done, it can be concluded that the interpersonal relationship variable has a positive relationship with individual self-concept. The better the quality of one's interpersonal relationships, the more positive self-concept one has. Conversely, failure in interpersonal relationships can lead to a negative self-concept, characterized by pessimism, self-assessment, and feelings of weakness, helplessness, incompetence, unattractiveness, and dislike. This negative self-concept often manifests itself in behaviors such as low self-esteem, withdrawing from social situations, and difficulty forming new relationships.

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The Relationship between Self-Efficacy and Self-Regulated Learning on Teenagers

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Abstract: Educational demands make adolescents must have independence in learning. This cannot be separated from self-efficacy and self-regulated learning which play an important role in overcoming the demands of education in an era full of competence and pressure. In the context of learning, self-efficacy is very important because it can affect one's motivation, effort, and performance in learning. Self-regulation is one of the factors that plays an important role as one of supporting the success of adolescents in learning. Therefore, self-efficacy and self-regulated learning influence each other and have a relationship. This research to see the relationship between self-efficacy and self-regulated learning on teenagers. This research uses the literature study method in which the researcher explores studies that have been conducted by other people on a particular topic or issue and then analyses the data.

Keywords: Self Efficacy, Self Regulated Learning, Learning, Youth

1 INTRODUCTION

In the era of globalisation, individuals are required to process, compete, and adapt in the face of an era full of competence and pressure. This happens in various fields, especially in the field of education. The existence of various problems and challenges experienced by adolescents proves that self-efficacy plays an important role in adapting and overcoming various problems and challenges both in education and in his personal life. According to Santrock (2007; Ruliyanti & Laksmiwati, 2014) self-efficacy is a person's belief in his abilities. Self-efficacy is an opinion or belief that is owned by a person regarding his ability to display a form of behaviour, related to a person's beliefs to determine how much effort is expended and how much he can survive in the face of the difficulties he faces (Bandura, 1997; Sihombing et al., 2022) . Self-efficacy having a very important contribution in learning activities, a person will seek to optimally utilise his own potential (Oktariani et al., 2022). It makes a role self-efficacy is very important in human life which includes ways of thinking, recognizing potential, evaluating actions, motivating oneself to survive in the face of difficulties, calm in overcoming stress or depression levels, and life choices made.

As for the aspects self-efficacy according to Bandura (1997; Suwarti et al., 2022) includes: 1) levels; 2) generality; 3)strength. Levels (task difficulty level) is related to the level of task difficulty faced by individuals where individuals with selves efficacy height tend to be more tenacious in increasing their business, while individuals with self-efficacy low tend to give up.generality(broad field of behaviour) is knowledge of the tasks faced by individuals,

understanding, individuals of different fields with others. Furthermore, strength (level of strength) focuses on the level of individual strength of a belief it has in completing academic tasks.

In general, every teenager will feel the level of self-efficacy changeable, in the sense of a tendency at a high or low level. This will affect the aspects of his life where self-efficacy plays an important role in individual life. Academic demands in the current era continue to adjust to the rapid flow of globalisation. The variety of academic demands experienced by each individual can influence self-efficacy so that it will have an impact on learning. The current dynamics of education require youth to be able to manage learning effectively and efficiently. In general, adolescents lack independence in reasoning about a phenomenon. Reasoning has not been used as the basis of understanding. This requires self-regulation as a component in dealing with the demands of education in the current era. Regulation in the context of learning is referred to as self-regulatory learning seen as a mechanism that can explain differences in learning achievement among students and can also be seen as a tool to increase learning achievement (Fajar & Aviani, 2022). Therefore, a teenager becomes a learner requires development self-regulated learning. Self-regulated learning is a learning process in which individuals activate cognition, action or behaviour, and feelings systematically to achieve predetermined learning goals (Aisyah & Alfita, 2017). Self regulated learning is a process by which a learner activates and encourages cognition (cognition), behaviour (behaviour), and her feelings (affect) which are systematically oriented towards achieving a learning goal (Schunk & Zimmerman, 1998; Wijaya et al., 2020). From this understanding, self-regulated learning have an important role in learning because they can manage their own achievements and actions, set targets for themselves, and evaluate success when achieving these targets.

Cobb (2003; Wijaya et al., 2020) states that self regulated learning influenced by many factors, including: self-efficacy, motivation, and goals. Self-efficacy self regulated learning refers to the ability of adolescents to use a variety of strategies self regulated learning such as self-monitoring, self-evaluation, goal setting and planning, self-consequences, and restructuring. Confidence in abilities (self-efficacy) higher increases usage of self regulated learning (Pajares, 2008; Tarumasely, 2021). According to Mulyana (2015; Rizqi Fitriyani & Sugiyo, 2022) teenagers who have confidence in themselves or are called self-efficacy will bring up more active and enterprising behavior in trying and daring to set the desired goal so that the teenager has the ability high self-regulated learning.

2 MATERIALS AND METHODS

In this study using the literature study method, in which researchers explore the studies that have been done by other people on a particular topic or issue. According to Marzali (2016) literature review is a literature search carried out by researchers by reading books, journals and other publications related to research topics to produce a scientific paper. Literature review studies are carried out on the awareness of researchers that knowledge will continue to grow and develop. Zed, 2006 (in Meydiansyah, 2021) states that literature studies are carried out by the method of collecting library data, reading and taking notes, and processing research materials.

On the other hand, the main purpose of literature review according to Berg & Lune (2009; Marzali, 2016) is to write a scientific paper containing new studies on a particular topic to be introduced and known by activists of the topic of science. In addition, the purpose of the literature review is for the benefit of the research project itself in order to broaden insight into the research topic to be studied, formulate research problems, and determine appropriate theories and methods to be used in research (Marzali, 2016).

In this study describes the phenomenon regarding the relationship between self-efficacy and self-regulation, using references from 21 Indonesian articles, of which 4 articles will be discussed. Reviews by researchers. by researchers. After getting the data source as a reference, the researcher analysed the data to get an idea of the suitability of the reference article with the topic to be discussed. The results of the analysis of the contents of the reference data source will then be used to answer problems and be used as a consideration for researchers regarding the topic to be discussed, namely the relationship of self-efficacy and self-regulation in learning in adolescents.

3 RESULTS

The research results based on a review of four articles about the relationship between self-efficacy and self-regulation learning, found that there is a close relationship between these variables. The positive correlation between the two variables is also evenly distributed in previous studies. This means that if individuals have high self-efficacy, the higher self-regulation in one's learning even though the subjects in each study are different. However, the majority of subjects in related research are students and university students.

The following is a table of related article review results:

No	Title	Researcher	Objective	Methods, measuring instruments, samples	Result
1	Hubungan Efikasi Diri Dengan Regulasi Diri Dalam Belajar Pada Mahasiswa Fakultas Kedokteran Universitas Malahayati	Deta Hikmalia Efend, Vira Sandayanti, Arti Febriyani Hutasuhut	To determine the relationship between self efficacy and self regulation in learning in students of Faculty of Medicine University of Malahayati.	Quantitative method Measuring instruments : questionnaire Sample : 123 students of the Faculty of Medicine, University of Malahayati.	Most of the self-efficacy of students in The Faculty of Medicine, University of Malahayati is in the moderate category with as many as 76 students (61.8%). Most of the self-regulation in studying in students at The Faculty of Medicine, University of Malahayati is in the moderate category with as many as 67 students (54.5%). That the higher self-efficacy, the higher self-regulation in one's learning (Efendi et al., 2020).
2	HUBUNGAN ANTARA SELF-EFFICACY DAN SELF-REGULATED LEARNING DENGAN PRESTASI AKADEMIK SISWA SMAN 2 BANGKALAN	Bekti Dwi Ruliyanti, Hermien Laksmiwati	To test whether there is a relationship significant difference between self-efficacy and self-regulation learning with academic achievement in Mathematics students of SMAN 2 Bangkalan.	Quantitative method Measuring instruments : scale Sample : 139 students of class XI IPA at SMAN 2 Bangkalan who took Mathematics subjects.	There is a relationship between self-efficacy and self-regulation with academic achievement in students of SMAN 2 Bangkalan with a significance value of 0.000 ($p < 0.005$). This means that the hypothesis which states that there is a relationship between self-efficacy and self-regulated learning with academic achievement can be accepted (Ruliyanti & Laksmiwati).
3	Hubungan antara Self Efficacy dengan Self Regulated Learning pada Mahasiswa yang Bekerja di Universitas Medan Area	Candra Wijaya, Nurmaida Irawani Siregar, & Hidayat	To see the relationship between self-efficacy and self-regulated learning in students who Work.	Quantitative method Measuring instruments : scale Sample : Students who work at the University of Medan Area who meet the sample criteria with a sample of 67 students.	There is a significant positive relationship between self-efficacy and self-regulated learning of students working at the University of Medan Area. In addition to this research It is known that in general students who work at the University of Medan Area have moderate self-efficacy and moderate self-regulated learning (Wijaya et al., 2020).

4	Hubungan antara Self-efficacy dan Goal orientation dengan Self-regulated learning pada Siswa	Rizqi Fitriyani, Sugiyo	To find out the relationship between self-efficacy and goal orientation with students' self-regulated learning at Walisongo Islamic Middle School.	Quantitative method Measuring instruments : scale Sample : 158 students of Walisongo Islamic Middle School	There is a significant positive relationship between self-efficacy and self regulated learning and there is a significant positive relationship between goals orientation with self-regulated learning. Results of multiple correlation analysis shows that there is a significant positive relationship between self-efficacy and goal orientation with self-regulated learning (Fitriyani 2022).
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4 DISCUSSIONS

Based on the research results table, it explains that the overall results of the research that has been carried out by each researcher with a different title with the same topic of discussion, namely the relationship between self-efficacy and self-regulation obtained from the results of reviews that have been carried out in several journals indicate a direction of relationship positive correlation which means having a close relationship between these variables. Even though they have differences regarding research subjects, each researcher uses the theory of the same figure. Both of these concepts can influence each other in the learning context of a student. According to Bandura (1997; Mawaddah, 2021), Self-efficacy is a belief in a person's abilities to organise and carry out a series of actions needed to produce something. According to Bandura (1997; Dewi, 2017), explaining the differences in self-efficacy that each individual has lies in three components including:

- a. Dimensions of task difficulty level (Level). The dimension of the difficulty level of this task is a dimension related to the level of difficulty of the task faced by individuals.
- b. Dimensions Generalization / breadth (Generality). The generalisation dimension is related to the broad scope of the individual's ability fields. This can be seen from the individual's ability to do the task.
- c. Dimensional level of strength (Strength). The strength level dimension relates to the level of strength of individual beliefs or expectations of their abilities.

