The Influence Of Self-Efficacy On Students' Interpersonal Communication In Higher Education

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Abstract. The objectives of this study explored two main cases, (1) what is the influence of self-efficacy on students' interpersonal communication in higher education and (2) What was the level of self-efficacy on interpersonal communication in higher education. This study applied mixed method which is explanatory sequential design or well-known as QUAN-QUAL as the one of the types of mixed method research. There was one class of the third semester students participated as the participant and this study conducted in Universitas Muslim Indonesia. The result of this research leads to the evidence that self-efficacy influence on interpersonal communication. There were three the influence of self-efficacy on interpersonal communication they are confident, motivation and self-control. Students who have high self-efficacy toward interpersonal communication tend easier to speak up than the students who have low self-efficacy. And there are three levels of self-efficacy on interpersonal communication which were experienced by the students. Those three levels covered such categorization such as low self-efficacy obtained 6.1% (two students), moderate self-efficacy obtained 39.4% (thirteen students), and high self-efficacy obtained 54.5% (eighteen students). From these results, the researcher concludes that the level of self-efficacy on interpersonal communication of students is dominantly high with the percent of 54.5%.

Keywords: Self-Efficacy, Interpersonal Communication, Higher Education, Communication

Introduction

Concerns about social development have a considerable impact on people's ability to succeed in school, as well as their ability to grow in their careers, choose a spouse, enjoy their marriage, and maintain their social standing (Amirtash, 2006). Communication abilities are crucial for social growth. Expressing verbal and nonverbal characteristics that are necessary for communication and must be appropriate for the society are the goals of communication. Garcia (2012) stated that verbal and nonverbal communication work together to deliver a message in a way that cannot be separated.

In our daily lives, effective communication is a highly crucial ability. Regardless of ethnicity, religion, or socioeconomic standing, people may share ideas and information and create a force for positive relationships with excellent communication. According to Pearson and Nelson (2000), ineffective communication is the primary cause of most issues and effective communication is the primary fix. Understanding must exist between sender and recipient for communication to be effective. People attempt to send and receive the speaker's message when communicating. It enables communication between two or more persons in terms of thoughts and information. According to Abdeen (2001), there is a transmission of information, data, ideas, instructions, and suggestions during the communication process from one person to another or a group of people, informing and trading among them via one or more potential ways. Interpersonal communication is the process in question.

Sending and receiving messages from one man to another allows for rapid response or effect. This is known as interpersonal communication. Interpersonal communication has the benefit of allowing for changes in attitudes, beliefs, and individual behavior due to its communicative qualities. Since the communicator may see the communicant's feedback right away, interpersonal communication is considered to be the most effective type of communication (Liliweri, 1991). As a result, this form of communication is the most prevalent. It matters because there are two basic goals in interpersonal communication: the need to carry out the communication issue and the desire to produce results or impacts. These goals enable people to see the results or changes that result from communication up close.

Students, particularly those in higher education, need the competence of interpersonal communication. This is so that they might assume the role of the student as the agent of change. Students who attend higher education institutions or universities are expected to become not just students but also counselors and public speakers. This ability is necessary for pupils to speak, participate in discussions, and share information with their friends. According to (Sulthon, 2003), developing strong interpersonal communication skills is essential for success in speech.

The skill of the communicator to establish communication affects the effectiveness of student interpersonal communication, allowing it to have the desired outcomes. If the communicator and communicant can develop attitudes like openness, empathy, support, positivity, and equality, effective interpersonal communication can succeed. Personality types are one of the characteristics that have been shown to impact individuals' communication ability (Alim et al., 2022; Florentina &
Alim, 2020). According to Sampthirao (2016), who claims that self-concept, self-efficacy, self-image, and self-esteem are the primary aspects affecting communication, it will be successful if the students have a positive sense of who they are and how capable they are. Self-efficacy is necessary to attain interpersonal communication goals, as stated by Rubin et al. (1993). This is supported by Krisniawan's (2014) he argue that self-efficacy improved interpersonal communication. These statements lead to the conclusion that interpersonal communication is influenced by self-efficacy.

