

INTERPERSONAL COMMUNICATION IN STUDENTS

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Abstract

Humans as social creatures need other people so they need interpersonal communication skills, including teenagers. Interpersonal communication is a communication process that occurs between two or more people with the aim of sharing information, ideas and feelings. This communication can be done face to face or by telephone. Failure to carry out interpersonal communication makes it difficult for teenagers to have wider conversations. The results of interpersonal communication research can be in the form of communication patterns that occur between two or more people. The results of the initial interpersonal communication survey of students at the Santa Elisabeth Medan College of Health Sciences had poor communication skills due to a lack of attention from the recipient. The purpose of this research is to determine the description of interpersonal communication of students at the Santa Elisabeth Medan College of Health Sciences in 2024. This research method uses a descriptive research design. The sample for this research was 80 respondents with the sampling technique being simple sampling. The instrument used was a questionnaire. Univariate data analysis. The results of this research showed that interpersonal communication was good for 58 people (72.5%) and 22 people (27.5%) were poor. It is hoped that the Santa Elisabeth Medan College of Health Sciences can help students to improve their interpersonal communication better by instilling in these individuals an attitude of openness, empathy, support, a sense of positivity and equality in students.

Keywords: Communication, Interpersonal, improve

A. INTRODUCTION

Human life cannot be separated from the process of communication, both verbal and non-verbal communication. Humans as social beings in their daily lives need other people so that they need the ability to communicate interpersonally in social life with people around them and humans are impossible not to communicate when dealing with fellow human beings and also communication cannot be avoided by anyone including teenagers Minarsi in (Mutia & Ridha, 2019).

Adolescents as social beings who relate to other people around them both in the family and social environment can recognize and know their environment by means of adolescents must have the ability to communicate interpersonally (Mutia & Ridha, 2019). Deep Mulyana (Ropiani, 2017) states that interpersonal communication (interpersonal communication) is communication that occurs with people face to face which allows each individual to capture the reactions of other individuals directly verbally or non-verbally.

Arni in (Ropiani, 2017) states that interpersonal communication is the process of exchanging information between one person and another person or at least two people who can immediately know the response from the other person. If the number of people involved in communication increases, the perception of people in the ongoing communication will also increase so that the complexity of communication will increase. Interpersonal communication is communication between individuals of a personal nature that occurs directly without media or indirectly with Bungin in media (Darmawan et al., 2019). This communication can occur between two or more people which is informal and also requires an emotional connection between the perpetrators of the communication.

Problems that can arise in adolescents who experience failure in conducting interpersonal communication in the surrounding environment will result in not being accepted, rejected, ostracized and even ignored. Failure to carry out interpersonal communication will make it more difficult for adolescents to carry out broader interactions or conversations with people around them so that they will tend to withdraw and even take aggressive actions, while adolescents who are successful in conducting good and effective interpersonal communication will have a good impact. also to himself, achievement, social relations and the environment (Isti'adah, 2017).

Based on the results of research on interpersonal communication conducted by Bilicha, et al (2019) on 166 respondents, 64 respondents (38.5%) of students' interpersonal communication was in the poor category because there were still students who had not been able to place or adapt well and had not been able to adapting to the surrounding environment, not being able to respect and understand other people by building trust and openness in interactions.

Communication is more dominated in the form of verbal or words. Several studies in America were quoted from Adhim in (Radjagukguk, 2019) that 70% of human time other than sleeping is used for words, which means that if someone is able to build good words, then that person has used 70% of his time to build kindness and vice versa if 70% is used for things that are good bad then the individual is making his own failure.

The study conducted by Tubbs and Moss in (Dewi, 2018) states that as much as 75% of the time that humans have is mostly used to communicate. Humans communicate with other people in the surrounding environment is a very important aspect of everyday life without exception for adolescents.

Miczo research in (Isti'adah, 2017) states that someone who has good communication will have a level of satisfaction in terms related to their interpersonal relationships. Interpersonal communication is the most effective form of communication in terms of changing attitudes, opinions, perceptions and behavior of the communicant compared to other forms of communication.