This proves that a person really needs self-efficacy to live life, including teenagers who are still in an unstable emotional state that makes their self-efficacy go up and down so that self-regulation is needed as a part that will complement the deficiencies that exist in adolescents.

Self-regulation is an important part that needs to be owned in addition to self-efficacy by adolescents. Self-regulation is the ability of a person to control himself what they want to achieve at school depends on each of them because this requires actions to get the learning outcomes while at school they want to achieve, students who can be said to be successful if a student is themselves have learning achievements in schools that continue to increase (Putrie, 2021). In addition, self-regulation in learning is a process within students that can regulate and manage thoughts, feelings, desires, and determine the actions to be taken (Friskilia & Winata, 2018). According to Ghufron & Risnawita (2010; Farah et al., 2019) self-regulation is an individual's effort to self-regulate in an activity by involving metacognition abilities, motivation, and active behaviour, all three of which are aspects of self-regulation that are applied in learning. The stages of self-regulation include receiving, evaluating, searching, formulating, implementing, assessing (Manab, 2016). Self-regulation is one of the important role factors as one of supporting the success of adolescents in learning.

Where adolescents who are students who have a high level of self-efficacy tend to be able to manage themselves in learning, including managing time, paying attention to tasks that must be completed, and avoiding unnecessary distractions. On the other hand, students who have low levels of self-efficacy tend to be less able to manage themselves in learning. In the context of learning, self-efficacy is very important because it can affect one's motivation, effort, and performance in learning. Students who have high self-efficacy tend to be more motivated and put more effort into learning, whereas those with low self-efficacy tend to be unmotivated and put less effort into learning. However, Self-efficacy alone is not enough to achieve optimal learning outcomes, therefore self-regulation is also needed to help students manage time, make the right decisions, and avoid unnecessary distractions. This is consistent with the results of research that has a fairly high linkage and has a positive correlation direction which can be concluded

that the higher the self-efficacy, the higher the self-regulation in one's learning (Efendi et al., 2020). Fitriyani (2022) states, in the conclusions of the research she has done, that the higher the self-efficacy and goal orientation, the higher the self-regulated learning. This shows that individuals are able to determine clear learning goals and are able to increase confidence in their abilities. , then the individual can formulate appropriate and effective learning strategies according to his abilities. In addition, students' ability to plan their own learning strategies and their ability to manage a conducive environment for learning can increase their academic achievement (Ruliyanti, 2014).

This supports the statement that self-efficacy is a person's belief in his ability to perform tasks or achieve certain goals, while self-regulation is the ability to regulate emotions, behaviour and thoughts in order to achieve the desired goals. If self-efficacy and self-regulation are possessed by adolescents, these two things will work together so that a student can learn better. Adolescents as students who already have high self-efficacy and their ability to regulate themselves well tend to be better able to overcome challenges and produce optimal learning performance. In order to increase self-efficacy and self-regulation in learning, there are several strategies that can be implemented, including setting specific and realistic goals, Practise self-regulation techniques, such as meditation or relaxation, Have a structured and regular study plan and avoiding distractions, such as gadgets or social media. By implementing these strategies, students can increase self-efficacy and self-regulation in learning, so that they can achieve optimal learning results.

5 CONCLUSIONS

Self-efficacy is a factor of self-regulated learning which directs individuals to use various strategies such as self-monitoring, self-evaluation, goal setting and planning, self-consequences, and restructuring in achieving set learning goals. Self-efficacy will increase usage of self regulated learning. Where adolescents who have confidence in themselves will bring up more active and enterprising behaviour in trying and daring to set the desired goal. From the results of research using literature study methods from various journal articles, self-efficacy has a positive and significant correlation with self regulated learning. That is, the higher self-efficacy someone is getting taller, self regulated learning someone to activate cognition, action or behaviour, and feelings systematically in achieving predetermined learning goals.

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The Role of Interpersonal Communication in Building Family Resilience

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Abstract: The purpose of this study was to determine the resilience of interpersonal communication in building a family. This article research uses the literature study method by looking for theoretical references that are relevant to the cases or problems found. From several literature studies on theoretical references that have been carried out, the results and conclusions are as follows: interpersonal communication can strengthen family function in facing challenges, there is a significant relationship between interpersonal communication in families and juvenile delinquency, interpersonal communication carried out by parents can affect opportunities increasing religious knowledge in children. The results of the study show that interpersonal communication can build family resilience but the level of communication between parents and children still tends to be low.

Keywords: Internal Communication, Family

1 INTRODUCTION

Relationships in the family both between parents and children, between each child and husband and wife are relationships that are built based on communication. The family is the first place for a child to learn anything about life, including norms, religion, and social processes, so effective communication needs to be created to build a harmonious relationship between parents and children (Amalia & Natsir, 2017). In a family, of course, communication will be very frequent. However, one thing that needs to be realised is that effective communication is not only measured by the level of frequency of communication but also by the quality of the communication itself (Fensi, 2018). There are still many communication errors that occur in the family, communication between families starting from children who are still at an early age is also very influential on the development of this child later. Communication between families must also be paid close attention to maintain family harmony, especially when children experience development and growth in their teens, where children will experience a period of transition from children to adults and will be vulnerable to juvenile delinquency. Moreover, in the era of fast-paced world development, both technology and the internet today, also influence communication between families. This is by following with (Thariq, 2018) states that the era of globalisation has an impact on increasing individualism, and increasingly weak social control so that it makes the burdens faced even greater. In the all-digital era, direct communication between the surrounding environment, including parents, will decrease. It can be seen that many problems that arise in the family are rooted in a lack of communication in love between parents and children, as well as between husband and wife. It can also be said that the motive of the problem can be solved through communication that is realised through exemplary. If the relationship pattern is disrupted, there will most likely be a problem. The excessive use of digital devices and applications then takes up family time to sit together and have direct conversations, then it will hurt harm children such as become anti-social and less sensitive to their surroundings, if both parents just let this happen and ignore this, then over time the communication problem gets more complex (Sampe, 2019).

This is by following per under (Siregar et al., 2017) who state that the harmonious factor of parent-child communication is also a cause of juvenile delinquency, parents are often accused of being busy as the reason for the breakdown of communication between parents and children. (Surya, 2001; Dewi & Sudhana, 2013) said that harmony is a condition of interpersonal relationships and communication that underlies a happy family. Family harmony is a manifestation of the condition of the quality of interpersonal relationships and communication both within and between families. This implies that family resilience and harmony are difficult to obtain without interpersonal communication. Communication between parents and children within the family sphere, including in interpersonal communication groups (Fensi, 2018). The family enters the scope of interpersonal communication because the family is a core part of the life of a child as well as both parents. Joseph de Vito stated the definition of interpersonal communication is the process of sending and receiving messages between two or more people, formally or informally. Interpersonal communication requires actors to meet face to face between two or more people by bringing verbal and nonverbal messages so that each can understand each other and interact effectively (Fensi, 2018). Families are where most people first learn how to communicate (Bruner, 1990), and Campbell, Converse, and Rodgers (1976) found that people's sense of well-being and level of life satisfaction are strongly correlated with the quality of their family ties. Therefore, parents and family members need to gain an understanding of the importance of the role of interpersonal communication in the family. Reaffirmation of the importance of the role of interpersonal communication within the family to maintain family resilience.

2 MATERIALS AND METHODS

This research is a type of literature review research by looking for theoretical references that are relevant to the cases or problems found. According to (Creswell, John. W., 2014 ; Hasby, 2017) states that a literature review is a written summary of articles from journals, books, and other documents that describe theory and information both past and present organising literature into the topic and documents required.

The type of data used by the author in this study is data obtained from literature studies, literature study is a method used to collect data or sources related to the topic raised in a study (Hasby, 2017). The data that has been obtained is then analysed using the descriptive analysis method. The descriptive analysis method is carried out by describing the facts which are then followed by analysis, to provide sufficient understanding and explanation

3 RESULTS

No.	Title	Researcher's name	Purposes	Method	Result
1.	Building Family Security With Interpersonal Communications	(Thariq, 2017)	Interpersonal communication can build a family of endurance in the face of even greater challenges"? The authors use a qualitative method and use careful collection of data such as observation, intimacy, and documentation	The research method used is qualitative-descriptive. A qualitative approach helps describe reality, family conditions, relationships, and actions in society	This study found that interpersonal communication was essential to implement family resilience and to strengthen the family function in facing challenges.
2.	The effectiveness of interpersonal communication in establishing family harmony in the meskom fisherman community of bengkalis	(Arwan, 2018)	This study aims to determine the effectiveness of interpersonal communication in realizing family harmony in the Bengkalis Meskom Fishermen's Community.	This study uses a qualitative approach. The goal is that the researcher wants to describe the phenomena that occur in the field and must go into the area so the truth can be accounted for. This means that	The study found that to create harmony in family life, the fishing community in Meskom village tried to make communication in their family life, namely between husband, wife, and children.

				the data is collected using instruments in the form of interviews and then processed and analyzed qualitatively using descriptive.	
3.	Installation of islamic value through parents interpersonal communication in children	(Rizky, & Moulita, 2017)	In Islam, parents are responsible for providing education under their nature, namely faith in Allah SWT. This fitrah is the primary operational concept of the process of human creation. It contains the potential power to grow and develop optimally and direct it to achieve the purpose of its creation	The method used in this research is the descriptive qualitative method. This research was conducted through observation and interviews.	Based on the results of the study, it was found that interpersonal communication carried out by parents affects the success of instilling religious knowledge in children because if parents always remind and give good advice and do not get angry, children will do what parents want and in investing religious knowledge in children is not only giving directions or guidance, but examples in real life such as helping each other and being polite to everyone
4.	Interpersonal Communication between Parents and Adolescents and Adolescent Self-Identity: A Study in Parupuk Tabing Adolescent Family Development, Koto Tengah, Padang, West Sumatra	(Irianto et al., 2018)	The purpose of this study was to describe interpersonal communication between parents and their adolescent children and the attainment of adolescent identity for the development of the Youth Family Development (BKR) program by officers and counsellors.	This research is a development research (research & development). The development procedure applied in this research follows the development steps according to the ADDIE model which includes Analyze, Design, Development, Implementation, and Evaluation	The analysis results show that the level of communication between parents and their teenagers is still moderate and tends to be low. The story of material feasibility is in the very feasible category. For this reason, it is necessary to develop modules that can be used by parents and their adolescents, which can form effective interpersonal communication between parents and their adolescents.
5.	Building interpersonal communication between parent with children in the family	(Fensi, 2017)	While honest communication is a communication model that is delivered to foster self-respect in children.	This community service activity is carried out through counselling methods and joint discussions. Parents, especially mothers in RW 018, Pejagalan Village, Penjaringan District, North Jakarta, were	This activity concluded that there are many interpersonal communication patterns parents can use to deal with today's children's problems.

