

THE EFFECT OF INTERPERSONAL SKILLS AND SELF-EFFICACY ON SELF-COMPASSION OF HIGH SCHOOL STUDENTS

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Abstract

This study aims to analyze the effect of interpersonal skills self-efficacy variables on students' self-compassion. A total of 678 senior high school students became participants with an age range of 14 to 18 years. The instruments used in this research are the interpersonal skills scale, self-efficacy scale and self-compassion scale, distributed through online surveys. The results showed that the majority of high school students had interpersonal skills, self-efficacy and self-compassion in the medium category. 1) interpersonal skills have a positive influence on self-efficacy of high school students in the city of Semarang. The correlation coefficient indicates it obtained equal to 0.391 with a probability error rate of 0.001 which is smaller than the expected significance level (< 0.005). 2) Interpersonal skills positively affect the self-compassion of high school students in Semarang City. The correlation coefficient indicates it obtained that is equal to 0.324 with a probability error rate of 0.001 which is smaller than the expected significance level (< 0.005). 3) There is a significant influence between interpersonal skills and self-efficacy on the self-compassion of high school students in Semarang City. The correlation coefficient indicates it obtained equal to 0.387, where $R > 0.05$ means that it has a significant relationship. Saran untuk penelitian selanjutnya dijelaskan dalam artikel ini.

Key words: interpersonal skills, self-efficacy, self-compassion

1. Introduction

Students as of late teens often experience unstable physical and emotional conditions because of the problems they are experiencing. This has an impact on his self-efficacy. Self-acceptance is needed when facing suffering and difficult situations in life. According to Santrock (2007), individuals with high self-efficacy will feel enthusiastic about facing challenges and try hard to get things done. Bandura (2006) explains that self-efficacy has a relationship with psychological well-being; in contrast, self-efficacy has a relationship with psychological stress (Fry & Debats, 2002) anxiety (Lightsey & Barnes, 2007).

Bandura (Feist & Feist, 2010) states that one factor that influences self-efficacy is an emotional and physical condition. Individuals who have high fear, anxiety, and stress will reduce individual performance. However, if individuals can control these negative emotions,

they will improve performance which can later affect self-efficacy. Individuals who can do self-acceptance when in a difficult situation are defined as individuals who have self-compassion.

Self-compassion is positively related to mastery and negatively related to goals, the relationship being mediated by lower fear of failure and greater perceived competence of self-compassionate individuals. Self-compassion is also positively associated with emotion-focused coping strategies and negatively associated with avoidance-oriented strategies (Neff, Hsieh, & Dejitterat, 2005). Individuals who have self-compassion have been shown to have stronger psychological health than mindfulness (Rendon in Murat, 2009), and it is correlated with academic success (Conway, 2007).

Individuals who have low self-compassion will experience anxiety and cognitive disorders. Self-compassion is related to the strength of social identity and is not related to race-based (Williams, 2005), happiness, optimism, positive influence, personal initiative, curiosity and exploration, exploration, extroversion, and awareness. In addition, research conducted by Wibowo & Naini (2021) found a positive correlation between self-compassion and forgiveness in students. It means that self-compassion is important to study because it has many positive impacts on individuals. Neff et al. (2007) conceptualize self-compassion as having three positive dimensions and three negative sides: kindness vs. self-assessment, which involves viewing oneself with warmth rather than criticism; common humanity vs. isolation, which requires the recognition that suffering is universal, not personal; and mindfulness vs. overidentification, which refers to a balanced approach to negative experiences that includes awareness without overproduction.

Individuals with good interpersonal skills tend to improve their ability to self-determine, deal with unwanted behavior, deal with stress, deal with ambiguity, organize social interactions, share responsibilities, and interact more easily with others (Bar-On, 2005). Thus, when included in a group, individuals can collaborate with individuals from different cultures and backgrounds, interact with various activities, and carry out tasks within the required time. In addition, individuals also become skilled in adapting socially to the environment. Interpersonal skills are also related to the individual's ability to overcome interpersonal problems (Ghiabi & Besharat, 2011). Interpersonal skills/intelligence help improve individual relationships helps in coping with social situations.

