

Correlation of Self Confidence with Social Interaction Implications for Social Capability Development in Counseling Guidance Services

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Abstract . Social interaction is a dynamic social relationship involving relationships between individuals and groups. Therefore, good social interaction needs to be developed in students. However, many students have difficulty in social interaction. One of the factors that influence social interaction is the level of self-confidence. This study aims to describe the social interactions and self-confidence of students and to find out how big the relationship between social interaction and student self-confidence. The research method used is quantitative with an associative approach. The research sample was 125 students of SMPN 263 Jakarta who were selected by using Probability sampling technique - Simple random sampling. The instrument used was a social interaction scale totaling 31 items with a reliability level of 0,897, and a self-confidence scale totaling 49 items with a reliability rating of 0.942. Data analysis using product moment correlation. The results showed a significant positive relationship between self-confidence and social interaction in students of SMPN 263 Jakarta with a correlation coefficient of $r_{xy} = 0.614$ and a sig. $0.000 < 0.05$. It can be concluded that there is a significant relationship between self-confidence and students' social interactions. Thus the Counseling Guidance teacher is one of the important aspects in education, it is required to provide student services, especially in the field of social skills to improve student abilities

Keywords: *self confidence, social interaction, Counseling Guidance.*

1. INTRODUCTION

Guidance and counseling is a process of providing assistance to counsees by counselors or counseling teachers [1] . One duty of a teacher or counselor BK in education is helped temper u behavioral changes Konsel i [2] or students in tackling deviant attitudes [3] or mischief to the condition that *adequate* [4] . So that . One of the areas of service that must be developed by counselors for students is the field of social development [5] . The field of social development is one of the service areas in guidance and counseling that is oriented

towards individual relationships with other individuals [1]. As one of the main reference in the field of social development is related to all elements of communication and togetherness d nature of effective social touch [6] . Oleh therefore, teachers BK or counselor is very needed in education, especially in schools , to develop the social skills of students who are at the stage of perke m ment of adolescents [7].

Secara psychological, adolescence is seen as an individual's age began to interact with the adult community [8] . Hinigharst also argues that one of the tasks of adolescent development is to be able to have

good social interactions with their environment . Social interaction in adolescence can be in the form of interactions that occur between adolescents and peers, adolescents with family and adolescents with parents [9] . Peer environment one of the social interaction that is highly needed by adolescents dal am sosialny development process , where the environment is an interaction Tebaya friend who lived by adolescents with people who have similarities in age and status. So Walgito and Ahmadi men define social interaction as a relationship between one individual with another individual, one individual can affect other individuals or vice versa, so there is a relationship of mutual reciprocity [10] [11] .

Adolescents who have good social interaction skills are usually easy to make friends and are able to communicate well too. S emua was done without causing feelings of tension or bad feelings that affect emotions [12] [13] [14] . Due to the high intensity of meetings between students in high schools, good social interaction skills are very influential in the learning atmosphere and learning process [15] . Social interactions are well capable of providing motivation once the atmosphere that builds in class [16] , se r ta students are also more likely to feel comfortable when learning or ask questions about the subject matter that is not understood in the friend or gur u [17] and social interaction both also support increasing p restasi b elajar sisw [18] . Desmita also mentioned that a number of studies have recommended how social interaction with individuals has a very important meaning for individual personal development [9] . Therefore, the ability of social interaction is needed by adolescents, especially students.

But not a few students who are less capable of social interaction [19] [20] . So that it results in students having difficulties in social interactions so that they feel isolated from their friends who are more able to interact with people in the school environment [21] . Someone who experiences obstacles or failures in their efforts to adapt to the social situation in their environment will also appear in the form of tendencies and behaviors [22] . Furthermore, the lack of social interaction skills has made it difficult for adolescents to adjust to their new environment. Students who have difficulty social interaction tend to have few friends. Social interaction at school is very necessary, because by interacting, students can exchange information. If students do not develop social interaction skills during adolescence, it will complicate the developmental task in the next phase, namely adulthood. One of the factors that influence the low ability of social interaction among adolescents is that adolescents tend not to believe in themselves which can also cause problems for students in the learning process .