				gathered and invited to discuss	
6.	Relationship between interpersonal communication in the family with adolescent determination	(Amalia & Natsir, 2017)	The purpose of this study was to find out (a) the description of interpersonal communication between parents and adolescents in families in Kampung Cimpu, (b) the description of juvenile delinquency in Kampung Cimpu, (c) see the relationship between interpersonal communication in families and juvenile delinquency in Kampung Cimpu, Kenagarian Surantih, Sutera District, Pesisir Selatan District.	This research is a quantitative type of correlational research. Correlational research is research intended to determine whether there is a relationship between two or several variables. In this study, the variables examined were interpersonal communication as a variable (X) and juvenile delinquency as a variable (Y).	This study's results indicate a significant relationship between interpersonal communication within the family and juvenile delinquency.
7.	The role of interpersonal communication in the family to grow the character of early children	(Handayani, 2016)	After knowing that interpersonal communication is a process of instilling character in early childhood, all forms of communication between parents and children need to be planned so that they are expected to achieve the goal of forming children's character.	These studies also show that schools with effective methods are mostly starting to realize the importance of involving parents in the academic process at school.	Universal education can be made uniform, but the noble culture that is local wisdom is appropriate to be maintained, for example, togetherness in the family, shame when violating applicable norms, and fear of making mistakes.
8.	The Relationship Between Couples' Interpersonal Communication and Harmony in Marriage	(Dewi & Sudhana, 2013)	This study aims to determine the relationship between interpersonal communication between married couples and harmony in marriage.	This research is a quantitative research using the product moment correlation method.	Based on the results of the study, a correlation value (r) of 0.649 was obtained with a probability of 0.000 ($p < 0.05$), indicating that there is a positive relationship between married couples' interpersonal communication and harmony in marriage.
9.	Parents interpersonal communication patterns on children's cognitive development	(Junaidin & Hartono, 2020)	This study examines how parents' interpersonal communication patterns affect children's cognitive development in Surya Islam Kindergarten,	The data collection methods used in this study are observation and interview methods. The subjects used were three mothers who were parents of students at	The results of his research state that interpersonal communication patterns such as trust, supportive attitude, and parental openness impact good children's cognitive

			Sumbawa.	the Surya Islam Sumbawa Kindergarten.	development, such as perception, memory, thoughts, symbols, reasoning, and problem solving. As well as a harmonious relationship full of understanding and love
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4 DISCUSSIONS

The results of this study show that interpersonal communication is very important in building family resilience. From several studies that have been conducted, interpersonal communication can strengthen family functions to deal with challenges. Realizing family harmony by creating a communication in family, between husband, wife, and children. Advantages and disadvantages between husband and wife are used as motivation and self-introspection to complement each other and not to blame each other. Mutual respect and affection between families are instilled in all family members from an early age (Arwan, 2018).

The results of this study also showed that there was a significant relationship between interpersonal communication in the family and juvenile delinquency. The involvement of parents in the family is very influential in shaping personality and can also form self-confidence in adolescents. Interpersonal communication has an important role to form a good personality in children and provide a positive influence from parents to children. Parents interpersonal communication with adolescents will determine whether family education can work well to provide supervision, guidance, and direction to adolescents. The better the family function, the lower the rate of juvenile delinquency (Amalia, 2017). After knowing that interpersonal communication is a process in instilling character in early childhood, all forms of parent and child communication need to be planned to be as expected in achieving the goal of forming children's character (Meni, 2016).

There are many interpersonal communication patterns that parents can do in dealing with children's problems. Listening communication, open communication, and honest communication are alternative models of empathic communication in which children feel part of the process of self-discovery in social life with their parents (Fabianus, 2017). These three communication models, in addition to being the most important way to find solutions to problems faced by children, are also a way to fight the tendency of parental self-egoism. With these communication patterns, parents are able to absorb what children expect. And, in that way, children feel understood and valued by their parents.

Interpersonal communication carried out by parents can affect the success of instilling religious knowledge in children. Interpersonal communication of parents in instilling religious knowledge in children can be well understood and carried out well if parents are able to create closeness with children. If parents always remind and give good advice and not angrily, children will do what parents want. Parents not only give direction or guidance, but examples in real life such as mutual help and courtesy to everyone.

Interpersonal communication patterns such as trust, supportive attitudes, and open attitudes of parents have an impact on children's cognitive development, namely the development of intellectual functions or the process of developing children's abilities or intelligence such as perception, memory, thoughts, symbols, reasoning, and problem solving. The importance of early childhood cognitive development requires understanding various basic concepts taught in school or kindergarten. With good and intense interpersonal communication from parents, children's cognitive development at an early age can help children understand these concepts. And with good cognitive development, early childhood also understands the surrounding world or its environment (Junaidin, 2020). Because family communication successfully mediates or moderates the effects of other dimensions on important outcomes of family members, family communication is a crucial process useful in predicting important outcomes. Because, it is only through understanding how families communicate that it is possible to comprehend how other, more distant factors affect families and specific family members, family communication is therefore a crucial outcome variable in and of itself (Caughlin et al., 2011).

However, from the various positive impacts found with the occurrence of interpersonal communication, the results showed that the level of communication between parents and children is still moderate and tends to be low. For this reason, it is necessary to develop modules that can be used by parents and children that can form effective interpersonal communication between parents and children. The interpersonal communication component of parents and children with aspects of openness, positive behaviour, empathy, and supportive behaviour is also considered to be able to develop interpersonal communication skills of parents and children. This aspect needs to be used as a basis for media development in the form of modules.

5 CONCLUSIONS

The conclusion of this study is that there are many positive impacts that can be obtained by establishing good interpersonal communication within the family to face challenges. With interpersonal communication within the family is able to shape the character of children, family resilience, so as to achieve a harmonious family life. Delivering messages by communicating between parents and early childhood is important to shape their character after adulthood. However, the application of interpersonal communication in the family is still low so that modules are needed that can be used by parents and children to form effective interpersonal communication. Further researchers are expected to conduct different studies and be enriched in methodology and studies to see, about other developments such as language development, socioemotional, psychomotor, moral and spiritual development of children.

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Coping Strategies of Working Women Examined from Personality Types

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Abstract: *The emergence of the COVID-19 outbreak has increased the dynamics of the dual roles attached to women. This research was conducted to find out how different coping strategies are in dealing with the COVID-19 outbreak in terms of personality types among working women. This research was conducted with the help of a Google Form through a purposive sampling technique for collecting data with a total sample of 118 women who were required to actively work outside the home. The results showed that the chi-square analysis test resulted in significant differences in coping strategies in dealing with COVID-19 in terms of personality types in working women, which had a significance value of 0.000, which meant that there were significant differences.*

Keywords: Coping Strategies, Personality Types

1 INTRODUCTION

Currently, many women work outside their homes to fulfill their own and their family's needs. Women engage in socialization, self-actualization, and enter the workforce to develop their education and potential. Nelson states that many women experience depression when entering the workforce because, in addition to being required to work like men, female workers also face gender-related pressures. For married and family-oriented women, working outside the home means having an additional role, not only as a worker but also as a homemaker (Sharma, 2009). Married women who must continue to work are faced with two options: fully take care of household needs or work and pursue a career while performing their duties as homemakers. The dual role of women involves roles played by women at home as household managers, independent individuals, wives, and caregivers for their children, as well as their roles as members of society where they become workers and citizens (Ciptoningrum, 2009). Economic issues make working husbands and wives establish formal relationships such as division of labor, where husbands act as breadwinners and wives function as homemakers, but often wives also act as breadwinners. Fitzgerald and Weitzman (Lalande, Crozier, & Davey, 2000) note the complexity of women's careers because they combine home and family with work, and deal with issues such as role conflicts and managing the double roles of life. Research by Andajani, Hadiwirawan, and Sokang (2016) shows that women often struggle to balance their domestic (mother) and public (worker) role demands. If women cannot perform their domestic roles well, no matter how well they perform their public roles, they will be considered failures. This is what is meant by the double burden of women, that if they want to succeed, they must be able to successfully fulfill both of these dual roles.

Coping strategies are often influenced by various factors, such as internalization through cultural background, experience in dealing with problems, environmental factors, personality, self-concept, social factors, and more (Baga, 2021). One of the significant factors influencing an individual's problem-solving ability is personality type. According to Lazarus and Folkman (1984), how someone uses coping strategies depends on the resources they have, one of which is personality. Carl Gustav Jung, a German psychologist and pioneer of analytical psychology, categorized human personality types into two types: extravert and introvert (Asendorpf, 2002). Personality is formed from the influences and conditioning received from the environment since childhood (Filbeck et al., 2005). From these conditioning experiences, an individual's personality is shaped into either an extravert or an introvert. Personality plays a crucial role in determining an individual's

coping strategy. Larsen (Pervin, 1996) mentioned that individual differences in personality lead to different emotional responses. The fundamental characteristics of personality lie in the dimensions of extraversion-introversion (E dimension) and neuroticism-stability (N dimension). Eysenck believed that every individual falls somewhere on a continuum for both dimensions (Abidin & Suyasa, 2003). People are not purely extravert or introvert but tend to lean towards one end of the continuum of extraversion and introversion (Posella, 2006). Eysenck suggested that extraverted individuals are optimistic, open, sociable, active, cheerful, have many friends, tend to be aggressive, have a low patience threshold, struggle to control their emotions, and are impulsive. Introverts, on the other hand, are the opposite of extraverts. They are quiet, controlled, cautious, introspective, reflective, rarely behave aggressively, have a high patience threshold, dislike impulsive decision-making, and prefer a structured life over a challenging and risky one (Pervin & John, 1997). These differences in extravert and introvert personalities affect how people respond to their surroundings differently. Given the background information presented above, the researcher formulates the research question: Is there a difference in coping strategies for dealing with the COVID-19.