Interpersonal competence is the ability to interact successfully with others and includes social and emotional intelligence (Giromini et al., 2016). The components of interpersonal competence have been examined through two different approaches: 1) a focus on verbal and nonverbal skills (social skills) that lead to effective interactions (e.g., social or emotional expression), and 2) the interpersonal task domain, which divides competencies into various areas of performance (e.g., the origin of social interaction or emotional support). There are various important domains of interpersonal competence that have been identified as important for relationship development. For example, the ability to initiate interpersonal interactions and self-use is critical to the satisfaction and success of interactions at the relationship development stage and maintaining interpersonal relationships. There are three research questions below:

1. How is the influence of interpersonal skills on high school students' self-efficacy in the city of Semarang?
2. How do interpersonal skills influence the self-compassion of high school students in Semarang City?
3. How do interpersonal skills affect the self-efficacy and self-compassion of high school students in Semarang City?

2. Theoretical Framework

Self-compassion has been shown to have various effects on positive interpersonal functioning. It has been found to have a negative relationship with social comparison, community self-awareness, self-rumination (Neff & Vonk, 2009). Individuals with higher self-compassion report less anxiety when faced with situations that typically lead to interpersonal anxiety. In a study by Neff et al. (2009), viewing oneself as part of a larger human experience reduces the impact of considering negative personal attributes.

Self-compassion has been shown to have various effects on positive interpersonal functioning. It has been found to have a negative relationship with social comparison, community self-awareness, self-rumination (Neff & Vonk, 2009). These findings suggest that individuals with higher self-compassion tend to find social situations less threatening and anxiety-provoking. Furthermore, individuals with higher self-compassion did not think about negative interpersonal interactions. Given the many unknowns in interpersonal relationships, being comfortable with cognitive uncertainty would also be advantageous. Taken together, these findings suggest that a high sense of self-compassion appears to be associated with increased interpersonal effectiveness. Siswati & Hadiyati (2017) explain a relationship between self-efficacy and self-compassion in students.

Neff, Rude, & Kirkpatrick (2007) showed that individuals with self-compassion were identified as having good emotional management. Self-compassion can reduce individual maladaptive reactions to negative events (Germer & Neff, 2013) so that their self-efficacy can increase.

2.1 Interpersonal Skills

Buhrmester (1988) states interpersonal skills as the ability to understand and interact with others effectively initiate or maintain a positive relationship in social interaction. Interpersonal skills provide advantages for individuals in living their daily lives. Individuals who have high interpersonal skills will easily adjust to their environment, solve personal problems and problems with their social environment, better appreciate differences between individuals, and establish effective communication.

Meanwhile, according to Johnson (1993), interpersonal skills are the overall ability of a person who is used to interacting or relating effectively with other people. Whenever a person interacts with other people, whether with friends, family members, acquaintances, business associations, or others, based on the opinion above, it can be concluded that interpersonal skills are reciprocal relationships from individuals to other individuals through the process of interaction. Furthermore, interpersonal skills are useful for recognizing and responding appropriately to feelings, attitudes and behavior, motivations, and desires.

2.2 Self Efficacy

Self-efficacy is defined as a person's assessment of one's ability to organize and carry out the necessary actions to achieve the specified type of performance (Bandura in Iskender, 2009). Self-efficacy can affect the action that a person will choose, which includes the amount of effort expended, resilience in the face of obstacles, thought patterns, stress levels, and the level of achievement achieved (Baldwin, Baldwin, & Ewald, 2006).

Self-efficacy is related to the context of student performance, interaction with the independent learning process, and student academic achievement (Zimmerman, 2000). Similarly, research has consistently shown that self-efficacy is positively related to general academic achievement (Caprara, Barbaranelli, Steca, & Malone, 2006). It becomes important to improve students because it relates to learning outcomes or academic activities.

