

## The Relationship between Self-efficacy and Students Interpersonal Abilities

Randi Saban Dawir ✉, DYP. Sugiharto, Awalya Awalya

Universitas Negeri Semarang, Indonesia

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### Abstract

Interpersonal skills are heavily needed by individuals to make social adjustments and resolve interpersonal conflicts. This study attempted to examine the relationship between self-efficacy and students' interpersonal skills. It used a correlational research design with a sample size of 300 students. In collecting the students' data, a self-efficacy scale and an interpersonal ability scale which have been previously tested for validity and reliability were used. The findings indicated that there was a significant positive relationship between self-efficacy and interpersonal skills. Further implications for guidance and counseling practice are discussed as well.

✉ Correspondence address:  
Gedung A Kampus Pascasarjana Unnes  
Jl. Kelud Utara III Semarang 50237  
E-mail: randi090926@gmail.com

**INTRODUCTION**

Interpersonal skills are important and must-have by someone who wants to build and have good relationships with others. (Anggiani, 2021). Low interpersonal behavior can cause someone to be selfish, indifferent and less empathic for others (Main et al., 2017). In addition, interpersonal skills are significant for making social adjustments and resolving conflicts. It is because often interpersonal conflicts hinder social interaction (Wahyuni, 2020). Similarly, a research conducted by (Kurniawan et al, 2021) concludes that the peak of interpersonal conflict in students relies heavily in differences. According to (Nashori, 2020) students' interpersonal competence influences the empathy factor and takes part in social activities. A research by (Wahyuni, 2020) argues that students who have good interpersonal competence have empathy and are able to resolve conflicts.

In a research by (Anggita et al., 2021) has confirmed self-efficacy plays an important role for students to actualize their abilities. Then, a study by (Khumaeroh et al., 2020) revealed that self-efficacy affects a person's ability to create strategies oriented towards solving problems. Regarding (Saputri & Sugiharto, 2020) empathy aspects can encourage individuals to be more confident. Meanwhile, based on (Basuki et al., 2020) self-efficacy can increase the ability to plan for the problems someone experiences. Lastly, based on (Arief et al., 2020) someone with high self-efficacy has the ability to determine interpersonal communication.

The objective of this study was to analyze the relationship between self-efficacy and college students' interpersonal skills. It was expected that the findings can benefit university counsellors to finally provide proper counselling services that assist students' interpersonal skills.

**METHODS**

In this study, the researchers included all undergraduate students of Fakultas Keguruan dan Ilmu Pendidikan at Universitas Halu Oleo

Kendari in the academic year of 2022/2023 amounted to 7.212 per April 2023 as the population of this study. This number covered 5 disciplines and 18 majors. Of those people, they were sampled using Isaac and Michale in (Sugiyono, 2018)

formulae (5%) so that it became 300 students. They were sampled using a cluster sampling technique by randomly choosing the representatives of each department using the spin the wheel-random picker application. In details, the researchers made some measurement so that all representatives could represent the number of population in the faculty.

Following the sampling, two instruments were prepared to collect the data. The first instrument was a self-efficacy scale which consisted of 20 statement items and obtained the alpha reliability and validity scores of 0.742 and 0.218-0.488 respectively. The second instrument was an interpersonal skills scale which had 20 statement items and gained the scores of reliabilities and validity of 0.764 and 0.126-0.814 respectively.

**RESULTS AND DISCUSSION**

After the data collection it was known that the students of the Faculty of Teaching and Education at University of Halu Oleo Kendari obtained the mean value of self-efficacy of 58.09 (SD = 10.08) with 61% of students at the medium level of self-efficacy. Their mean of interpersonal ability was 57.99 (SD = 11.59) with 53% or in the medium category. In details, the data are presented in the following table 1.

**Table 1.** Data Description

Variabel	M	SD
<i>Self-efficacy</i>	58.09	10.08
Interpersonal Skills	57.99	11.59

After the data presentation, a regression analysis was done to determine the relationship between self-efficacy and students' interpersonal skills. The results of the data analysis showed that there was a positive relationship between

self-efficacy and students' interpersonal abilities ( $\beta=0.405$ ,  $P<0.001$ ). The results of the regression analysis are presented in table 2.

Table 2

Prediktor	$\beta$	$R^2$	F	P
<i>Self-efficacy</i>	0.405	0.16	58.59	0.000

The findings indicated that high self-efficacy would make the students more disclosed and empathy. It is in line with a study by (Hill, et al., 2020) which found that individuals with high self-efficacy can behave properly in various situations and control emotion.

The role of educators in decision making will be effective if their relationship with students is poor. (Webermann et al., 2022). Meanwhile, the existence of significant effect of self-efficacy on interpersonal skills has also been proved by (Sumi, 2020) that self-efficacy and interpersonal skills play an important role in the formation of effective cooperative relationships.

According to the findings, counselling services at a university level are supposed to be able to develop students' self-efficacy and interpersonal skills so that the students can adjust to the social environment and deal with interpersonal conflicts.

## CONCLUSION

The findings of this study put forward the importance of self-efficacy for improving social relationship in its relation to the college students' interpersonal skills. Hence, the future studies are able to use the present study results as a basis to develop counselling designs at a university level. Finally, educators are expected to encourage students to develop self-efficacy to improve their interpersonal skills.

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