2 MATERIALS AND METHODS

This research is a quantitative study that employs a questionnaire. Quantitative research is an approach where the data collected are in the form of numbers and are analyzed using statistical methods (Sugiyono, 2015). The specific type of quantitative research method used in this study is comparative research, which aims to determine if there is a difference in coping strategies for dealing with the COVID-19 pandemic based on personality type, with personality type as the independent variable (X) and coping strategy as the dependent variable (Y). The data obtained from 118 working women participating in this study, who are actively employed outside the home, are numerical. The researcher analyzed this data using SPSS 22.0 for Windows.

Data collection in this research involved the use of a scale as an instrument. A scale is a psychological measurement tool, with its stimuli consisting of questions or statements that reveal behavioral indicators of the attributes being measured. The scale used in this study follows a summated ratings model, which is a method of attitude statement scale using the distribution of subject responses to determine scale values or the Likert model approach. A Likert scale is used to measure someone's or a group's attitudes, opinions, and perceptions about a social phenomenon predetermined by the researcher (Sugiyono, 2012). The scale contains both favorable and unfavorable questions. Favorable questions support the object being measured, while unfavorable questions do not. Each item in the instrument that uses a Likert scale has gradations from very positive to very negative, and there are four response choices for each item: Very Suitable (VS), Suitable (S), Not Suitable (NS), and Very Unsuitable (VUS). Each response choice is assigned a score as follows: Very Suitable (VS) is given a score of 4, Suitable (S) is given a score of 3, Not Suitable (NS) is given a score of 2, and Very Unsuitable (VUS) is given a score of 1. These four response choices are a modification of the Likert scale that eliminates the Neutral (N) response. The researcher made this modification because respondents tend to choose a neutral response when they are unsure of their answer, resulting in a central tendency effect and the use of a neutral response, especially among subjects who are uncertain. This change was made to prevent the loss of useful information.

In data analysis, the researcher employed the chi-square (χ^2) statistical technique because both variables being compared are categorical. This test is not limited by strict assumptions about the population type or population parameters; it only requires degrees of freedom. The chi-square test is a non-parametric statistical test, so it does not rely on the normal distribution of data (Sufren and Natanael, 2013). Chi-square can be used to test descriptive hypotheses for a single sample or variable consisting of two or more categories. Additionally, it can be used to test comparative hypotheses for two samples or two variables and to test associative hypotheses with nominal scale data (Sugiyono, 2013).

3 RESULTS

Overview of Research Subjects

Data collection was conducted from May 26th to June 6th, 2020. The data collection included 118 respondents. The subjects of this study are married working women who were required to continue working outside their homes (work from office). Their occupations involve being employees, and they have been working for more than 2 years. Due to the pandemic situation, data collection for this research was carried out online via Google Forms to avoid direct contact with the respondents. All participants involved in this data collection have provided informed consent and expressed their willingness to be research subjects. An overview of the research subjects is presented in the following charts and tables:

Table 1. Age Groups of Research Samples

<u>Age Group</u>	<u>Total Subjects</u>
------------------	-----------------------

20 – 25 years old	19
26 – 30 years old	50
31 – 35 years old	27
36 – 40 years old	10
41 – 50 years old	8
51 – 60 years old	4

Table 2. Residence of Research Samples

Residence	Total Subjects
Surabaya	48
Sidoarjo	11
Gresik	9
Jakarta	5
Bogor	3
Lumajang	7
Madiun	10
Ponorogo	17
Lamongan	8

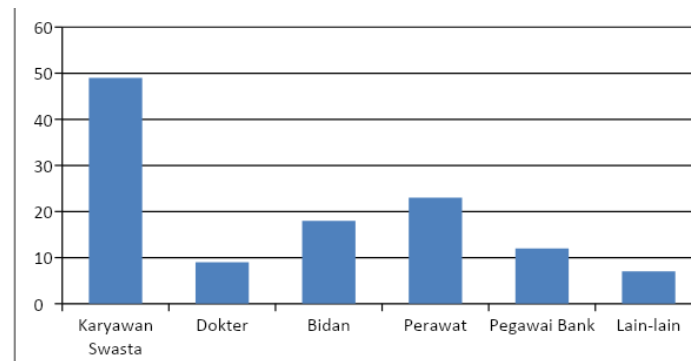


Figure 1. Job Type Diagram

Table 3. Residence of Research Samples

Category	Frequency	Percentage
Extroverted Personality	92	(78%)
Introverted Personality	26	(22%)
Total	118	(100%)

The researcher categorized the data to determine the tendency of personality types (extroverted or introverted) among the research subjects. The researcher established a norm for this categorization based on the mean value. The categorization was determined as follows:

Extroverted category if: score > mean

Introverted category if: score < mean

Table 4. Residence of Research Samples

Category	Frequency	Percentage
<i>Problem Focused Coping</i>	71	(60,2%)
<i>Emotion Focused Coping</i>	47	(39,8%)
Total	118	(100%)

The researcher also categorized the coping strategy variable, where each subject was determined to be more inclined toward Problem-Focused Coping or Emotion-Focused Coping.

Hyphothesis Testing Results

Results of Chi-Square Tests

The research results, in the form of chi-square statistical analysis to determine whether there is a difference in coping strategies based on personality type, can be seen in the following table:

Table 5. Chi-Square Results

	Value	d f	Asymptotic Significance (2-sided)
Pearson Chi-Square	27.909 _a	1	.000
Continuity Correction	25.563	1	.000
Likelihood Ratio	28.706	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	27.672	1	.000
N of Valid Cases	118		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.36.

Source: SPSS Output

Based on the table above, it can be interpreted that the significance value of the Pearson chi-square is 0.000, where $0.000 < 0.05$. This indicates that the hypothesis stating that there is a difference in coping strategies in facing the COVID-19 pandemic based on personality type in working women has been accepted. Furthermore, at the bottom of the chi-square test output table, there is a note that reads "0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.36," which means that the assumption of using the chi-square test in this study has been met. This is because there are no cells with expected frequencies below 5, and the lowest expected frequency is 10.36.

A. Cross-Tabulation Results

Cross-tabulation is used to observe the percentage relationship between the personality variable and coping strategy.

Table 3. Cross-Tabulation Table Resluts

	<i>Problem Focused Coping</i>	<i>Emotion Focused Coping</i>	Total
Extrovert Personality	67 (94,4%)	25 (53,2%)	92 (78%)
Introvert Personality	4 (5,6%)	22 (46,8%)	26 (22%)
	71 (100%)	47 (100%)	118 (100%)

Source: SPSS Output

Based on the table above, it can be interpreted that out of a total of 118 research subjects, 78% had extroverted personality types, which is equivalent to 92 individuals, while individuals with introverted personality types accounted for 22% or 26 individuals. Then, in the first row, it can be interpreted that out of the total 118 research subjects, individuals with extroverted personality types tended to use problem-focused coping, accounting for 94.4% or 67 individuals, and those with extroverted personality types tended to use emotion-focused coping, accounting for 53.2% or 25 individuals. In the second row, it can be interpreted that individuals with introverted personality types tended to use problem-focused coping, accounting for 5.6% or 4 individuals, while those with introverted personality types tended to use emotion-focused coping, accounting for 46.8% or 22 individuals."

4 DISCUSSIONS

The acceptance of the hypothesis in this study, which states that there is a difference in coping strategies for dealing with the COVID-19 pandemic based on personality type among working women, indicates that there is a significant difference in coping strategies among women who must continue working outside their homes amidst the COVID-19 pandemic, depending on their personality types. This means that an individual's personality type influences their choice of coping strategy when facing challenges. In this study, the context is married women who continue to work during the pandemic, exposing themselves to significant risks as they need to leave their homes to earn a living. Not everyone possesses the courage required for this, so only specific individuals who can manage their thoughts and emotions are capable of doing so. Choosing the right coping strategy also significantly impacts their well-being. Lazarus and Folkman (1984) state that coping strategies are actions taken by individuals to deal with the stressors they experience, which can have unfavorable effects both physiologically and psychologically.

The research findings indicate that working women with extroverted personalities are more likely to use problem-focused coping when facing challenges. This aligns with the characteristics of extroverts who are active and willing to take risks. Thus, when confronted with a problem, they are more likely to take immediate action to find solutions, despite the risks involved. On the other hand, working women with introverted personalities are more likely to use emotion-focused coping when facing challenges. This aligns with the characteristics of introverts who tend to think more, dislike challenges, and avoid risky activities. Therefore, during the pandemic situation where they have to continue working outside their homes, individuals with introverted personalities are more likely to avoid what they perceive as risky conditions and focus more on thinking about how to avoid the risks they face, leading to emotion-focused coping. Personality is one of the factors that influence coping strategies. Each personality type determines how an individual responds to the stressors they encounter because personality is an organized system consisting of attitudes, motives, emotional values, and other interdependent responses. This uniqueness in behavior, thinking, and adaptation to the environment is shaped by observations and experiences encountered by each individual.

Based on the cross-tabulation analysis results, out of a total of 118 research subjects, there were extroverted individuals who tended to use problem-focused coping, accounting for 94.4% or 67 individuals, and extroverted individuals who tended to use emotion-focused coping, numbering 53.2% or 25 individuals. In the second row, it can be interpreted that introverted individuals who tended to use problem-focused coping accounted for 5.6% or 4 individuals, while introverted individuals who tended to use emotion-focused coping accounted for 46.8% or 22 individuals.

Based on the cross-tabulation analysis results, it can be seen that the majority of the respondents, who are working women in this study, prefer to use problem-focused coping when dealing with the COVID-19 pandemic. This does not mean that problem-focused coping is always better than emotion-focused coping. However, in a pandemic situation where women have to continue working with all the risks involved, they must actively seek concrete solutions and take calculated risks to ensure their survival and provide for their families. These characteristics lean towards problem-focused coping (Labrague et al., 2017).