The factors that affect interpersonal communication are self-concept, ability, skill experience, emotion, self-disclosure in Bienvenu (Nihayah, 2016). According to Novilita & Suharnan in (Nadia & Yusri, 2020) self-concept is a view of oneself, self-knowledge and self-understanding through the individual's perspective of seeing oneself as a person, the individual's way of feeling what is within him, the way the individual wants himself to be more ideal and the images and views of others about the individual himself.

Burns in (Sholiha & Aulia, 2020) expressing self-concept is a mixed picture of what we think, how others think of us, and what we want ourselves to be like. Self-concept is an individual's view of who the individual is, and this can be obtained through information provided by other people to the individual. Natawidjaya in (Sholiha & Aulia, 2020) states that self-concept is an individual's perception of himself, his abilities and disabilities, his character, his self-esteem and his relationships with others.

Self-concept is a part of the self that influences every experience, thought, feeling, and behavior of a person, because individuals behave in accordance with their self-concept. And the quality of behavior is determined by the level of self-concept. Individuals with high self-concept tend to have an open attitude and easily express opinions, and vice versa (Sholiha & Aulia, 2020).

Augustine in (Irawan, 2017) states about the self-concept which is a picture that a person has of himself which is formed from experiences gained from interactions with the environment. Self-concept is not an innate factor, but develops through continuous experiences throughout life. Therefore, each individual has a different self-concept, because everyone has a different environment and life experiences. Thus, it can affect the quality of interpersonal communication.

The results of an initial data survey conducted by researchers on 10 students of STIKes Santa Elisabeth Medan 2021 by interviewing that their interpersonal communication as many as 7 people (70%) still did not have good communication skills so that their interpersonal communication was included in the low category where at the time interviews were conducted many of them said that they were less able to provide input and opinions to their friends because they were afraid that their opinions would not be accepted and also afraid that their friends would be offended, they rarely wanted to tell stories or ask for solutions when they had problems but preferred to be alone because they felt their friends did not give good solution and also don't necessarily want to listen to the story well, they are also less able to start the conversation first with the other person and more often wait for the other person to start the conversation in (BAAK, 2021)

This is what forms the basis for researchers in conducting research related to self-concept and interpersonal communication with the aim of identifying self-concept and interpersonal communication and analyzing the relationship between self-concept and interpersonal communication of level II students of the Nursing Study Program STIKes Santa Elisabeth Medan in 2024.

B. RESEARCH METHOD

Research design is a research strategy for identifying problems before final planning for data collection. The research design is also used to identify the structure of the research to be carried out in (Nursalam, 2020). This research method uses a descriptive. The sample selection in this study used total sampling, namely a sampling technique where the number of samples is the same as the population (Sugiyono, 2017).

The population in this study were all 516. The sample of this research is 86 respondents with the sampling technique is simple random sampling. The instruments used were questionnaires, standardized questionnaires, standard self-concept questionnaires from previous researchers Fithrotu (2018) and interpersonal communication questionnaires. The data analysis used in this research is: univariate analysis aims to explain the characteristics of each research variable (Polit, 2012). Data collection was carried out using a questionnaire. The questionnaire used is a standardized questionnaire. In this study, univariate statistical methods were used to identify demographic data and the dependent variable interpersonal communication.

C. FINDINGS AND DISCUSSION

Table 1. The characteristics of the subjects in this study obtained the frequency distribution and percentage of characteristics of students Santa Elisabeth Medan Year 2024 as follows.

No	Characteristics	Frequency (f)	Percentage (%)
1	Age		
	18 – 21 years (late teen)	86	100
	Total	86	100
2	Gender		
	Male	9	10.5
	Female	77	89.5
	Total	86	100

Based on table 1, it is found that the characteristics of all respondents are in the age range 18 - 21 years, totaling 86 respondents (100%). Based on gender, the majority were women, 77 respondents (89.5%) and the minority men, 9 respondents (10.5%).