Self-efficacy is one of the key personality traits since it offers people the motivation to succeed and assists them in determining what needs to be done. It contains our own ideas on how to accomplish things. Self-efficacy, according to Bandura (1997), is the ability to plan and carry out actions to achieve specific goals, as well as the degree, generality, and strength of that ability across many settings and activities. Self-efficacy is sometimes described as the ability to judge one's own motivation to take action in the face of a challenge (Anggraini, 2017).

The level of student self-efficacy affects communication and learning. When faced with challenges, students who have high self-efficacy put in a lot of effort and presumably tell themselves, "I can do this." They will have a strong sense of self-worth, which will boost their motivation, passion, and communication skills. Students with poor self-efficacy, on the other hand, could have second thoughts about their abilities and say, "That looks hard and difficult." Self-efficacy can influence motivation and activity choice because of the facts.

Thus, for interpersonal communication to be effective, both the communicator and the communicant must possess some fundamental skills. The interpersonal communication process can function well if the environment is one that is welcoming, empathic, supporting, and equal for all. In order to succeed in interpersonal communication through high self-efficacy, these five factors can be improved upon. According to earlier research (Krisniawan, 2014), self-efficacy had an impact on how well students interacted with one another. The study's findings showed that the range of self-efficacy's on behavior was from 23.2% to 51.4%. This indicates that self-efficacy has a range of influence that ranges from low to moderate.

**Methodology**

In order to perform this study, the researcher used a mixed-methods research design. By include both quantitative and qualitative data in a single study, mixed method research design merges the quantitative and qualitative methodologies (Gay, et al 2012). Gay et al. (2012) also state that the goal of mixed method research is to "draw on the synergy and strength that exists between quantitative and qualitative research approaches to understand a phenomenon more fully than is achievable using either quantitative or qualitative methods alone."

Explanatory sequential design, also known as QUAN-QUAL, is a sort of mixed method research that was used by the researcher. The researcher may "gather quantitative and qualitative information sequentially in two phases, with one form of data collection following and informing the other" while using an explanatory sequential design (Creswell, 2014). To obtain prior data or information, the researcher used the quantitative technique in the first phase. In the second phase, the qualitative method was used to further explain and enhance the data obtained from the quantitative phase.

The quantitative method was utilized by the researcher to assess the score obtained from the instrument that was used to collect data from the participant. The quantitative data is used first to comprehend the sequence of the data by looking at the number that represents the students’ level. The qualitative data is utilized next to provide clear information by acting as a non-numerical data. To make the data more understandable, the qualitative instrument is described. It is consistent with Creswell's (2014) claim that under an explanatory sequential design, the quantitative findings from a population obtained in the first phase were elaborated utilizing in-depth qualitative research in the subsequent phase.

This research conducted in Universitas Muslim Indonesia. This University located in Jl. Urip Sumohardjo. This research used cluster sampling in defining the sample of the research. Cluster sampling is a process of “intact groups, not individuals, are randomly selected” (Gay et al., 2012). In this research, the researcher randomly selected one class. They were selected to be the participants in order to get some data in term of quantitative. In the field of qualitative, the researcher restricted the sample into only six students as representative which was determined by using purposive sampling. Purposive sampling is the process of “selecting a sample that is believed to be representative of a given population” (Gay et al., 2012). The researcher's consideration in taking the participants based on the result gotten from the quantitative data which concern into the self-efficacy level of students. These six students were the representative in serving the qualitative data. There were two kinds of instrument used in this research in order to collect the relevant data. The researcher chose questionnaire and interview guideline to be the appropriate instrument used in finding out the data. The researcher calculated the result of the students’ level of self-efficacy based on the General Self-Efficacy Scale (GSE) by Schwarzer, R., and Jerusalem, M. (1995). The questionnaire in this research designed based on Likert scale model. The total questions of the questionnaire were 10 questions on the Agreement scale. The analysis of the interview conducted individually for each participant divided into following stages according to Lodico, Spaulding, and Voegtle, (2006).