In essence, when facing challenges, everyone tends to go through the emotion-focused coping process, such as trying to avoid problems, not believing they have to face them, and other emotional processes. However, amid the COVID-19 pandemic, workers must take immediate, tangible actions in the face of real risks as they continue to strive for their families. Therefore, they need to continue working while following government health protocols, remaining open to advice and input from professionals. These characteristics lean towards the extroverted personality type. Thus, the research findings indicating that the majority of individuals with extroverted personalities prefer problem-focused coping are consistent with the pandemic situation. This is supported by Atkinson's (1996) opinion, which states that personality is a crucial factor in shaping an individual's behavior, which tends to be stable and repetitive. Behavior is formed by elements within an individual and the environment to react to the surroundings. It can also be said that behavior is the result of interactions between personality characteristics, social conditions, and environmental conditions. Therefore, the coping strategy chosen by an individual is also the result of environmental influences since childhood, and coping behavior is one of the many behaviors resulting from the formation of personality, where coping is an individual's behavior in dealing with demanding pressures (Lazarus, 1976).

The results of this research are supported by Azizah's study (2016), which states that there is a relationship between Personality Type and Coping Strategy. The study concludes that the more extroverted individuals there are, the more people tend to use a Problem-focused form of coping. Conversely, the fewer introverted individuals there are, the fewer people tend to use an Emotion-focused form of coping. Each individual has their own tendencies when it comes to choosing a coping strategy to deal with problems. Some individuals choose Problem-focused coping, while others opt for Emotion-focused coping. However, there are also those who use a combination of both Problem-focused and Emotion-focused coping, though not simultaneously. This aligns with Taylor's theory (2009), which suggests that individuals can

sometimes use both strategies, but not all coping strategies are suitable for every individual. Coping success largely depends on using the appropriate coping strategy that matches the characteristics of the problem being faced.

According to Lazarus & Folkman (1984), personality type is indeed one factor that affects an individual's ability to cope with problems. However, there are other factors that also play a role, including perception, experience, maturity level, problem complexity, risk-taking courage, internal and external situations and conditions, as well as physical health. These factors are essentially characteristics inherent to coping strategies. For example, the willingness to take risks is associated with the characteristics of coping strategies, where those who choose Problem-focused coping are individuals with the courage to take risks, while those who choose Emotion-focused coping are less inclined to take risks.

The requirement to continue working in the midst of the COVID-19 pandemic is also quite risky, especially for married women. These women must work outside the home while facing the threat of the virus, and when they return home, they must also protect their children from the virus. However, when an individual can work calmly and relax amidst the COVID-19 threat, it is also a way to control stress. An individual who can manage their state of mind effectively will have an impact on the effectiveness of their work because job demands cannot be avoided. Therefore, the choice of coping strategy to navigate this situation must be carefully considered.

Excessive stress caused by the COVID-19 pandemic needs to be controlled through coping strategies (Emotion-focused coping and Problem-focused coping). Emotion-focused coping is a way to manage stress by managing emotions without directly focusing on problem resolution. In contrast, Problem-focused coping is an effort to control stress by directly addressing the problem. In managing stress during the COVID-19 pandemic, society needs to employ both coping strategies. For both extroverted and introverted individuals, it is hoped that they can use both coping strategies appropriately according to their needs. Failure to do so can result in excessive emotions due to stress, which can be more harmful than the stressor itself, especially when the stressor is the COVID-19 pandemic, which is not easily resolved in a short time. Therefore, everyone needs to manage their emotions effectively so that their lives continue to be productive and efficient. Atkinson (1996) also explains in his book that stress increases when someone fails to predict when an event will occur and cannot control when the event will end.

Expert in Health Promotion at the Faculty of Medicine, Public Health, and Nursing (FKKMK) UGM, Dr. Fatwa Sari Tetra Dewi, MPH., Ph.D., also mentions that anxiety, worry, and stress are often experienced by many people when facing crisis situations, including dealing with COVID-19, which is spreading in various countries. To reduce stress, various coping strategies can be employed, such as discussing one's feelings with close or trustworthy individuals to seek assistance. Avoiding the use of alcohol, cigarettes, or other substances as an escape is also essential. Another crucial step in reducing stress, confusion, and fear of COVID-19 is to filter information and gather accurate information to aid in preventive actions through credible and trustworthy sources such as the WHO, the Center for Disease Control (CDC), and the Ministry of Health of Indonesia.

The results of this research are further reinforced by another study by Juli Andriyani titled "Coping Stress in Married Career Women." The study found that women use various methods to cope with stress resulting from their dual roles, which depend greatly on personality, age, intelligence, social status, and occupation. Coping with stress is done by women to reduce the stress reactions they experience. Individuals who use Problem-focused coping usually take immediate action to solve problems or seek useful information to help solve them. On the other hand, Emotion-focused coping emphasizes efforts to reduce negative emotions felt when facing problems or pressure.

5 CONCLUSIONS

Based on the results of the research conducted, it can be concluded that there is a difference in coping strategies for dealing with the COVID-19 pandemic based on personality type among working women. Women with extroverted personalities tend to use problem-focused coping strategies more, while women with introverted personalities tend to use emotion-focused coping strategies more. This means that the hypothesis stating that there is a difference in coping strategies for dealing with the COVID-19 pandemic based on personality type among working women is accepted.

Based on the research findings and the conclusions drawn, the researcher offers several recommendations as follows:

1. Married Women Balancing Work and Family During the Pandemic
Women who are both working and managing households during the pandemic face exceptional challenges. They should employ appropriate coping strategies, such as problem-focused coping. This may involve giving their best efforts to support their families in the face of the COVID-19 threat while continuing to work. They should also adhere to government guidelines regarding health protocols, such as wearing masks, practicing physical

- distancing, and maintaining a healthy lifestyle. Additionally, they should be open to advice and input from professionals. If they feel overwhelmed, seeking assistance from professionals is essential.
2. Future Research
Practical advice for future researchers interested in conducting similar studies would be to use this research as a reference and expand on it by including other variables that influence coping strategies. Other factors that can affect coping strategies include gender, educational background, family background, socioeconomic status, social support, and more.
 3. Workplace Institutions
Practical advice for workplace institutions that require employees to work from the office during the pandemic is to provide standardized Personal Protective Equipment (PPE) for all employees. This ensures that employees who must work amid the risk of COVID-19 feel safe and comfortable. Strict adherence to health protocols should also be enforced to reduce the risk of COVID-19 transmission in the workplace. Consideration should be given to implementing shift work policies to safeguard the health and well-being of employees during the pandemic.

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STUDENTS CAREER PLANNING AFTER BACHELOR GRADUATION

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Abstract: Career planning is an individual's conscious process of making future career decisions. Career planning is a personal process in determining their career goals, as well as what paths or steps they should take to reach their career goals so they don't choose the wrong target. Things that can affect career development are self-view, points, responses, opinions, skills possessed and all beliefs when determining the career direction that has been set, also including the stages that take place due to the influence of influences within the individual and encouragement that is outside the individual the. This research was conducted using qualitative methods. The ways of collecting data are observation, interviews, and literature review. Data were analyzed using a data triangulation method. As for the informants in the study, there were 3 students at Surabaya State University. The results of the study show that students already have a career plan starting from self-introduction and the world of work. The resource persons have a mature career plan and will immediately implement it when they graduate from college. With proper career planning, the resource persons are ready to enter the world of work. With careful planning and good preparation in determining a career, the chances of activation are reduced.

Keywords: Student, Career, Fresh Graduate

1 INTRODUCTION

Career planning is an individual's conscious process of making decisions about their future career. Career planning is a personal process in determining their career goals, as well as what paths or steps they should take to reach their career goals so they don't choose the wrong target (Sutrin, 2013). Career planning is a stage that is passed before choosing a concept that follows a career to make it happen (Liza & Rusandi, 2016).

Having a career plan is a continuous path from a person until he or she will judge personally and evaluate career paths, design the steps they must take in realizing these career choices, and reason rationally before making decisions about the career they want (Liza & Rusandi, 2016). Planning for a profession and introduction to a career by giving reasonable consideration to work in an organization is the core of a career plan (Atmaja, 2016). Meanwhile, according to Winkel (Aminurrohman, Saraswati and Kurniawan, 2014) a career including work and rank that is studied and believed to be one of the points in life and influenced by views and emotions can also make life more colorful.

Career plans can change along with changes in career scope, in this case a set of innovations that can take place in every phase of life. Things that can affect career development are self-view, points, responses, opinions, skills possessed and all beliefs when determining the career direction that has been set, including the stages that take place due to the influence of encouragement from within the individual and encouragement that is outside the individual (Sari, 2018).

Individual career plans can be connected to the developmental psychology view that a person lives. As Ginzberg, et al (1951) classifies career development according to individual age into three levels, namely: the fantasy stage (0 –11 years, SD), the tentative stage (12 –18 years, SMP/A), and the realistic stage (19 – 25 years, College). In the realistic phase, individuals are in a phase when they already know exactly what interests, skills, and values they want to achieve. Individuals are also very familiar with various professions and all the consequences and demands of each (Ozora et al., 2016).

2 MATERIALS AND METHODS

In this study, a qualitative approach was used as a research method. Through this qualitative approach, the researcher aims to find out a fact, reality, and symptoms of the phenomenon that is studied in depth. This study used interview techniques and also literature studies as data collection techniques. The interview used was a semi-structured interview in which the researcher had prepared a list of questions with open questions, making it easier for the researcher to provide probing so that he could dig deeper into the information in this study. Meanwhile, in the literature study the researcher used previous research as research material and also as a reference.

The validity test carried out is used to determine validity of this research. There are four testing techniques validity of qualitative research data, namely credibility test, test transferability, dependability test, and confirmability test. According to Mekarisce (2020) data can be declared credible if there are similarities between the researcher's assumptions and facts and reality on the subject under study. Then, this transferability test is used to show the degree of accuracy or extent of research results can be applied to populations. Then, in the dependability test, data can be declared dependable, if the researcher is successful restating the series of research processes using the results based on the entire research process. Lastly, test Confirmability is used to obtain research results approved by many people by means of the author testing validity data or data validity by requiring objective truth from participants as research informants.

Participation in this study is a subject that will be selected through several criteria. The subject criteria in this study were active Unesa students in semesters 6-8 and were willing to become participants in the study. The selection of subjects using these criteria is intended so that researchers get research results in accordance with the research focus. In this study, researchers used descriptive analysis as a data analysis technique. Descriptive analysis is a technique that describes the research results in detail and systematically. This descriptive analysis is used to provide an explanation of the research subject based on information that has been previously obtained, so that the researcher can provide an in-depth description regarding the focus of the research that has been studied.

