

The Contribution of Self-Confidence and Emotional Intelligence Toward Students' Interpersonal Communication Anxiety and their Implications in Counseling and Counseling Services

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Abstract

This research aims to describe the contribution of self-confidence and emotional intelligence Toward Students' Interpersonal Communication Anxiety. This research uses a descriptive correlational quantitative method. The study sample was 100 students of the Senior High School Mahdaliyah Jambi City. This research uses a quantitative approach with descriptive methods. This study also uses a correlational method, with the analysis technique using simple regression and multiple regression which aims to test the contribution of two independent variables to one dependent variable. The variables in this study consisted of three, namely: self-confidence (X1) and emotional intelligence (X2) which were independent variables, and student interpersonal communication anxiety (Y) was the dependent variable. The results of this study indicate that self-confidence and emotional intelligence together have an effect on students' interpersonal communication anxiety by 164.5%. The implication of the results of this study can be used as a needs analysis in making the Guidance and Counseling service program at Senior High School Mahdaliyah Jambi City.

Keywords: Self-Confidence, Emotional Intelligence, Interpersonal Communication Anxiety.

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Introduction

Interpersonal communication is defined as "The procedure by which people swap information, feelings and impart through verbal, and non-verbal messages" (Sethi, D. and Seth, 2009). In addition, communication is defined as, "A transactional process involving cognitive sorting, selecting, and sharing of symbols in such a way as to help another elicit from his own experiences a meaning or responses similar to that intended by the source" (Rakhmat, 2005). However, anxiety often causes someone to be reluctant to communicate.

Interpersonal communication anxiety is actually natural for individuals to feel if they have not been in an excessive state. However, if it is pathological, it will be very worrying. Many problems will be faced by individuals who are all serious in nature, for example individuals will avoid communicating with other people, or in public, which as a result will make individuals away from social life and avoid

communication. While individuals who experience a lack of communication will be in a less recognizable personal position, creating a blur of responsibility that makes the individual feel guilty even though he has made many mistakes, makes the individual aggressive, often steals and damages, and loses a sense of social responsibility Barseli et al., 2019). Anxiety that is meant if it occurs excessively and uncontrollably will be bad and even detrimental to those who experience it, and this condition often causes stress. Meanwhile, Stress is an adaptive response to an external situation that results in physical and psychological aberrations (Syahniar, 2017).

Research conducted in the United States by MC Croskey showed 10-20% of the population experienced communication apprehension, which is a condition where a person feels anxious about communicating, both in formal and informal situations, individually or in groups. This study also explains that people who experience fear of interpersonal communication at school tend to be lazy so they also tend to fail academically. (Sofyan et al., 2015). Research conducted by Yulia Putri Ayuningdyah in 2009 which stated that of the 30 students who conducted the research, 24 students often experienced interpersonal communication anxiety.

Individuals who experience interpersonal communication anxiety are influenced by low self-esteem (Rakhmat, 2005). In line with this, Laxer stated that low self-confidence in individuals causes individuals to tend to see their weaknesses and perceive these weaknesses as something that is disturbing (Purwanto, 2004). Someone with low self-confidence or loss of self-confidence, has negative feelings about himself, and has weak belief in his own abilities and also has inaccurate knowledge of the capacities that exist in him (Neviyarni, 2018). In a state of lack of confidence, a person will find it difficult to integrate with their social environment and will be in worry, anxiety, and distance themselves from social life.

Factors that affect other interpersonal communication anxiety, such as in achieving school achievement, for example, too. The association of students while in the school environment and when students are outside the school will greatly influence students in achieving achievement (Suhendra, 2016). This is in line with the opinion that interpersonal communication anxiety is also influenced by emotional intelligence (Suliana, 2018). Communication anxiety is influenced by two factors, namely emotion (emotional intelligence) and motivation (McCroskey, 1977). And emotional intelligence greatly affects how well a person has an intimate relationship or communicates with other people (Papalia Olds Feldman, 2009). In communication anxiety, emotional intelligence will deliver a person so that they can place their emotions in the right portion, sort out satisfaction and set the mood (Ulya Illahi, 2018).

Emotionally intelligent people will be able to control their feelings, control their behavior, and think positively, and be calmer in acting and behaving, so Ema Uzlifatul (2013) explains that emotionally intelligent individuals are more able to be in a social environment and will not be in communication anxiety. because it is able to express emotions spontaneously, can determine exactly when and to what extent it is necessary to be involved in social problems, and can participate in providing solutions or solutions needed when communicating with others.

Next, in order to overcome communication anxiety and the factors that influence it, it is necessary to have BK services (guidance and counseling). The assistance services provided are related to the development of effective daily living conditions (KES) and handling of disturbed daily effective living conditions (KES-T), both individually and in groups (Hasanah, 2018). BK services are an integral part of education by facilitating students, in order to achieve complete and optimal student development with an independent personal focus and being able to control themselves (Prayitno, 2013). In particular, BK teachers or counselors can focus on programming in the field of personal and social development, so that schools can again function as formal institutions that become a forum for developing student potential and self-actualization (Afdal, et al., 2018). because the real function of education is to help students achieve their maximum growth.

The results of data collection and processing are obtained through research instruments that have been considered by experts. This study describes how self-confidence and emotional intelligence contribute to communication anxiety. The implication of this research is to provide input in overcoming

student communication using BK services in schools because the education system in Indonesia long ago established guidance and counseling services as an integral part of education to create independent and optimally developing students.(Afdal, 2015). The results of this research in the future for future researchers can be used as a reference if they are going to create a counseling guidance service program to overcome and reduce interpersonal communication anxiety in students.