**Results and Discussion**

Talk about language, it refers to linguistic, psychology, and sociolinguistic. It argues that some studies help us better understand the form and function of language use in the bilingual community. Researchers also used an observation to know about the types and reasons of writing daily status on social media used code mixing start on November 22, 2022. Observation was given to 5 students from class XI Sekolah Advent Makassar. The interview aimed to get deeper understanding of students’ reasons of writing status use code mixing. Researchers conducted interview 5 students’ on January 18, 2023 in class XI. With the aim of knowing students' types and reasons used of code mixing.
The finding of this research showing that the students wrote the types of code mixing by inserting words. It was found that there are some types of insertion in students’ writing status in social media. The extract as followed

A. Result

1. The Influence of Self-Efficacy On Interpersonal Communication In Higher Education

The researcher had analyzed the result of the data collecting of the research. For this part, the researcher would analyze the influence of self-efficacy on interpersonal communication in higher education. The data was gained from observation that had been conducted in Universitas Muslim Indonesia. There were 6 students were observed in order to answer the first question. The data of observation was obtained for two weeks from Sep 25th 2022 up to Des 07th 2022.

The results show that self-efficacy has three effects on interpersonal communication. These are self-control, drive, and confidence. Low self-efficacy causes someone to be less confident in the forum. Contrarily, students who have strong self-efficacy will be more comfortable voicing their opinions during class discussions and avoiding being asked a question. The second factor is motivation; a person with poor self-esteem won’t be motivated to participate in the discussion and will instead be passive in the forum. Nonetheless, a person with great self-efficacy will be very motivated to present their viewpoints and reasons. And for the last is self-control. The one who has low self-efficacy will nervous in giving opinion they look panic and could not control their self. However the one who has high self-efficacy have good selfcontrol, they will enjoy and can manage the argument that they want to express.

After doing observation the researcher conducted the interview to insure the data of observation were available. The result of interview about the influence of self-efficacy in interpersonal communication described below.

1. Confident
   Extract 1:
   
   R: Apakan self-efficacy mempengaruhi motivasi dan kepercayaan diri kamu diforum?
   S1: iya sangat mempengaruhi
   R: Does self-efficacy influenced your motivation and confidence in forum?
   S1: Yes Its very influence
   
   (Interview with student 1)
   
   Extract 2:
   R: Apakah self-efficacy mempengaruhi motivasi dan kepercayaan diri kamu diforum?
   S: iya
   R: Does self-efficacy influenced your motivation and confidence in forum?
   S2: Yes
   
   (Interview with Student 2)
   
   Extract 3:
   R: Apakah self-efficacy mempengaruhi motivasi dan kepercayaan diri kamu saat didalam forum?
   S3: mmm iya
   R: Does self-efficacy influenced your motivation and confidence in forum?
   S2: mmm Yes
   
   (Interview with student 3)
   The result of interview shows that self-efficacy influence in the confident of the students. Three of them said yes that self-efficacy have a role in determine the confident.

2. Motivation
   Extract 4:
   R: Apakan self-efficacy mempengaruhi motivasi dan kepercayaan diri kamu diforum?
   S1: iya sangat mempengaruhi
   R: Does self-efficacy influenced your motivation and confidence in forum?
   S1: Yes Its very influence
   
   (Interview with student 1)
   
   Extract 5:
   R: Apakah self-efficacy mempengaruhi motivasi dan kepercayaan diri kamu diforum?
   S: iya
   R: Does self-efficacy influenced your motivation and confidence in forum?
   S2: Yes
   
   (Interview with Student 2)
   
   Extract 6:
   R: Apakah self-efficacy mempengaruhi motivasi dan kepercayaan diri kamu saat didalam forum?
   S3: mmm iya
   R: Does self-efficacy influenced your motivation and confidence in forum?
   S2: mmm Yes
   
   (Interview with student 3)
The result of interview shows that self-efficacy also influence in the motivation of the students. Three of them said yes that self-efficacy have a role in determine the motivation.