3 RESULTS

Based on the results of the interviews that have been conducted, the results obtained are that subject 1 said that he aspired to become the TNI, but this did not materialize and made him a psychology student at Unesa. Failure does not make him negligent in planning a career. Subject 1 admitted that now he wants to plan his career as an entrepreneur. In planning his career, subject 1 wanted to get a master's scholarship after his degree, by seeking information related to master's scholarships through organizations, seminars, or training, as well as raising money for business capital. Subject 1 also said that he had other plans if his main career planning did not go as expected, namely by getting married. According to subject 1, starting a business with a partner is not a bad thing, although of course there are consequences and many things have to be sacrificed later.

Then, based on the results of interviews with subject 2, it was found that subject 2 had a career plan, namely by continuing his education in the field of education to the masters and doctoral levels, in which subject 2 would later establish an educational foundation and become the manager of the foundation. So far, according to subject 2, he has prepared everything carefully in planning his career. Even though it will succeed or not, subject 2 will still dedicate itself in the field of education.

Not only that, based on interviews with subject 3, it was found that he aspired to become a diplomat or Human Resource, but this did not go according to his expectations, so now he is a law student. According to subject 3, even though his major in college is different from college, this does not make him feel inferior and pessimistic in planning his career. Subject 3 said that now he is still planning his career as a diplomat, by learning German on his own and pursuing courses in international law, and also planning a career as HR by studying labor law. Not only that, subject 3 also improves his English skills to support the career plans he has made. The subject knows that many things must be sacrificed in achieving the career he dreams of, so he tries one of the two careers that he has planned, to be in accordance with what he expects.

Based on the results of interviews with the three subjects, it can be seen that only 1 out of 3 has a career plan that is in line with the major they are taking. This is due to the many challenges they have to go through, thus making them take another step in planning their career. Therefore, not a few students plan their careers outside the field they studied during college. According to Widyatama & Aslamawati (2014), career planning is an information-seeking activity related to aspects of work, in which the activity is learning about career information, talking to various people about plans, taking courses, participating in organizations and other student activities, working part-time time, and also seek training that supports that aspect of the job.

Individual college graduates are seen as having good career prospects because the specifics of the knowledge they learn can support them in the world of work. As a college graduate, individuals are able to choose what career to pursue with the abilities they have. Logic in thinking has been honed in lecture benches. A planned career will make it easier for individuals to achieve what they should have achieved and be able to achieve the career they are aiming for. Career planning involves several factors, Parson and Williamson suggest factors that influence career planning, namely:

- 1) Ability (abilities), namely self-confidence related to talent in a field either cognitive, skill, or art.
- 2) Interest, namely a tendency that is rather settled in individuals by feeling interested in a particular field and feeling happy to associate or join in various activities related to that field.
- 3) Achievement, which is a learning result obtained from an individual's ability through learning efforts (Suherman, 2010; Nasution, 2019).

Hedge and Rineer (Lartey, 2021) also stated things related to the abilities, weaknesses, interests in a field, and the potential of individuals involved in discussions and studies of possibilities in career planning. From the opinions of figures and the results of the research they conducted, it can be concluded that good career planning is influenced by ability, interest, achievement, and potential.

Interests and individual abilities are sometimes out of sync, it is not uncommon for individuals to have to choose to develop their abilities or fight for the interests they want. As the results of the existing interviews, only one out of three individuals whose interests and abilities are in line. The other two chose to develop their abilities to pursue future careers.

From the data obtained by the interview, each subject has a good career plan because they can place their career plans according to their interests or abilities. Counting them are sitting in the final semester bench. The first subject took an undergraduate degree in psychology but had an interest in entrepreneurship. The first subject utilizes psychological knowledge to get to know other people, and skills to influence others. Some of these abilities can support his career. The first subject also actively participates in organizational activities to hone work management skills, train leadership to support skills as an entrepreneur. The second subject took an educational technology study program in the world of lectures. The resource person has an interest in building or managing a foundation. With the knowledge he got in college, he wants to develop the children in the foundation he built, educate them so they can produce adequate human resources for their future education. The third subject is pursuing a law degree and has an interest in the field of Human Resources (HR), he is taking a concentration course in the field of labor law. He likes working as HR because he has experience working as HR in a company (when he was in college). Even though the interests and talents of individuals are not aligned, the effort to achieve a good career is the key. With meaningful effort, every difficult thing can be achieved, such as the sources who chose to fight for their desired interests, it is proven that so far they have been running and will soon reach their respective careers. In addition, in planning individual careers it is necessary to pay attention to aspects as said by (Yusuf, 2009; Nasution, 2019) including:

- 1) Understanding career,
- 2) Looking for information,
- 3) Attitude,
- 4) Planning and decision making,
- 5) Career skills

Lartey (Lartey, 2021) holds the view that career planning is a process that individuals go through which is sequenced as follows:

1. Individuals find out their skills, interests, knowledge, abilities and aspirations;
2. Individuals search for related matches job or position with abilities;
3. Individuals make plans and actions that provide greater opportunities to achieve them.

4 DISCUSSIONS

From the results of the interviews, it can be seen if the interviewees are able to understand the career they have chosen. The first informant chose to become an entrepreneur, tried to find information related to entrepreneurship webinars and training, used organizations to train himself in collaboration with other parties. The first informant also planned what he would do to achieve his goals as an entrepreneur. From the existing knowledge, the first informant began to develop entrepreneurial skills by honing negotiation skills, influencing others, reading the behavior of other people which he got from learning in class.

The second informant already understood the career he had chosen as a foundation manager, he had been looking for information on what majors he should major in the world of lectures to support his career goals, he chose an educational

technology study program to support his goals as a foundation manager. The second resource person also honed his talent in the field of technology that he has.

The third informant already understood the career he was going to have, namely as an HR, he was looking for information and looking for connections to be able to enter the world of corporate HR. He also trains himself with his talents to recruit employees, apply existing laws in the corporate world regarding contracts and so on, he already has an attitude like corporate HR in implementing it when recruiting employees.

Career planning requires self-knowledge, knowing talents, and self-interest will make it easier for individuals to determine and decide what they want to be after completing education. The resource persons have a mature career plan and will immediately implement it when they graduate from college. With proper career planning, the interviewees are ready to enter the world of work. With careful planning and good preparation in determining a career, the chances of unemployment are reduced.

In addition, according to Nurlela & Sutriyoni (2019), the reason why students take different majors from their career plans is due to student barriers in carefully planning careers which are dominated by individual factors, which are related to understanding one's abilities. In addition, there are also external factors for students who sometimes have difficulty choosing a career due to conflicts between lifestyle demands and their ability to adapt to changes in their lifestyle. Thus, on the way to his career, many things can hinder or make student career planning falter, due to these two factors.

5 CONCLUSIONS

Proper career planning can support individuals not to experience the world of unemployment. Appropriate career planning is influenced by self-knowledge, efforts to achieve the chosen goals, determination of concrete steps to be taken. Major factors that form the basis of career selection: ability, interest, achievement. In addition there are aspects that must be considered in career planning, namely: career understanding, information seeking, attitude, planning and decision making, and career skills. By paying attention to the factors and aspects of career planning, individuals will easily find a career that suits them and can begin to prepare for the completion of their studies.

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APPENDIX

If any, the appendix should appear directly after the references without numbering, and not on a new page.

The Effect of Social Media on Interpersonal Relationships: Study of Literature

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Abstract : Humans are social creatures who need other people to maintain their way of life. Thus, every human being definitely has the ability to interact and communicate with other people every day and with the existence of interpersonal relationships, it is now not only done directly but can be done virtually via social media. The existence of social media can make it easier for everyone to establish interpersonal relationships without any limitations of distance and time. This research aims to determine the influence of using social media as a means of interpersonal relationships. The method used in preparing this article uses a qualitative descriptive method with a literature study approach. The results of this research in online media are that relationships can be established starting from the same interest in something, such as the value of ideas or subjective views held. Meanwhile, the comfort factor is more about individuals who are looking for friends who can make them comfortable rather than friends who just waste their time with things that make them uncomfortable. Apart from that, individuals will be more comfortable if they use fake accounts in communicating in cyberspace

Keywords: *Social Media, Interpersonal Relationships, Teens*

1 INTRODUCTION

Humans are social creatures who need other people to survive. So of course every human being always needs interaction and communication with other people every day. This is in accordance with the opinion expressed by Marhaeni (2009); Simanjuntak et al (2020) explain that communication is the process of creating and exchanging messages in a relationship that is mutually dependent on each other to overcome uncertain or ever-changing environmental conditions. Meanwhile, interpersonal communication is communication that occurs between people face to face, which allows people to be involved in capturing reactions and responding to other people directly, both verbally and non verbally.

Behavioral characteristics can be interrelated with changes in behavior in the immediate environment of the online context in terms of communication. Joo, T.-M. (2017) on Human Communication and Relationships: A View on Behavioral Change and Social Unity stated that interactions between friends and family members have changed drastically with the introduction of personal social media and communication mediated by social media. "Perhaps more obvious than culture or communication is the influence of technology on a person's interpersonal relationships" according to the context of online human relationships; "Not surprisingly, individuals who communicate more frequently (online) have more frequent social relationships" in relation to the environment surrounding human connections on social media that "the influence of technology may be more pronounced than culture." on interpersonal interactions"; "It is not surprising that those who talk more online socialize in more regular relationships."

This interpersonal communication occurs between two or more people and is informal in nature and requires an emotional connection between the communicators. And it usually occurs between close friends, husband and wife, friends and parents and children, as well as individuals who have a high emotional relationship (Darmawan, et al (2019). In this modern era, communication is not only limited to direct communication which requires someone to meet in person with other people. However, with the development of technology, individuals can now interact with each other in real time using social media. The use of social media can certainly support and establish communication without the limitations of distance and time. However, not everyone can develop interpersonal relationships with other people. other people. This is caused by various underlying factors. This is supported by research conducted by Darmawan et al (2019) which states that relationships can be established with the same interest in something. Apart from that, comfort also influences the relationship, and that Relationships Can become even tighter.

In the development of life, many factors can influence each person's interpersonal relationships. One of them is social media. The reason is, social media facilitates communication that occurs without distance and time limitations so that each individual can interact in real time. However, in social media there are also factors that influence the quality of

interpersonal relationships that occur, namely in terms of interest in something and comfort factors.

