THE RELATIONSHIP BETWEEN SOCIAL INTERACTION AND SELF-CONCEPT OF SMAIT 'ALAMY SUBANG STUDENTS

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ABSTRACT

Adolescents need attention in their developmental phase, through social interaction adolescents gain knowledge related to the values they may believe in, this can be a factor in the formation of self-concept in adolescents. This study aims to determine the relationship between social interaction and self-concept formation in X and XI grade students of SMAIT 'Alamy Subang. This study used a quantitative approach with a descriptive correlational research design, and sample selection in the form of purposive sampling method. Data collection techniques used in the form of social interaction questionnaires and self-concept to respondents as many as 41 students. Data analysis techniques in this study used nonparametric statistical methods with Spearman Rank correlation. Data processing was carried out using IBM SPSS Statistics Version 30.0.0. The results showed a correlation coefficient of 0.585, which means that the level of strength of the relationship between variables is a strong relationship. It is known that the value of Sig. (2-Tailed) of 0.001, then the value of Sig. (2-Tailed) <0.05, which means there is a significant relationship between social interaction and self-concept. Then the null hypothesis (Ho) is rejected, while the alternative hypothesis (HA) is accepted. This means that there is a significant relationship between social interaction and self-concept of SMAIT 'Alamy Subang students which has a strong level of relationship strength and positive direction. Therefore, improving communication and self-confidence, as well as the role of family support are important factors in the formation of a good self-concept.

Keywords:
Social Interaction, Self-Concept, Adolescent

ABSTRAK

Remaja memerlukan perhatian dalam fase perkembangannya, melalui interaksi sosial remaja mendapatkan pengetahuan terkait nilai-nilai yang mungkin diyakininya, hal ini dapat menjadi faktor pembentukan konsep diri pada remaja. Penelitian ini bertujuan untuk mengetahui hubungan antara interaksi sosial dengan pembentukan konsep diri pada siswa kelas X dan XI SMAIT 'Alamy Subang. Penelitian ini menggunakan pendekatan kuantitaif dengan desain penelitian deskriptif korelasional, dan pemilihan sampel berupa metode purposive sampling. Teknik pengumpulan data yang digunakan berupa kuesioner interaksi sosial dan konsep diri terhadap responden sebanyak 41 orang siswa. Teknik analisis data dalam penelitian ini menggunakan metode statistic nonparametris dengan korelasi Rank Spearman. Pengolahan data dilakukan dengan menggunakan IBM SPSS Statistics Version 30.0.0. Hasil penelitian menunjukkan angka koefisien korelasi sebesar 0,585 yang artinya tingkat kekuatan hubungan antar variabel merupakan hubungan yang kuat. Diketahui nilai Sig. (2-Tailed) sebesar 0,001, maka nilai Sig. (2-Tailed) < dari 0,05 yang artinya ada hubungan yang signifikan antara interaksi

sosial dengan konsep diri. Maka hipotesis nol (Ho) ditolak, sementara hipotesis alternatif (HA) diterima. Hal ini berarti bahwa terdapat hubungan yang signifikan antara interaksi sosial dengan konsep diri siswa SMAIT 'Alamy Subang yang memiliki tingkat kekuatan hubungan kuat dan berarah positif. Oleh karena itu, peningkatan komunikasi dan kepercayaan diri, serta peran dukungan keluarga menjadi faktor yang penting dalam pembentukan konsep diri yang baik.

Kata Kunci:
Interaksi Sosial, Konsep Diri, Remaja

INTRODUCTION

Individuals during adolescence begin to form a self-identity and have the freedom to determine their principles and develop their abilities. In this phase, adolescents are also very easily influenced by interactions with peers. Because of the freedom they have and the social interactions that influence them, adolescents often tend to follow what is around them.

If their social interaction relationships are positive, then they will develop well, but if they fall into bad interaction relationships, then they tend to develop negative things in themselves. These behaviors can be formed through the process of interaction between individuals and others.

The interaction process that has been carried out by adolescents can ultimately shape new attitudes or behaviors, because it is through interaction that individuals gain new understanding and knowledge, which can later affect their character-building process in the future. This can be referred to as the process of character development.

Character development in adolescents is a common phenomenon in society. Related to the concept of character itself, there are important elements in it, one of which is self-concept. Self-concept is an assessment made by the individual himself regarding physical conditions (body) and psychological conditions (social, emotional, moral and cognitive) towards himself so that it will produce a subjective assessment (Syahraeni, 2019).