Table 1. Frequency Distribution and Percentage of Interpersonal Communication Students of STIKes Santa Elisabeth Medan in 2024

Interpersonal Communication	Frequency (f)	Percentage (%)
Not enough	25	29.1
Good	61	70.9
Total	86	100

Based on table 1, the results of the study showed that the interpersonal communication of respondents was in the good category, with 61 people (70.9%) and 25 people (29.1%) not enough. Based on research obtained by researchers at STIKes Santa Elisabeth Medan 2024, that at most the level of interpersonal communication is in the good category as many as 61 people (70.9%). This is because respondents are able to place or adapt well to their interlocutors in their surroundings, such as telling daily activities, reprimanding friends when they make mistakes, being open to accepting solutions given by friends, understanding friends who feel anxious waiting for news from their parents, understand the thoughts of friends who feel that many people are taking advantage of them, understand friends who tell their successes with happy expressions, provide encouragement and motivation when friends are less enthusiastic,

In addition, there are still 25 students (29.1%) of students' interpersonal communication who are in the less category. This is because they still keep secrets about their daily activities, are unable to understand the thoughts and feelings of their friends, interrupt friends when friends are talking, refuse to follow friends' suggestions to solve their problems, do not respond to information received from other people, does not immediately apologize when making mistakes but blames friends, lacks support and encourages others to be more active in interactions.

The results of research by Mataputun & Saud (2020), regarding interpersonal communication, showed that from 80 respondents, 63 respondents (78.8%) had interpersonal communication in the good category. This is because respondents are able to apply attitudes of openness, empathy, positive attitudes, support and equality in communicating with their interlocutors in everyday life, such as showing the nature and character of openness, feeling what other people are experiencing, being able to hear and accept other people's opinions, respect diversity and older people.

Based on the results of research on interpersonal communication conducted by Bilicha, et al (2019) on 166 respondents, 64 respondents (38.5%) of students' interpersonal communication was in the poor category because there were still students who had not been able to place or adapt well and had not been able to adapting to the surrounding environment, not being able to respect and understand other people by building trust and openness in interactions.

Research on interpersonal communication conducted by Safrima (2017) on 71 BK 2012 STKIP PGRI West Sumatra students showed that 11 students had poor interpersonal communication (15.4%), 19 students had poor interpersonal communication. (26.8%) because there are students who cannot communicate well during lectures, there are students who cannot express their opinions. Apart from that, there are students who do not want to accept input and criticism from their friends, have difficulty receiving information, ideas, messages as well as difficulties in establishing communication such as not being able to communicate well, not being able to open themselves when discussing assignments, not being open enough to express feelings, having difficulty building trust, not supporting each other when communicating and not having the confidence to ask questions and being afraid to express opinions.

The results of research regarding poor interpersonal communication are supported by the research journal Solina & Usman (2020). The results showed that 60 of the 78 respondents found that their interpersonal communication was in the poor category (76.93%) because there were still respondents who did not speak politely, spoke with uses a harsh tone with peers, does not listen and respect the opinions of the other person.

According to Hurlock in (Choirunissa & Ediati, 2018) that effective interpersonal communication will contain openness, empathy, supportive attitude, positive attitude, and equality that will make teenagers feel valued and help teenagers achieve emotional maturity which will later influence individual attitudes and behavior in acting. Dillard et al., in (Julius, 2018) states that interpersonal communication competence consists of a set that includes skills, knowledge of communication, and self-evaluation. Effective interpersonal communication skills occur through face-to-face meetings without media, such as through social networking sites. Interpersonal communication skills that are carried out face-to-face will make teenagers actively involved in interacting with other people, active involvement is an important dimension for marking interpersonal communication effectively.

According to researchers, from the results of research that has been carried out, existing supporting journals, the theories obtained by researchers can be concluded that good and bad interpersonal communication in a person is influenced by the presence of openness, empathy, supportive attitudes, positive attitudes, and equality within the individual. So it is necessary that these things exist within a person to create effective interpersonal communication.

D. CONCLUSION

Interpersonal communication students of STIKes Santa Elisabeth Medan in 2014 found that the majority of respondents had good interpersonal communication as many as 61 people (70.9%). It is hoped that STIKes Santa Elisabeth Medan can help students to improve self-concept so that their interpersonal communication is good by supporting and facilitating students to improve self-concept within themselves to instill in these individuals physical self (physical self), moral ethical self (moral ethical self), personal self (personal self), family self (family self), social self (social self). In addition, STIKes Santa Elisabeth Medan is expected to foster and develop an attitude of openness, empathy, support, a sense of positivity and equality in students.

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