2 MATERIALS AND METHODS

The method used in preparing this article uses a qualitative descriptive method. As stated by (Wulandari, 2016), the qualitative descriptive method is used to obtain in-depth data that contains meaning. This means that in this case it is the actual data, the exact data is the value in returning the visible data. The method for writing this article is a literature study of research results that have been published in national journals and proceedings. Literature study is a series of activities related to the methods of collecting library data, reading and analyzing notes, and processing research materials. Another definition of literature study is looking for theoretical references that are relevant to the cases or problems found. These references can be searched from books, journals, research report articles, and sites on the internet (Pilendia, 2020). The results of this literature study will be presented in the introduction and discussion section explaining the influence of social media on relationships. This qualitative research validates the things described in this material.

3 RESULT

There are various studies that explain social media and its influence on interpersonal relationships that individuals have, as in research conducted by Darmawan (2019) which states that developing interpersonal relationships. The use of social media is influenced by various factors. These include interest factors, comfort factors, and openness factors. In online media, relationships can be established starting from a shared interest in something, such as the value of ideas or subjective views they have. Meanwhile, the comfort factor is more about individuals who are looking for friends who can make them comfortable rather than friends who just waste their time with things that make them uncomfortable. Apart from that, individuals will be more comfortable if they use fake accounts in communicating in cyberspace. Using this fake account is felt to make communication looser. When friends on social media are established, satisfaction arises by itself, being able to support and encourage each other even though we cannot meet in person. In addition, research conducted by Abadi et al (2013) states that the use of social networking sites by teenagers is mostly motivated to obtain various kinds of information, strengthen relationships between site users, release tension, fulfill emotional needs, and increase self-confidence. Meanwhile, research conducted by Gultom & Atnan (2019) explains that social media has benefits for building interpersonal communication. In addition, the interpersonal communication that is created is also focused on aspects of a supportive attitude.

4 DISCUSSION

Social media is a form of communication transaction that occurs between two or more people through online social networking media. At this time technology has developed rapidly and is even becoming more popular, until finally a social relationship is formed. However, in reality, the social relationships built in cyberspace also color the interpersonal relationships of teenagers in the real world. On the positive side, communication via computers can help improve users' social relationships, both in cyberspace and in the real world. Negatively, computer-mediated communication reduces the level of intimacy of social relationships in the real world.

Social media is a medium used to socialize with each other, which is done online, which allows individuals who are far apart to interact with each other without the limitations of space and time. For society, especially teenagers, social media has become both an activity and a basic need that makes users addicted to not having a day without opening social media. In fact, during their development, the interaction of adolescents in the school environment is very important to find their identity by associating with their peers.

Rogers believes that communication or interpersonal relationships are word-of-mouth relationships that occur in face-to-face interactions where each other can perceive verbal and nonverbal reactions. Interpersonal relationships are characterized by mutual respect, loyalty and tolerance towards one another, openness and intimacy. This interpersonal communication occurs between two or more people and, being informal, requires an emotional connection between the two communicators. This communication usually occurs between close friends, partners, best friends and parents and children. In other words, individuals who have an emotional connection. Interpersonal communication consists of many interconnected processes, such as interaction, coordination, and social perception (Darmawan, 2019).

In interpersonal communication, there is an interaction process carried out by two or more individuals. Individual interactions can start from interests because of similar interests, age or because of similar hobbies. When two teenagers interact, compatibility is not based on race, religion, ethnicity, gender and status, but based on interests and interests. On the other hand, in cyberspace, individuals tend to be judged based on their ideas, not based on their gender, race, group or age. On social media, relationships can be formed easily, starting from the emergence of a shared interest in something. Apart from that, comfort also affects relationships, and relationships can become tighter.

In the process of interpersonal communication through social media, the interpersonal relationships that are built with new individuals can develop as interpersonal relationships in the real world, even though each individual has never met face to face. Social media users can build friendships and even romance using verbal language conveyed through the message exchange features provided on each social media. Through the closeness that is built with spoken language, he is as if the individual can feel direct interaction with his communication partner (Ristianti, 2017).

The motivation for teenagers to use social media is to find friends, relieve boredom and fatigue, meet emotional needs, and finally, to increase self-confidence. Another factor that motivates teenagers to use and access social media is the development of interpersonal relationships. According to them, develop relationships through

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The motivation for teenagers to use social media is to find friends, relieve boredom and fatigue, meet emotional needs, and finally, to increase self-confidence. Another factor that motivates teenagers to use and access social media is the development of interpersonal relationships. According to them, developing relationships through social media is relatively easier to do when looking for information that is not limited by space and time, and which is easy to use, and lastly is cost. Adolescent social media users consider the costs incurred when new to each other from social media to be relatively cheap compared to having to meet face to face.

Social media has changed a lot. The presence of social media means that interpersonal communication is not only done face to face, but can also be done using social media. Social media has now changed the paradigm and perspective of people's communication. The presence of increasingly sophisticated social media with more interesting features has made humans confined or dependent on social media. A lot of time which is only used to access various kinds of social media.

Interpersonal communication is very important for humans. According to Abraham Maslow, the purpose of human communication is to fulfill various needs. According to William Schutz, there are three basic needs for interpersonal relationships, namely effectiveness, inclusion and control.

In previous research conducted by Husna (2018), with the title "The impact of social media on interpersonal communication of librarians at the UIN Sunan Kalijaga Yogyakarta library". It shows that one of the social media factors for librarians at the UIN Sunan Kalijaga Library is very visible. This reduces interpersonal communication activities. The decrease in interpersonal communication activities has an impact on services at UIN Sunan Kalijaga Library. Librarians are more likely to use or access social media than to carry out interpersonal communication with people around them. This phenomenon results in a lack of concern for librarians so they can provide impact on interpersonal relationships. Interpersonal communication between librarians and visitors is very important, considering that currently technological advances have changed the existence of libraries. Therefore, one way is for librarians to always carry out in-depth interpersonal communication, in order to solve existing problems and there are good interpersonal relationships.

As in research conducted by Vydia (2014), with the title "The Influence of Social Media on Interpersonal Communication and Cyberbullying in Teenagers". Research shows that there is a significant relationship between interpersonal communication and cyberbullying in adolescents. The results of this research are supported by previous research on cyberbullying which produced data that 51.3% of students told their school friends about the cyberbullying they experienced, and the others did not want to tell anyone, not even their parents. The impact of social media is felt more by teenagers, because the majority of social media users are teenagers of school age. This shows that students still do not have good interpersonal communication with parents and teachers at school about something they have experienced. Based on the results of this research, it was found that the interpersonal communication that students have greatly influences the cyber bullying they experience. The better the interpersonal communication, then the experience of cyberbullying will reduce, and vice versa.

5 CONCLUSION

Based on the discussion above, it can be concluded that social media has quite a big influence on interpersonal relationships. Because with social media, interpersonal communication is not only done face to face, but can also be done using social media and the features provided by social media applications. The advantage of using social media as a means of interpersonal relations can make it easier for individuals to communicate, find acquaintances and get lots of contacts. However, the use of social media which can be accessed easily by anyone, without being limited by space and time, can make individuals feel increasingly lazy about meeting people and communicating face to face.

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Empathy Microblog

An Online Tool for Training and Experiencing Empathy

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Abstract: Empathy Online Tool is a tool in the form of online media that is dedicated to being able to understand a person's emotions before and after accessing games and storytelling objects. This study aims to analyse user experience, especially empathy experience in determining the type of media or tool that can stimulate someone's empathy more after accessing an object. The research method used is a quantitative method using the IRI (Interpersonal Reactivity Index) instrument and a qualitative method using an assessment of microblogs written by users. This research produces additional features to the empathy online tool. The assessment in this study consisted of five indicators, namely Affective Reflection, Emotion Wheel, Microblog (Assessor 1 and 2), and IRI Increase. Features have been added in the form of Slider Range and Geneva Emotion Wheel by adding source code to the previously designed program code. Based on the results of the conclusions in this study, men are more stimulated by games, while women are more stimulated by storytelling. The percentage results of the study show that 60% of participants have the same level of empathy experience through playing the game 'Path Out' and accessing storytelling 'Brothers Across Borders'.

Keywords: microblog, online tool, empathy experiencing.

1 INTRODUCTION

Emotional intelligence is something that cannot be inherited, but can be trained and developed in a person through education (Shapiro, 1997). One of the elements of emotional intelligence is empathy. Empathy which means being able to feel the feelings of other people, especially when other people are in an emotional state, feeling sympathetic, and trying to solve a problem from someone else's perspective. Empathy appears at the age of two or three years and this empathy does not have unique facial expressions like other emotions. Empathic behaviour itself can be influenced by the perspective of each individual, gender, intelligence, experience, attitude, discipline, and the existence of bonds. To develop children's empathy, the learning methods used vary widely, including social media, video games, and even interactive storytelling (Pratiwi E., 2019). Ossy, et al. (2020), state that video games in general can potentially generate empathy. They conducted a preliminary study on the effects of playing prosocial video games. In particular, the level of empathy and its correlation with perceived present aspects have been examined based on several intervention scenarios. Involvement in prosocial video games can positively support increased levels of empathy. The recognized positive correlation between perceived levels of empathy provides room for further research to investigate how story, type, and game elements can support feelings of empathy. Apart from video games, interactive storytelling can also develop children's empathic abilities as stated (Anggraini, 2020) that there are several methods of learning in education, one of which is the method of learning through storytelling which is often called storytelling.

This research explores user experience analysis of the impact between video games and interactive storytelling to stimulate someone's empathy using an empathy online tool as a tool in the form of online media that is dedicated to be able to understand the emotions (a feeling and thought) of a user from before to after accessing video games media objects and interactive storytelling. The aim of this research is to provide tools that can be used for learning and stimulate empathic experiences, as well as explore better media and information technology. Thus, the results can be a reference for the development of appropriate media and information technology to increase empathy.

2 MATERIALS AND METHODS

This section can also entitle Models or Experiments. It is also possible for a manuscript to have both Theory and Experiment sections at the same time if necessary.

This section can also contain quotes from literature that are considered important to be compared or used in the results and discussion sections, if they cannot be expressed in other forms (e.g., equations, figures, tables).

A manuscript may consist of an Introduction, Theory (and/or Experiment, and/or Model, and/or method), Results and discussion sections, and Conclusions. This is followed by the Acknowledgments (if any) and Reference sections. Each subsection should have different contents.

