

## Relationship of Self Concepts with Social Interaction of Students in High Schools

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### Abstract

This study aims to determine the relationship between self-concept and interaction of high school students in Lampung city. The method used in this study uses a correlational study with a sample of 100 student respondents. The results of this study indicate that there is a positive relationship between students' self-concept of sausage interaction between high school students in Lampung. Students who can control their self-concept well, these students have good social interaction skills in their environment.

**Keywords:** Self-Concept, Social Interaction, High School Students

### Introduction

Social interaction is capital in social relations with other people. These social relationships involve relationships between individuals, individuals with groups, and groups with groups. Students' social interaction is very important to note in order to be better so that students can explore their abilities to others, especially peers in their educational environment so that they can be useful and can further develop their self-abilities (Bales, 2001; Sherif, 2017).

Social interaction is a dynamic social relationship that involves relationships between individuals, between groups of people, and between individuals and groups of people. Social interaction is a dynamic relationship that brings people together with people, groups with groups and people with groups (Colin J. Torney, Myles Lamont, Leon Debell, Ryan J. Angohiatok, Lisa-Marie Leclerc, 2018). The form is not only collaborative, but also biases in the form of competition, disputes and the like. Social interaction is the key to all social life, therefore without social interaction there will not be possible life together. Social interaction is intended as a reciprocal influence between individuals and groups in their efforts to solve expected problems and in their efforts to achieve their goals (Oliver & Merideth, 2010).

Social interaction is a contact or reciprocal relationship or interstimulation and response between individuals, between groups or between individuals and groups. Social interaction is a relationship between humans that produces a process of influence that results in a permanent relationship and ultimately allows the formation of social structures. Positive interactions are only possible if there is an atmosphere of mutual trust, respect, and mutual support (Jacobsen et al., 2018).

Social interaction with peers is important, because in the process of learning, peers in the school environment is one of the media in exchanging information and knowledge. Therefore, good interaction is needed to facilitate the learning process of students so that they can produce good learning outcomes that are supported by good behavior (Riitta Hari, Linda Henriksson, Sanna Malinen, & Lauri Parkkonen, 2015). Social interaction is the main condition for the occurrence of social activities and the presence of social reality, social reality is based on individual motivation and social actions. When interacting an individual or social group is actually trying or learning how to understand the social actions of an individual or other social group (Santrock, 2011). Social interaction will run in an orderly and orderly manner and community members can function normally, which is needed not only the ability to act in accordance with their social context, but also requires the ability to

objectively assess their personal behavior in terms of the social angle of their society (Katrin Preckel, Philipp Kanske, & Tania Singer, 2018).

The characteristics of students who are social interaction are good in their efforts to achieve social interaction with the environment, sometimes without experiencing obstacles so that positive behavioral attitudes will emerge. Hurlock (2001) further formulated that people who have good characteristics of social interaction are summarized as follows: (a) Able and willing to accept responsibility. (b) Participate in fun in activities that are appropriate for each age level. (c) Immediately deal with problems that require resolution. (d) Happy to solve and overcome various obstacles that threaten happiness. (e) Stick to his choice until it is believed that the choice is correct. (f) Make decisions with pleasure without conflict and without receiving much advice. (g) It is better to get real satisfaction and achievement than from imaginary achievements. (h) Able to use the mind as a tool for creating print actions not as a reason to delay or avoid an action. (i) Learning from failure does not look for reasons to explain failure. (j) Do not exaggerate success or expectation in unrelated fields. (k) Knowing work when it's time to work, and knowing playing when it's time to play. (l) Can say "no" in situations that endanger their own interests. (m) Can say "yes" in a situation that is ultimately profitable. (n) Can show anger directly if offended or if the rights are violated. (o) Can show affection directly in the appropriate manner and dosage. (p) Can withstand pain or emotion if necessary. (q) Can compromise when faced with difficulties.

The attitude of social interaction is very important for students because with the social interaction students easily communicate with their social life and students who have good social interaction skills will be easily accepted in their environment at school or at home, besides social interaction, a child must also have the ability control self-concept. Because the concept of self as feelings, views, and individual judgments about him obtained from the results of interactions with the surrounding environment. According to (Hurlock, 2001) self-concept is an individual's view of himself. Self-concept consists of two components, namely actual self-concept (real self) which is a picture of self, and ideal self-concept (ideal self) which is an individual picture of the desired personality. Explains the concept of self as a view and feeling about yourself (Reski, Taufik, & Ifdil, 2017). Perceptions about yourself can be psychological, social, and physical. Self-concept can develop into a positive or negative self-concept. Self-concept according to Marsh et al., (2019) is a view of self. This view of self is a mental process that has three dimensions, namely knowledge, hope, and judgment about oneself. Individual knowledge of self and its description means that in the cognitive aspects of the individual concerned there is information about his condition, such as name, age, gender, occupation, ethnicity. The second dimension is individual expectations in the future. This dimension is also called the ideal self, which is the power that drives individuals to the future. The last dimension, self-assessment, is a comparison between self-expectations and self-standards that will result in self-esteem. Explains that there are three aspects to self-concept, namely (a) Basic self-concept. This aspect is an individual's view of status, (b) his role and ability. (c) Social self. This aspect is the self as believed by individuals and others who see and evaluate. (c) The ideal self. This aspect is a description of the person expected by the individual, in the form of desire and partly in the form of necessity. Self-concept has an important role in determining behavior. Behavior is displayed according to how someone looks at him (Rola, 2016).