2.3 Self-compassion

Self-compassion involves kindness, mindfulness, and awareness of the same humanity. Kindness is related to reacting with kindness and understanding when experiencing negative events. Mindfulness is related to holding emotions in non-judgmental awareness. General humanity is related to seeing one's life as part of a larger human experience and realizing that everyone goes through difficult times (Adams & Leary, 2007).

Self-compassion means being kind and understanding to oneself, exemplifying pain or failure rather than being self-critical, understanding one's experience as part of a larger human experience rather than seeing it as isolated and individual, and enduring painful thoughts and feelings with mindful mindfulness rather than overly identifying with them. Research has shown that self-compassion is significantly associated with positive mental health benefits and adaptive functioning (Neff, 2004), less depression and anxiety, and greater life satisfaction (Neff, 2003).

3. Method

This research is correlational, namely research that aims to detect the extent to which variations in a factor are related to variations in one or more other factors based on the correlation coefficient (Suryabrata, 1998). This study examines the relationship between interpersonal skills, self-efficacy, and self-compassion.

3.1 Participants

This research will involve around 678 high school students in Semarang City to be the research sample.

3.2 Data Collection Method

The data in this study were collected using an instrument in the form of a psychological scale with five scaling ranges. All scales were adopted using a back-translation procedure. The instruments in this study include the Interpersonal Skills Scale, the Self-Efficacy Scale, and the Self-Compassion Scale.

4. Results

As the results, the team reports the results of data collection and the results of data analysis which are described in the results of descriptive analysis, correlation tests, and multiple regression. The description is as follows.

Age	N	%
14	23	3.4%
15	259	38.2%
16	195	28.8%
17	181	26.7
18	20	2.9%
	678	

Based on the data obtained and analyzed, the subjects of this study included 23 students (3.4%), 15 years old students 259 students (38.2%), 16 years old students as many as 195 students (28.8%), 17 years old as many as 181 (26.7%) and 20 students (2.9%). Of the 678 students as the subject of this research, they are in the range of 14-18 years from grades 10-12.

Based on table 1 above, the distribution of research subjects in terms of gender, as many as 252 students (37.2%) were male students, and 426 female students (62.8%).

Gender	N	%
Male	252	37.2%
Female	426	62.8%

Table 5.3 Results of descriptive analysis of the prevalence of interpersonal skills, self-efficacy, and self-compassion of students

Variable	Category	N	%	
Interpersonal Skills	$X < 70$	Low	111	16.4%
	$70 \leq X \leq 82$	Avarage	474	69.9%
	$82 \leq X$	High	93	13.7%
Self-Efficacy	$X < 64$	Low	87	12.8%
	$64 \leq X \leq 82$	Avarage	452	66.7%
	$82 \leq X$	High	139	20.5%
Self-Compassion	$X < 66$	Low	88	13%
	$66 \leq X \leq 84$	Avarage	479	70.6%
	$84 \leq X$	High	111	16.4%

Based on the results of data analysis, the results are as presented in table 3. That as many as 111 students (16.4%) have low interpersonal skills, as many as 474 students (69.9%) in the medium category, and as many as 93 students (13.7%) in the high category. The self-efficacy variable showed that 87 students (12.8%) were in the low category, 452 (66.7%) were in the medium category, and 139 students (20.5%) were in the high category. Meanwhile, the self-compassion variable showed that 88 students (13%) were in the low category, 479 students (70.6%) were in the medium category, and 111 students (16.4%) were in the high category. So it can be concluded that most teenagers or high school students in Semarang have interpersonal skills, self-efficacy, and self-compassion in the medium category.