One of the factors that influence adolescent social interaction skills is self-confidence [23] . A good level of self-confidence can make it easier for individuals to make decisions and can also make it easier for individuals to make friends, not only that the level of self-confidence can also help individuals maintain their achievement in learning or work. Not apart from that, this also means that without self-confidence a person has the risk of failure or is less optimistic in doing his job. Self-confidence is a belief or belief that is in the individual to take an action. The form of self-confidence that students must have is by interacting with other students in the hope that students can find out where the weaknesses and strengths are .

Support from classmates has a stronger effect on the self-confidence of adolescents of various ages than support from close friends. This can happen considering, close friends always provide needed support, so that support is not considered by adolescents as something that increases their self-confidence, because adolescents at certain times need a more objective source of support to justify their self-confidence [24] . However, several recent studies have found that self-confidence does not directly affect social interactions, because there are several other variables that influence such as imitation, suggestion, identification, sympathy, motivation and empathy [25] .

The results showed that different results were that the individual was able to interact socially well, so that individual had high self-confidence to make it easier to interact or initiate an interaction with other individuals. When two people meet each other, at that time the interaction begins with them greeting each other, shaking hands, talking to each other. If you want to have a social interaction, you must start with self-confidence, because to reprimand, shake hands and talk to each other, you must have the ability and confidence in yourself . Based on the inconsistent research results , the researchers conducted research related to self-confidence with social interactions at the junior high school level.

2. METHOD

This research method is descriptive quantitative research which will describe student self-confidence and student social interaction. In addition, a correlation study was also carried out which aims to see the relationship between the two variables, namely how much self-confidence affects students' intellectual ability. Any population in this study were all students of SMP N 263 Jakarta . The population to achieve the research objectives were students who were registered as active in SMP N 263, then students who were still studying normally, in the sense that they were not students who were preparing for graduation. So the

number of samples in this study was 125 students. Then the sample was selected by *random sampling* technique . The instrument used to measure students' self-confidence and interaction skills uses a *Likert* scale , which will be compiled by researchers based on the main aspects of self-confidence that have been put forward by Lauster [24] from the social reactions put forward by Soekanto [26] . The steps for making this instrument are as follows: (1) Reading various literatures ; (2) Based on the existing theoretical studies, a grid will be arranged. The arrangement of the lattice of the instrument starts from describing the variables until the statement items are formulated to reveal a picture related to student self-confidence and social interaction . Furthermore, the researcher conducted a content validity test and the next step was conducting a *judgment* process to determine the appropriateness of the instrument by the experts to be tested . The last step is to test the validity of the instrument as well as reliability testing obtained scale social interaction (level reliability 0, 897) and the scale of confidence (level of reliability of 0942) .

The data collected in this study using a closed questionnaire. Data was collected through administering the instruments to students. The steps taken for data collection are as follows: (1) Prepare research

instruments. (2) Determining the source of data in research, by contacting the respondent, then preparing the necessary supporting documents such as a research permit and so on. (3) Carry out systematic data collection in accordance with what has been previously planned.

After the data collected were analyzed in the following way: (1) Descriptive analysis was used to describe the state of each sub-research variable. To determine the category first by specifying the interval . (2) Test conducted on data analysis requirements of research as a basis to select and define the type of data analysis techniques , (3) Untuk see a relationship of confidence with social interaction then used the technique of correlation , calculation of correlation performed by using SPSS version 20.

3. RESULT

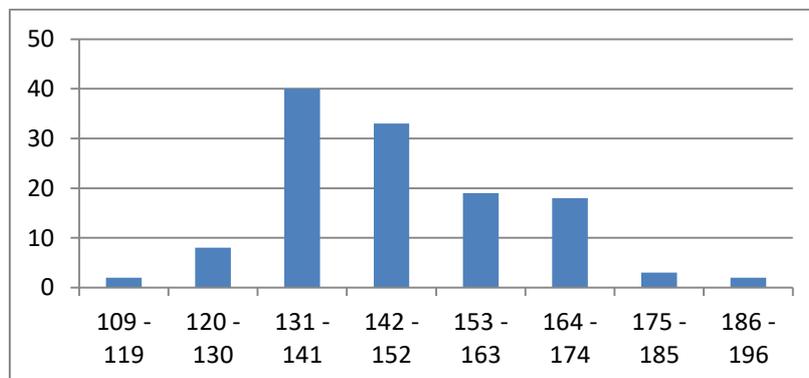
In this section , the researcher will describe the quantitative data related to the relationship between self-confidence and social interaction of students of SMP N 263 Jakarta. Furthermore, the researcher will also describe the results of data analysis, to answer the research hypothesis as follows:

Table 1 Description of Student Confidence Data

Category	Frequency	Percentage
High	56	45%
Moderate	69	55%
Low	0	0%
Total	125	100

Based on table 1 above, it can be seen that from the total number of 125 students, most of the students' self-confidence is in the Medium (S) category with a total frequency of 69 students or can be compared to 55 % . Then in the high category (T) the frequency is 56 students with a percentage value of 4 5 % . Se dangkan category Low (R) frequency 0 of keseluruhan number of students.

Diagram 1 Description of Student Confidence Data



Based on diagram 1 above, we can note that there are 40 students in the 131-141 score range, 35 students get scores in the 142-152 range. Furthermore, there were 19 students on the range 153 - 163, and 18 students obtained scores in the range 164-174. Then there are 3 students in the score range 175-185, and finally there are

2 students getting scores in the range 109-119 and 186-196.

Based on the range of scores obtained by students in accordance with diagram 3, it proves that the scores obtained by each student vary

Table 2 Description of Student Social Interaction Data

Category	Frequency	Percentage
High	66	53 %
Moderate	59	47 %
Low	0	0%
Total	125	100

Based on table 1 above, it can be seen that of the total number of 125 students, some of the students' social interactions are in the Medium (S) category with a total frequency of 59 students or can be a percentage of

53 %. Then in the high category (T) the frequency is 66 students with a percentage value of 47 %. Se dangkan category Low (R) frequency 0 of keseluruhan number of students.

Diagram 2 Description of Student Social Interaction Data

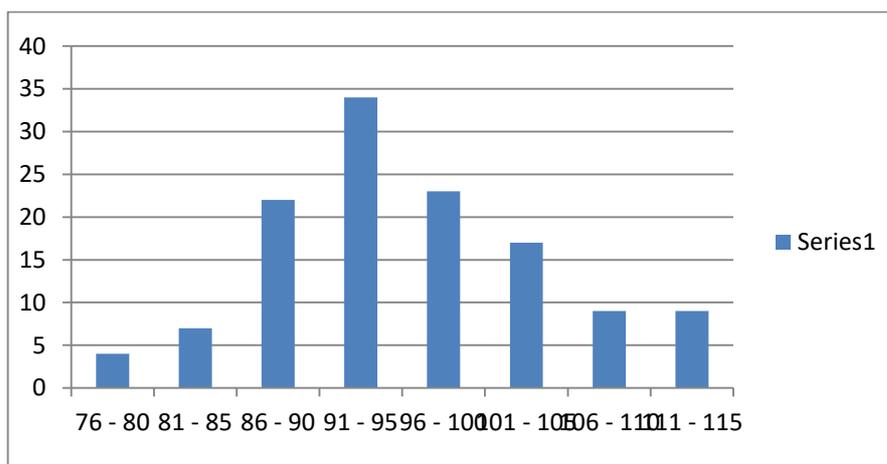


Diagram 2 shows that the most students scored in the range 91-95 with a total of 35 students. Next, 23 students obtained scores in the 96-100 range, then followed by a score range of 86-90 with a total of 22 students. In the 101-105 score range there are 17 students, and in the 111-115 score range there are 9 students as well as in the 106-110 score range there are 9 students. Finally, in the 81-85 score range there are 7

students and the 76-80 score range corresponds to 4 students. Based on the range of scores obtained by students in accordance with diagram 3, it proves that the scores obtained by each student vary.