Based on the description that has been described, this research is very important because this study aims to determine whether there is an effect of self-concept and social interaction of high school students. This research is considered very important because the results of this study provide information about the importance of self-concept towards students' social interactions and this research provides new knowledge for teachers about the importance of paying attention to students' self concepts and student social interactions.

## Method

This study uses a quantitative method with a correlational analysis approach. Correlation or correlational research is a study to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that there are no variable manipulations (Faenkel and Wallen, 2008: 328). This study aims to determine how much contribution between the variable self-concept and the social interaction of high school students in Banda Lampung Indonesia.

The population and sample of this study used proportional random sampling technique. In this study, the samples were high school students in Banda Lampung totaling 100 high school students in the city of Lampung. The data collection technique from this study was by collecting questionnaires. Questionnaire in the study uses a Likert scale, which is a scale that has points, each point has the same interval..

## Results and Discussion

### Results

The results of this study can be seen as follows:

Table 1. Linear Regression Equations between self-concept and students' social interactions

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	7.927	9.661		.821	.414
	social interactions	.677	.117	.503	5.766	.000

a. Dependent Variable: Self concept

Based on the output above the linear regression equation is obtained from column B so that the regression equation  $Y = 7.927 + 0.677$  from the analysis results is obtained  $t = 5.766$  and  $p\text{-value} = 0.000 / 2 = 0.000 < 0.05$  or  $H_0$  is rejected. thus the self-concept variable has a positive relationship to the social interaction of high school students. Furthermore, the linearity and significant regression equation testing are determined based on the ANOVA Table and ANOVA as follows

Table 2. Test for linearity and significance of the regression equation between self-concept and student social interaction

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Self concept * social interactions	Between Groups	(Combined)	3860.240	7	551.463	9.258	.000
		Linearity	2366.271	1	2366.271	39.725	.000
		Deviation from Linearity	1493.970	6	248.995	4.180	.001
	Within Groups		5480.120	92	59.567		
Total			9340.360	99			

The linearity of the regression line equation is obtained from deviation from linearity. Namely  $F\text{-count} = 4.180$  with  $p\text{-value} = 0.001 > 0.05$  this means that  $H_0$  is accepted or self-concept regression equation for social interactions of linear high school students. Furthermore, to test significant correlation coefficients can be seen in the following table:

Table 3. Test the correlation coefficient between self-concept and social interaction of high school students

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.503 <sup>a</sup>	.253	.246	8.436	.253	33.251	1	98	.000

a. Predictors: (Constant), social interactions

b. Dependent Variable: Self concept

Significant test of correlation coefficient obtained from summary model table obtained  $R = 50.3$  and  $F$  change = 33.251 with  $p$ -value = 0.000 < 0.05. This means that  $H_0$  is rejected. Thus, the correlation coefficient of self-concept with the social interaction of high school students is significant. While the coefficient of determination from the table above is known to  $R$  Square = 0.253 which implies that 25.3% of the variable variation in the concept of self to the social interaction of high school students.

### Discussion

Based on the results of the study, it is known that there is a positive relationship between self-concept towards social interaction in high school. This is because the concept of one's self is expressed through his attitude which is the actualization of the person. Humans as organisms that have the urge to develop which ultimately causes him to be aware of his existence. The progress that took place then helped to form the self-concept of the individual concerned. Individual feeling that he does not have the ability he has. Even though all success depends a lot on the way individuals perceive the quality of their abilities. Negative views and attitudes towards the quality of abilities possessed lead individuals to view all tasks as a difficult thing to solve. On the contrary, a positive view of the quality of abilities possessed causes an individual to view all tasks as an easy thing to solve. Self-concept is formed and can change due to interaction with the environment. This self-concept has a positive relationship to the social interaction of high school students (Jansen, Ulrich-Schroeders, Oliver-Lüdtke, & W. Marshe, 2019). The better students control their concepts, the better social interaction will be. Social interactions possessed by high school students are reciprocal relationships that influence each other there is action there is a reaction, more than one culprit (Bong & Skaalvik, 2003).

### Conclusions

Based on the findings of this study, it can be concluded that there is a positive relationship between the students' self-concept relationship to the interaction of high school students. Self-concept is a way for a person to see himself intact with all ideas, thoughts, beliefs, and convictions that are known to individuals in dealing with others. The concept of self is an individual's perspective on himself. This view is related to what he knows, feel about his behavior. So from this the role of self-concept is proven to improve the behavior of students' social interactions. The student's social interaction takes the form of caring for students to the surrounding environment and students have a responsibility to maintain harmony in their environment.

### Acknowledgments

The author is grateful to those who helped the research process until the article was published

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