Variabel	M	SD	Pearson Correlation	Sig-2 Tailed
Interpersonal skill – Self-Efficacy	76 73	6 9	0.391	0.001
Interpersonal Skill – Self-compassion	76 75	6 9	0.324	0.001
Sel-efficacy – Self-compassion	73 75	9 9	0.321	0.001

Based on the table above, it is known that the interpersonal skill variable has ($M = 76$, $SD = 6$), Self-efficacy ($M = 73$, $SD = 9$), and self-compassion ($M = 75$, $SD = 9$). When viewed from the relationship between the two variables, namely interpersonal skills and self-efficacy, the Pearson correlation = 0.391, sign-2 tailed = 0.001 means a relationship between the two variables. Meanwhile, if the variable interpersonal skills and self-compassion obtained Pearson correlation = 0.324, sign-2 tailed = 0.001. As for self-efficacy and self-compassion, the Pearson correlation = 0.321, sign-2 tailed = 0.001. This can be seen from the Pearson correlation score > 0.05 and sign-2 tailed > 0.05 . So it can be concluded that there is a significant relationship between interpersonal and self-efficacy, interpersonal-self-compassion, and self-efficacy and self-compassion.

Table 5.5 Multiple regression analysis results

Correlation	R	R ²	Sig.F Change
Interpersonal Skill & Self-Efficacy terhadap Self-Comppasion	0.387	0.150	0.001

Based on the table above, when viewed from the results of multiple regression analysis obtained ($R = 0.387$, $R^2 = 0.15$, and sig F change = 0.001), which means that there is a relationship between interpersonal skills and self-efficacy on self-compassion of 0.387 where $R > 0.05$ means that there is a significant relationship. While the contribution of these variables by 15% affects the relationship, the rest is influenced by other variables.

5. Discussion

The ability to interact socially is known as interpersonal skills, namely, a person's ability to understand the thoughts, attitudes, and behavior. This skill means a person's ability to create social relations, build them and maintain them. Individuals use communication as a tool to build a relationship, which will ultimately affect the quality and satisfaction of the relationship (Kurniasih & Anggorowati, 2017). Interpersonal skills can also facilitate cooperation in relationships, even in groups (Yuliana, Syahrudin, & Okianna, 2016). Several factors influence interpersonal skills. One factor that affects interpersonal skills is the self-identification factor (Lestari, 2007). The identification process in question is the process of individuals experimenting and re-exploring their self-portrait, wanting to become what they are. Alternatively, in other words, there is a process of evaluation and re-establishment of his identity.

Buhrmester et al. (in Lestari, 2007) stated that interpersonal skills include five aspects, namely: (a) the ability to take the initiative, (b) the ability to be open (self-disclosure), (c) the ability to be assertive, (d) the ability to provide emotional support, and (e) the ability to resolve conflicts. Most research on compassion focuses on intrapersonal benefits; however, there is evidence that self-compassion is also associated with more positive interpersonal relationships. For example, previous research has shown that those with higher self-compassion tend to care more and show higher levels of relatedness to their partners (Neff & Beretvas, 2013).

In addition, high self-compassion is associated with lower avoidance of social situations and lower rejection sensitivity (Gerber, Tolmacz, & Doron, 2015). Responding to oneself with kindness rather than self-criticism in interpersonal situations allows a person to initiate more social relationships, extend support to others, and recover from difficult interactions more easily. It also allows people to share information about themselves more conveniently.

Interpersonal competence can be "broadly defined as the ability to interact successfully with others" and includes social and emotional intelligence, in addition to behavioral skills (Giromini et al., 2016). The components of interpersonal competence have been examined through two different approaches: 1) a focus on verbal and nonverbal behavioral skills (social skills) that lead to effective interactions (e.g., social sensitivity or emotional expression), and 2) the interpersonal task domain, which divides competencies into various areas of performance (e.g., initiation of social interaction or provision of emotional support). There are various important task domains of interpersonal competence that have been identified as important for relationship development. For example, the ability to initiate interpersonal interactions and self-disclosure appears to be critical for interaction satisfaction and success in the early stages of relationship development. In contrast, emotional support appears to be a key factor in the maintenance and growth of established relationships. Connection. These three domains of interpersonal tasks include initiation of social interactions and relationships, self-disclosure of personal information, and providing emotional support to others.