3. Self-control

Extract 7:
R: Apakah self-efficacy membuat kamu mudah saat berpendapat?
S1: iya saya mudah berpendapat
R: Does Self-Efficacy make you easy in expressing opinion?
S1: Yes very easy

(Interview with student 1)

Extract 8
R: Apakah self-efficacy membuat kamu tenang saat berdiskusi?
S3: iya
R: Does Self-Efficacy make you Keep calm in having discussion?
S3: Yes

(Interview with student 3)

Extract 9
R: Apakah self-efficacy membuat kamu mudah memikirkan solusi dibawah tekanan?
S6: iya
R: Does Self-Efficacy make you Easy to think of solution under pressure?
S6: Yes

(Interview with student)

The result of interview shows that self-efficacy influence in self-control while expressing opinion. This is proof that the one who has high self-efficacy will have good self-control in interpersonal communication.

2. The Level Of Self-Efficacy On Interpersonal Communication In Higher Education

Regarding to figure out the level of self-efficacy on interpersonal communication of the students, the researcher used the General Self-Efficacy Scale (GSE) questionnaire. Then, the questionnaire which had been filled showed that the minimum score of self-efficacy of the students was 10 and the maximum score on male students was 40. The frequencies of students’ self-efficacy were shown clearly in the Table 1 below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Interval</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>31-40</td>
<td>18</td>
<td>54.5</td>
</tr>
<tr>
<td>Moderate</td>
<td>21-30</td>
<td>13</td>
<td>39.4</td>
</tr>
<tr>
<td>Low</td>
<td>10-20</td>
<td>2</td>
<td>6.1</td>
</tr>
</tbody>
</table>

The frequency of self-efficacy levels on the students also presented in the figure 4.1 below. It is clearly seen that the highest bar is on high self-efficacy level with the range score 31-40, moderate anxiety level with the range score 21-30, and the lowest bar is on low self-efficacy level with the range score 10-20.

![Figure 1. The level of Self-Efficacy on Interpersonal Communication](image)

The table and figure above show that there are three levels of self-efficacy on interpersonal communication which were experienced by the students. Those three levels covered such categorization such as low anxiety obtained 6.1% (two students), moderate anxiety obtained 39.4% (thirteen students), and high anxiety obtained 54.5% (eighteen students). From
these results, the researcher concludes that the level of self-efficacy on interpersonal communication of students is dominantly high with the percent of 54.5%.

B. Discussion

The objective of the current study was to evaluate how self-efficacy affects interpersonal communication in higher education. Also, the effects of self-efficacy on interpersonal communication and the degree of interpersonal communication self-efficacy in higher education were both examined. This study included a group of students with various levels of self-efficacy. Using the General Self-Efficacy Scale, the researcher gauges the students’ degree of interpersonal communication self-efficacy before identifying which students have low, moderate, and high levels of self-efficacy (GSE). And the next step we have discussion to find the influence of self-efficacy in interpersonal communication. And at last the researcher conducts an interview to ensure the data of observation. The researcher had an observation and interview to explore the influence of self-efficacy on interpersonal communication. From all the data analysis about the influence of self-efficacy on interpersonal communication and the level of self-efficacy on interpersonal communication. It could be concluded that the result of this research leads to the evidence that self-efficacy influence on interpersonal communication. There were three the influence of self-efficacy on interpersonal communication they are confident, motivation and self-control. Students who have high self-efficacy toward interpersonal communication tend easier to speak up than the students who have low self-efficacy. In-line with this research that the one who has high self-efficacy have good confident, motivation and self-control in interpersonal communication. Finally, for the level of self-efficacy of the students show that the students dominantly have high self-efficacy consist of 6.1% low self-efficacy, 39.4% moderate self-efficacy, and 54.5% high self-efficacy.

One of the most important elements in influencing student accomplishment is self-efficacy. Because student self-efficacy in the learning situation influences how students act and perform to their ability in a given task and succeed in carrying out any activities in the social learning process, this effectiveness ultimately determines success or failure in learning the language, including in producing strong arguments and participating in discussions (Susanto, Sutarsiyah & Sinaga, 2015).