Self-concept is an individual's conceptualization of himself which is an individual's subjective feelings and a complex combination of conscious and unconscious thoughts, attitudes and perceptions. Self-concept directly affects a person's self-esteem and feelings about himself (Lestari, 2020). Self-concept is formed by one's experiences, relationships with people around him, and interactions with others. These things happen because of the interaction process, where individuals can influence and be influenced by existing beliefs. Social interaction itself can be a source of values and principles that can shape a person's self-concept.

Social interaction is a reciprocal relationship between individuals and individuals, groups and groups or individuals and groups so that they influence each other (Yulianti, et al. 2021). Through social interaction individuals can find out new things and can develop their abilities, process and sort out various important information for self-development from the social environment, and apply it for the future. Through social interaction individuals can develop their potential and help them find their self-identity.

The relationship between social interaction and self-concept is in line with the social cognitive theory developed by Albert Bandura. Dale. H. Schunk (2012) in Yanuardianto (2019) states that social cognitive theory is a theory that emphasizes the idea that most human learning occurs in a social environment. Bandura (Yanuardianto, 2019) explains that another distinctive characteristic of social cognitive theory is the leading role it gives to self-regulatory functions. People behave not just to conform to the tendencies of others. Most of their behavior is motivated and regulated by internal standards and reactions to their own actions related to their self-assessment.

This theory can be used in research related to the relationship between social interaction and self-concept because social cognitive theory is a theory that asserts that human learning is obtained from their social environment. This can occur through the process of social interaction between individuals and others. This interaction then produces behavior, beliefs, and values that a person believes are related to his or her self-understanding.

Research on the relationship between social interaction and students' self-concept is expected to contribute to efforts to create a better future generation with strong character. By understanding the relationship between these two concepts, the research is expected to contribute to creating good social interactions, so that this research can optimally support the formation of positive student self-concepts.

METHOD

This research is descriptive quantitative research. Descriptive quantitative is a research approach aimed at describing phenomena or characteristics of a population using numerical data. Atherton and Klemmack (1982) in Soehartono (1995) revealed, descriptive research aims to provide a description of a society or a certain group of people or a description of a symptom or the relationship between two or more symptoms. The research design used is descriptive correlation. This study looks for the relationship between social interaction variables and self-concept variables.

This research was conducted at SMAIT 'Alamy Subang. SMAIT 'Alamy Subang is a high school located in Dangdeur Village, Subang District, Subang Regency, West Java Province. The population of this study were X and XI grade students of SMA IT 'Alamy Subang, totaling 41 students. Sampling was done using purposive sampling method (sampling based on objectives). The data collection technique used is a questionnaire or list of questions. The questionnaire is a data collection technique in which the researcher provides a list of questions through a research instrument given to the respondent to be filled in by himself. This study uses a closed question type.

The measuring instrument used must be able to measure the variable it is intended to measure, not other variables. Then a measurement scale must be said to be valid (Soehartono, 1995). The validity test in this study used the pearson product moment validity test with IBM SPSS Statistics Version 30.0.0. Based on the results of the calculation of the pearson product moment validity test using IBM SPSS Statistics Version 30.0.0, it was found that of the 30 existing statements, 28 statements were declared valid where r-count> r-table (5% significant level). Meanwhile, 7 of them were declared invalid because they did not meet the requirements of the provisions. So,

statements 2, 4, 16, 20, 24, 31, and 33 which are declared invalid, cannot be used as measuring instruments in the research instrument. Meanwhile, 28 valid statements can be used as instruments in this study.

A measuring instrument is said to be reliable if the measuring instrument provides fixed results as long as the variable being measured does not change (Soehartono, 1995). This study uses the Cronbach's Alpha reliability test with IBM SPSS Statistics Version 30.0.0. Based on the results of the reliability test with Cronbach's Alpha, it was found that the Cronbach's Alpha value in 28 statements was 0.955. Meanwhile, the requirements for measuring instruments are declared reliable if the Cronbach's Alpha value is greater than 0.60. This means that the research instrument used is declared reliable or trusted as a data collection tool in research.

Furthermore, this research uses data analysis techniques in the form of nonparametric statistical methods. Nonparametric statistics focus on testing distributions without requiring many assumptions to be met. The nonparametric data analysis method applied in this study is the Spearman Rank correlation which is assisted by IBM SPSS Statistics Version 30.0.0.