2.1. Material

In this study, the objects to be used are the video games Path Out and interactive storytelling Brother Across Border. Both of these objects are based on the true story of a person who tells the situation of his country that was affected by the occupation of his country Syria. For Path Out video games, the game display used is 2D (two dimensions), while storytelling uses a real appearance in the form of a video with real people in it. Both of these objects are used in this study because the plot is in the form of a person's true story so that it can become a medium that can change a person's feelings and thoughts in the situations that occur there. Participants who access video games or storytelling objects will have their data analysed using several assessment instruments, such as Interpersonal Reactivity Index (IRI) Questioner.

1. IRI (Interpersonal Reactivity Index)

According to Mark H. Davis (1980), the Interpersonal Reactivity Index is a measure of dispositional empathy (internal factors that influence a person's behaviour) which takes the starting point of the idea that empathy consists of a set of separate but related constructs. The IRI contains four different subscales for each question, each addressing a separate aspect of empathy, including:

a. Perspective Taking (PT) Scale

Measures the reported tendency to take a person's psychological viewpoint in their daily life. The Perspective Taking Scale (PT) is someone who can understand other people's feelings and thoughts from another person's point of view.

b. Empathic Concern Scale (EC)

Assess the tendency to experience feelings of sympathy and compassion for others who are not as fortunate. The Empathy Concern Scale (EC) is someone who has an attitude of feeling sympathy, pity, and cares for someone who is experiencing distress.

c. Personal Distress (PD) Scale

Touching the tendency to experience pressure and discomfort in response to extreme pressure on others. The Personal Distress Scale (PD) is a person's attitude towards himself with feelings of anxiety and anxiety in interpersonal situations. This anxiety can make him want to get away from the situation in order to reduce the tension he feels. If someone has high Personal Distress, then that person can have low empathy.

d. Fantasy Scale (FS)

Measures the tendency to imaginatively shift oneself into fictional situations. The Fantasy Scale (FS) is someone who can try to change himself imaginatively into someone who experiences feelings of discomfort with the event of the object situation that occurs, this can lead to behaviour wanting to help.

Table 1. Interpersonal Reactivity Index (IRI) Questionnaire

No	Item
1.	<i>I daydream and fantasize, with some regularity, about things that might happen to me.</i> (FS)
2.	<i>I often have tender, concerned feelings for people less fortunate than me.</i> (EC)
3.	<i>I sometimes find it difficult to see things from the "other guy's" point of view.</i> (-PT)
4.	<i>Sometimes I don't feel very sorry for other people when they are having problems.</i> (-EC)
5.	<i>I really get involved with the feelings of the characters in a novel.</i> (FS)
6.	<i>In emergency situations, I feel apprehensive and ill-at-ease.</i> (PD)
7.	<i>I am usually objective when I watch a movie or play, and I don't often get completely caught up in it.</i> (-FS)
8.	<i>I try to look at everybody's side of a disagreement before I make a decision.</i> (PT)
9.	<i>When I see someone being taken advantage of, I feel kind of protective towards them.</i> (EC)
10.	<i>I sometimes feel helpless when I am in the middle of a very emotional situation.</i> (PD)

11.	<i>I sometimes try to understand my friends better by imagining how things look from their perspective. (PT)</i>
12.	<i>Becoming extremely involved in a good book or movie is somewhat rare for me. (-FS)</i>
13.	<i>When I see someone get hurt, I tend to remain calm. (-PD)</i>
14.	<i>Other people's misfortunes do not usually disturb me a great deal. (-EC)</i>
15.	<i>If I'm sure I'm right about something, I don't waste much time listening to other people's arguments. (-PT)</i>
16.	<i>After seeing a play or movie, I have felt as though I were one of the characters. (FS)</i>
17.	<i>Being in a tense emotional situation scares me. (PD)</i>
18.	<i>When I see someone being treated unfairly, I sometimes don't feel very much pity for them. (-EC)</i>
19.	<i>I am usually pretty effective in dealing with emergencies. (-PD)</i>
20.	<i>I am often quite touched by things that I see happen. (EC)</i>
21.	<i>I believe that there are two sides to every question and try to look at them both. (PT)</i>
22.	<i>I would describe myself as a pretty soft-hearted person. (EC)</i>
23.	<i>When I watch a good movie, I can very easily put myself in the place of a leading character. (FS)</i>
24.	<i>I tend to lose control during emergencies. (PD)</i>
25.	<i>When I'm upset at someone, I usually try to "put myself in his shoes" for a while. (PT)</i>
26.	<i>When I am reading an interesting story or novel, I imagine how I would feel if the events in the story were happening to me. (FS)</i>
27.	<i>When I see someone who badly needs help in an emergency, I go to pieces. (PD)</i>
28.	<i>Before criticising somebody, I try to imagine how I would feel if I were in their place. (PT)</i>

2. Method

2.1 Procedure

Here's the experimental procedure: 1) Participants are given a briefing about the technical implementation of the experiment to be carried out; 2) Participants access the link: www.empathyonline.site; 3) Participants choose the Questioners navbar to fill in the IRI; 4) After completing the pretest, participants shift 3 ranges of slides on Affective Reflection according to what the user feels before accessing Games or Storytelling; 5) Participants are asked to choose one of the emotional levels on the Emotion Wheel that describes the user's feelings before accessing Games and Storytelling; 6) In filling out the Microblog, participants are expected to write down their feelings, emotions and thoughts before accessing Games and Storytelling; 7) Participants are welcome to start playing Path Out video games or access interactive storytelling Brother Across Borders until it's finished; 8) After completing the game, the participants fill in the time, NPM, Affective Reflection (slider range), Emotion Wheel, and write a Microblog according to what participants feel and think after accessing Games and Storytelling. Then click Submit; 9) After doing all the previous series, participants filled out the IRI posttest.

3 RESULTS

3.1. EMPATHY ONLINE TOOL

The Empathy Online Tool contains data in the form of Affective Reflection (3 slider ranges), Emotion Wheel, and Field Microblog.

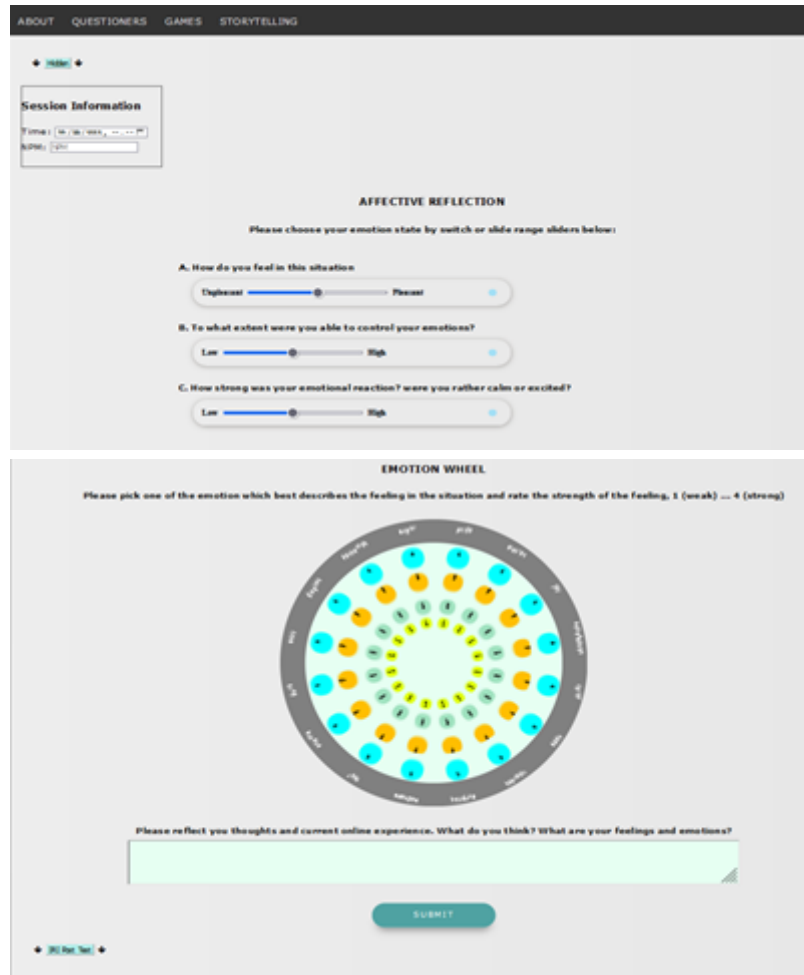


Figure 1. Tampilan homepage empathy online tool

a. Affective Reflection (slider range)

Affective Reflection has 3 slider ranges about how the user feels, how far the user can control his emotions, and how strong the user's emotional reaction is. Affective Reflection is filled according to the user's emotions by shifting the range of slides, where each has a range of 0.1 with a minimum of -1 to a maximum of 1.

b. Emotion Wheel

On the Emotion Wheel, the user chooses which one best describes the user's feelings. There are 16 emotions (feelings) where each feeling group has 4 scale values starting from the smallest button, namely 1 (one), which means weak or low, to the largest button, namely 4 (four), which means strong or high.

c. Field Microblogging

On a microblog, users write down their feelings and thoughts according to what they feel. Writing microblog is expected to use English.

4 DISCUSSIONS

In the process of development, testing, and experiments carried out, suggestions or recommendations for future research are needed, including the following:

1. In order to obtain good results, it is hoped that future studies will have a larger number of participants, especially to compare the impact of video games versus storytelling on empathy.
2. Adding additional features such as a language translator button on the empathy online tool, in order to make it easier for other users to adjust the language they want to use according to the language used by each user.

5 CONCLUSIONS

This research has final results that can be concluded, including:

User experience related to empathy can be analysed using the empathy online tool, where the features developed in the empathy online tool obtain data related to empathic experience, namely in the form of features: Affective Reflection (Range Slider) and Geneva Emotion Wheel. These additional features are useful for evaluating the empathy experience level of participants who play the game 'Path Out' and Storytelling 'Brother Across Border'. In the first experiment, participants had the most empathy experience at levels 4 and 5 with the percentage of games: 58% and storytelling: 74%. While in the second experiment, participants had the most empathy experience at levels 4 and 5 with the percentage of games: 70% and storytelling: 80%. Men are more stimulated by games, while women are more stimulated by storytelling. The impact of Games and Storytelling on empathy tends to be the same, with a percentage of 60% of participants having the same level of empathy experience, both through the games 'Path Out' and storytelling 'Brothers Across Borders'.

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