The results of the current study also demonstrated that self-efficacy has some effects on interpersonal communication. In light of this finding, the researcher draws the conclusion that one of the psychological aspects that affected students' performance was their sense of self-efficacy. High self-efficacy learners are more likely to succeed in speaking tasks. The outcome is likewise corroborated by Wening's research (2016). According to the study, one of the psychological aspects influencing students' performance is self-efficacy. Weda et al. (2018) make the case that psychological elements including self-efficacy beliefs, motivation, and learning techniques have an impact on how well students learn and succeed academically. The psychomotor and cognitive aspects of learning are impacted by self-efficacy, an affective domain. Pupils who believe in their own abilities may find learning enjoyable. However, Maibach & Murphy (1995) contend that some researchers have misunderstood the term generality of self-efficacy to refer to generalized self-efficacy, a sense of efficacy that is present in all contexts and functional domains.

Several elements or variables may have an impact on a student's performance. Self-efficacy is just one of several variables that affect students' performance, particularly in the area of interpersonal communication. The findings of this study demonstrate that self-efficacy has three effects on interpersonal communication: self-control, motivation, and confidence. Self-efficacy, however, cannot be disregarded in the teaching-learning process because it appears to affect students' performance. Self-efficacy, according to Lunenburg (2011), has a significant impact on learning, motivation, and performance because people want to learn and do only those tasks that they feel confident in their ability to complete well.

Students with high interpersonal communication self-efficacy are more likely to speak up in class than students with low self-efficacy. According to this research, people with high levels of self-efficacy are strong communicators because they have good confidence, drive, and self-control. Because self-efficacy is a trait of the affective domain and affects success in the cognitive and psychomotor domain, it influences the choice to speak well. Bandura (2007).

The influence of self-efficacy on the students’ interpersonal communication was confidence, motivation, and self-control. Student’s beliefs about their efficacy to motivate them in academic task can influence them in achieving their goals. Self-efficacy beliefs of the students and motivation as techniques to encourage the tasks and duties of learning.

Academic achievement was found to be significantly predicted by self-efficacy, which increases motivation (Pietsch, Walker & Chapman, 2003). One of the most important elements in ensuring that students' learning objectives are met is motivation (Weda, 2018). Additionally, the relationship between students' confidence and academic achievement pushes them to take on responsibility and engage in worthwhile undertakings (Van Dinther, Dochy & SegerS, 2011). Hence, the development of complicated motivation and self-efficacy related to academic self-efficacy can be utilized as a trustworthy indication of academic accomplishment, so this motivation and self-efficacy need to be enhanced (Fan & Williams, 2010). Students that are motivated and confident will have better self-control.

The results of the study supported Bandura's theory that self-efficacy can influence students' success in the learning process or in undertaking a task. This study confirms earlier findings that students believe they are highly capable of performing everyday communication tasks.
Conclusion

The conclusions of this research were presented based on the data which have been analyzed in the previous chapter. From all the data analysis about the influence of self-efficacy on interpersonal communication and the level of self-efficacy on interpersonal communication. It could be concluded that the result of this research leads to the evidence that self-efficacy influence on interpersonal communication. There were three the influence of self-efficacy on interpersonal communication they are confident, motivation and self-control. Students who have high self-efficacy toward interpersonal communication tend easier to speak up than the students who have low self-efficacy. In-line with this research that the one who has high self-efficacy have good confident, motivation and self-control in interpersonal communication.

It is also found that, there are three levels of self-efficacy on interpersonal communication which were experienced by the students. Those three levels covered such categorization such as low anxiety obtained 61.1% (two students), moderate anxiety obtained 39.4% (thirteen students), and high anxiety obtained 54.5% (eighteen students). From these results, the researcher concludes that the level of self-efficacy on interpersonal communication of students is dominantly high with the percent of 54.5%. For further research, it suggested to develop the questions or data in this strategy, it is not only limited by the influence of self-efficacy on interpersonal communication and the level of self-efficacy on interpersonal communication but also in other part. The researcher realizes that the present research has many deficiencies especially in data because limited by the situation. It expects that for further research can have a better research and develop this research.

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