Method

This study uses a quantitative approach with a descriptive correlational type of method to describe the contribution of self-confidence and emotional intelligence to communication anxiety. The study population was 134 students in Mahdaliyah MAS Jambi City, while the sample was 100 students who were selected using simple random sampling technique. The instrument used was a questionnaire of self-confidence, emotional intelligence, and interpersonal communication anxiety which was compiled using a Likert scale model and given to the sample studied. The data analysis used descriptive statistics, simple regression and multiple regression. The total validity of the total self-confidence variable (standard standard) was 0.503, the emotional intelligence variable (standard) was 0.430, and the interpersonal communication anxiety variable was 0.675.

Results and Discussion

The data in this study include the variable self-confidence (X1), emotional intelligence (X2), and interpersonal communication anxiety (Y). The following is a description of the research data.

1. Confidence (X1)

The self-confidence data description of 100 respondents can be seen in Table 1.

Table 1. Frequency distribution and self-confidence percentage

Score Interval	Category	Frequency	%
≥ 73	Very High (ST)	0	0
59 – 72	Height (T)	2	2
45 – 58	Medium (S)	13	13
31 – 44	Low (R)	63	63
≤ 30	Very Low (SR)	22	22
	Total	100	100

Table 1 Table 1 shows that most of the students have low self-confidence, namely 63%, some other students are in the very low category, namely 22%, in the medium category it is 13%, and in the high category it is 2%. The results of the research data analysis showed that on average the overall student confidence was in the low category. This explains that students' self-confidence is poor in reducing interpersonal communication anxiety, meaning that aspects of student self-confidence have not developed optimally. This condition of low student self-confidence needs to be a concern so that it can be optimized, so that these aspects of self-confidence can be developed and increased in reducing interpersonal communication anxiety.

2. Emotional Intelligence (X2)

Description of emotional intelligence data, amounting to 100 respondents, can be seen in Table 2.

Table 2. Distribution of Frequency and Percentage of Emotional Intelligence

Score Interval	Category	Frequency	%
≥ 146	Very High (ST)	0	0
118 – 145	Height (T)	6	6
90 – 117	Medium (S)	12	12
62 – 89	Low (R)	61	61
≤ 61	Very Low (SR)	21	21
Total		100	100

Table 2 above shows that most students have low emotional intelligence, namely 61%, some other students have very low emotional intelligence, namely 21%, then 12% have moderate emotional intelligence and 6% have high intelligence. From the research data above, it appears that the condition of students' emotional intelligence can be said to be bad. Thus, it is very important to be a concern because emotional intelligence is a skill that is indispensable, especially in social life. Individuals have high emotional intelligence socially stable, sociable, humorous, not easily afraid or anxious which of course will have a sense of comfort towards themselves, other people and their environment.

3. Interpersonal Communication Anxiety (Y)

Descriptions of data on interpersonal communication anxiety, amounting to 100 respondents, can be seen in Table 3.

Table 3. Frequency distribution and percentage of interpersonal communication anxiety

Score Interval	Category	Frequency	%
≥ 110	Very high	15	15
89 – 109	High	78	78
68 – 88	Moderate	7	7
47 – 67	Low	0	0
≤ 46	Very low	0	0
Total		100	100

Table 3 above shows that most of the interpersonal communication anxiety is in the high category, which is 78%, the very high category is 15%, and the moderate category is 7%. The results of the research data analysis show that on average the overall interpersonal communication anxiety is in the high category. Based on the achievement of each indicator, it is known that all indicators are in the high category. These results illustrate that the students' interpersonal communication anxiety at Madrasah Aliyah Mahdaliyah Jambi City is too excessive or very bad for student development. Interpersonal communication anxiety that can have a negative effect is referred to here as excessive interpersonal communication anxiety,

Table 4. Results of Contribution Analysis of Self-Confidence (X1) and Emotional Intelligence (X2) on Students' Interpersonal Communication Anxiety (Y)

Variable	Unstandardized Coefficients	t	Sig.
	B		
(Constant)	132,485	60,447	0.000
X1	-0.335	-3,302	0.001
X2	-0.205	-4,172	0.000

Table 4 above shows that the contribution of the two variables X. If seen from the results of the multiple regression test, the value of the t test coefficient of emotional intelligence is greater than the value of the t test coefficient of confidence. The two X variables both make a significant contribution to interpersonal communication anxiety. The contribution of emotional intelligence is slightly greater than the contribution of self-confidence to interpersonal communication anxiety.

The data above also illustrates self-confidence and emotional intelligence collectively contribute to students' interpersonal communication anxiety. That is, Self-confidence and emotional intelligence has meaning for the communication anxiety felt by students. The level of student interpersonal communication anxiety is not only a contribution of one variable, but is jointly influenced by self-confidence and emotional intelligence. In other words, that by the way confidence then the students' interpersonal communication anxiety is getting lower. This means variable Self-confidence and emotional intelligence will be more effective if combined together as a predictor to reduce students' interpersonal communication anxiety than just one variable.

Conclusion

Based on the findings and discussion of the research results, the following conclusions can be made: (1) the average student confidence in MAS Mahdaliyah Jambi City is in the low category, (2) the average emotional intelligence of students in Mahdaliyah MAS Jambi City is at low category, (3) the average interpersonal communication anxiety of students at MAS Mahdaliyah Jambi City was in the high category, (4) self-confidence gave an effect of 58.2% on interpersonal communication anxiety. This means that interpersonal communication anxiety can be influenced by self-confidence. It can be concluded that the lower the self-confidence, the higher the students' interpersonal communication anxiety, (5) emotional intelligence has an effect of 60.6% on interpersonal communication anxiety. This means that interpersonal communication anxiety can be influenced by emotional intelligence. It can be concluded that the lower the emotional intelligence, the higher the students' interpersonal communication anxiety, and (6) self-confidence and emotional intelligence together have a 64.5% effect on interpersonal communication anxiety.

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