Suppose self-compassion has been shown to have various effects on positive interpersonal functioning. It has been found to negatively affect social comparison, public self-awareness, self-reflection, and need for cognitive closure, motivation for "answers on a particular topic, any answer compared to confusion and ambiguity" (Neff & Vonk, 2009). Furthermore, individuals with higher self-compassion did not think much of negative interpersonal interactions. Given the many unknowns in interpersonal relationships, being comfortable with cognitive uncertainty would also be advantageous. Taken together, these findings suggest that high self-compassion appears to be associated with increased interpersonal effectiveness. People with higher self-compassion report less anxiety when faced with situations that typically lead to interpersonal anxiety. In a study by Neff et al. (2009), participants were asked to respond to questions commonly used during job interviews.

Adolescents with high self-compassion will be tougher and easier to bounce back when facing failure. Self Compassion also positively affects adolescent curiosity (Bluth, Mullarkey & Lathren, 2018). In addition, self-compassion can also help teenagers have responsible life values, establish close friendships, and even have a positive sense of humor (Zafer & Dilmac, 2019). Another positive benefit, if a teenager has high self-compassion, is that they will have good psychological well-being (Baer, Lykins, & Peters, 2012), increase life satisfaction (Anggraeni & Kurniawan, 2012), have goals life, a sense of self-control, low stress (Neely et al., 2009), an internal motivation to achieve goals (Neff, Hsieh & Dejitterat, 2005), reducing symptoms in

adolescents with body dysmorphic disorder (Allen et al., 2020), reduce submissive behavior (Akin, 2009), reduce excessive self-evaluation and accept one's weaknesses and are more likely to accept and be able to reinterpret when experiencing failure (Neff, Hsieh & Dejjitterat, 2005) reduce rumination, suppressed thoughts and avoidance behavior (Neff, Hsieh & Dejjitterat, 2005).

Positive associations were found between self-efficacy, belief in control over learning, self-kindness, shared humanity, and mindfulness. In contrast, isolation, self-criticism, and over-identification were negatively related to self-efficacy. Increased self-efficacy will decrease social isolation, over-identification with problems, and severe self-assessment. In discussing the influence on self-efficacy, Urbani et al., (2002) notes that successful effort in situations in which the person is in control and whose results are attributed to their efforts increases their sense of self-efficacy. On the other hand, the perception of failure in this state reduces self-efficacy. The most compassionate individuals will be able to see their failures as something that is also present in the lives of others and will be able to do good to themselves when dealing with their feelings and thoughts in a balanced way. So it can be concluded that self-compassion is relevant, so to speak, for the journey of self-efficacy – affecting increasing or decreasing it (Souza & Hutz, 2016).

6. Conclusion

Based on the results of the data analysis of the influence of interpersonal skills on the self-efficacy and self-compassion of high school students in the city of Semarang, it can be concluded that 1) interpersonal skills have a positive influence on self-efficacy of high school students in the city of Semarang. The correlation coefficient indicates it obtained equal to 0.391 with a probability error rate of 0.001 which is smaller than the expected significance level (< 0.005). 2) Interpersonal skills positively affect the self-compassion of high school students in Semarang City. The correlation coefficient indicates it obtained that is equal to 0.324 with a probability error rate of 0.001 which is smaller than the expected significance level (< 0.005). 3) There is a significant influence between interpersonal skills and self-efficacy on the self-compassion of high school students in Semarang City. The correlation coefficient indicates it obtained equal to 0.387, where $R > 0.05$ means that it has a significant relationship. School counselors are recommended to provide positive emotional support establish close friendships with students, especially to help students increase their willingness to help and positive self-acceptance. In addition, school counselors are recommended to understand student behavior in terms of interpersonal skills, self-efficacy, and self-compassion. Suggestions for further research, expected to pay attention to the sentences on the items that will be used in the preparation of the interpersonal skills scale, self-efficacy, and self-compassion so that the results are more revealing to the maximum and it is recommended to pay attention to other factors that may influence. It is hoped that the next research will be directed to compare the level of effectiveness of counseling with certain approaches so that it is known that this approach can improve the interpersonal skills, self-efficacy, and self-compassion of high school students.

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