Furthermore, the researchers conducted statistical tests with the product moment correlation. So that the following results are obtained:

Table 3 Results of Analysis of K orelasi Simple Faith D envy (X) d ith I nteraksi S osial (Y)

Variable	R	R ^{square}	Adjusted R Square	Std. Error of the Estimate
XY	,614 ^a	,377	,372	6,774

Table 3 shows that the R value is 0.614 , which indicates that self-confidence has a positive and significant relationship with social interactions . Then the value of R Square (R^2) of 0.377 , means confidence MAMP u affects 37,7 % change in the interaction sosila , while 6.774 % is influenced by other factors .

4. DISCUSSION

Based on the results of research that has been done, most of the eighth grade students of SMPN 263 Jakarta have confidence in the medium category, pe

This research has shown that most of the eighth grade students of SMPN 263 Jakarta have not fully had maximum self-confidence. In this case it is because they are still in the adjustment stage. In a situation like this, humans are required to be able to adapt to their environment.

This is as stated by Gerungan , every change in the environment of people's lives in a broad sense causes a person to adapt himself to his environment both in a passive and active sense. It can be interpreted that adapting is changing oneself according to the state of the environment, changing the environment according to one's own condition, therefore, humans always explain themselves with their ever-changing environment [27] .

In the process of building self-confidence, there are several things that need to be considered. According to Anthony (in Ghufroon et al, 2011: 37) in forming one's self-confidence begins with the development of self-concepts obtained from the association of a group. In this case the person in question is a student, indeed living in a group, where the group is a group of individuals with the same motive gathered in the same place. In a group there will always be a relationship called interaction. Good interaction will produce a good self-concept as well.

Based on the results of the research that has been done, the level of social interaction of class VIII students of SMPN 263 Jakarta is categorized into three levels, namely low, medium and high. From the research data obtained and analyzed, it is known that the level of social interaction of class VIII students of SMPN 263 Jakarta shows a high category of 52.8% (66 respondents), while two of them are moderate at 47.2% (56 respondents) and low 0% . This is the percentage obtained from 125 respondents or class VIII students at SMPN 263 Jakarta.

Good social interaction can encourage individuals to be more concerned about their surroundings. To be able to face and adapt to the environment. As stated by Soekanto (2017: 23) in adapting to these environments, humans always live with each other to perfect and expand attitudes and actions in order to achieve peace with their environment.

Class VIII students of SMPN 263 Jakarta are individuals who are still in the adolescent category who still experience many adjustments in their environment and life. Hurloc said that the entry of adolescents into a transitional period causes them to adapt and interact with new environments and circumstances [28] .

The results of the analysis of the relationship between self-confidence and social interaction using the *product moment* correlation technique with the help of *SPSS Version 20 for Windows*. Obtained the correlation value $r_{xy} = 0.614$ with a sig value. $0.000 < 0.05$ and $N = 125$ which indicates that there is a significant relationship between self-confidence and social interaction. After seeing these results, it can be concluded that there is a positive correlation or relationship between self-confidence and social interaction of class VIII students of SMPN 263 Jakarta, meaning that the higher the level of student self-confidence the higher the level of social interaction.

A grade VIII student of SMPN 263 Jakarta who has good self-confidence, he will be easy to get along with, have lots of friends and is active in school. When interactions are done well in a group it will foster self-confidence.

As stated by Luster, self-confidence is not a trait inherited from life experience, and can be taught and instilled through education, so that certain efforts can be made to build and increase self-confidence [29] .

High self-confidence will greatly help students in the process of social interaction well so that the adaptation process can run quickly and well. Therefore, it can be concluded that self-confidence is needed by someone in the adaptation process, such as grade VIII students of SMPN 263 Jakarta to support good social interaction. Then besides that, the social interaction process will become easier if the individual has good self-confidence.

5. CONCLUSION

Self-confidence of students of SMPN 263 Jakarta has a positive correlation with social interaction, which means that the higher the level of self-confidence, the higher the level of social interaction of the VIII grade students of SMPN 263 Jakarta. So it can be concluded that there is a significant relationship between student confidence and social interaction. Based on the results of the research above, there are several implications that can be recommended to school counselors in providing services to students including : BK teachers or counselors in schools to continue to increase student self-confidence and students' ability to interact socially by implementing counseling services. Some of the services that can be provided include: information services, group guidance and individual counseling .

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