RESULT AND DISCUSSION
Respondent Characteristics

Respondents Characteristics			
Gender		Age	Total
Female	Male		
26 (63,4%)	15 (36,6%)	< 16 years old	8
		16 - 18 years old	32
		> 18 years old	1
Total			41

Figure 1 Respondent Characteristics

Of the forty-one (41) students at SMAIT 'Alamy, there are 26 female students and 15 male students in a percent ratio of 63.4%: 36.6%, indicating that the number of female students is almost double the number of male students. In addition, the largest age range is in the age range of 16 - 18 years.

Analysis of Research Results

Based on the results of the research data analysis, it is known that of the 41 students of SMAIT 'Alamy Subang, eight (8) of them chose the answer choice "not suitable" or "very unsuitable" on more than equal to ($\geq$) 10 statements, this is almost half of the statements in the questionnaire. Considering that all of the statements in the questionnaire were positively directed, it can be said that these students have a very low level of self-confidence compared to other students.

Of the eight students, 62.5% were female, while 37.5% were male. The difference in percentages shows that more female students feel less confident than male students. Then 87.5% of students who chose negative answers as much as more than or equal to 10 statements, were in the age range of 16-18 years, while 12.5% were less than 16 years old. Students at this age usually experience a transitional phase, where they begin to learn to rely on themselves but still need the help of both parents.

The results of another analysis found that of the 28 statements, 6 of them had a low total score value compared to the total score value of other statements, namely $\leq$ 110. This shows that the six statements, namely statements 6, 11, 12, 13, 17, and 19 have more negative answers compared to other statements. The results of the analysis on the six statements that have a total score value $\leq$ 110, found that five of them are related to the self-concept variable, while 1 other statement is related to the social interaction variable.

The physical self-dimension in the self-concept variable is the dimension that has the most negative answers compared to other

dimensions. The second position with the dimension that has the most negative answers after the physical dimension is the personal self-dimension, which is then followed by the communication dimension in the social interaction variable, and finally the family self-dimension in the self-concept variable.

The physical self is an individual's view of his or her physical condition which is also related to health conditions, self-appearance and motor conditions. Not a few SMAIT 'Alamy Subang students do not feel that their appearance is attractive enough, or do not have confidence in their appearance. This self-confidence has an impact on their overall self-concept. This feeling can make students not dare to show themselves in public, feel less valuable, and have a lack of self-esteem.

In addition to this, unfortunately there are also many SMAIT 'Alamy students who do not pay attention to their health regularly. Health is one of the most important things to take care of. Physical health can have an impact on all aspects of oneself such as one's mental health. It is necessary to always maintain health regularly, so that the body becomes healthier and stronger every day.

Personal self is an individual's ability to describe his or her own identity. As many as 68.3% of SMAIT 'Alamy students have not been able to find their identity. Adolescence itself is a time when students begin to explore existing values, beliefs, and behaviors, as well as a period of self-discovery. All the interaction processes carried out will eventually make adolescents sort out what values they want to believe in and slowly this development will lead to the discovery of their identity.

Communication is a process of delivering messages such as information, ideas, or ideas from individuals to other individuals or groups so that there is mutual influence between them. Good communication can have a good impact on the individual as well. Reasonable openness in communication will lead to mutual trust between individuals. It also helps others to understand someone better. As many as 46.3% of SMAIT 'Alamy Subang students have not dared to show when they feel happy, sad, or disappointed. This discomfort can occur due to various things, such as fear of the reactions that might be received from showing these feelings, difficulty expressing themselves in front of others, or other things.

Family self is an individual's view or assessment of his or her position in the family. As many as 39% of SMAIT 'Alamy Subang students feel that they are not the favorite child at home. This view can be caused by various things, one of which is a lack of family support so that students have a low sense of self-esteem. The role of family support is very important, especially for adolescents. Support provided by one's family environment will make individuals feel confident, comfortable, and brave to face challenges.

Hypothesis Test Results

Hypothesis testing in this study used a nonparametric statistical test with the Spearman Rank correlation formula using IBM SPSS Statistics Version 30.0.0.

Correlations

			Social Interaction	Self-Concept
Spearman's rho	Social Interaction	Correlation Coefficient	1.000	.585**
		Sig. (2-tailed)	.	<,001
		N	41	41
	Self-Concept	Correlation Coefficient	.585**	1.000
		Sig. (2-tailed)	<,001	.
		N	41	41

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 2 Main Hypothesis Test Results

Based on the hypothesis test results above, it can be seen that the Sig. (2-Tailed) of 0.001, then the value of Sig. (2-Tailed) <0.05, which means that there is a significant

relationship between social interaction and self-concept. Furthermore, the correlation coefficient number is 0.585, which means that the level of correlation strength or the relationship between the two variables is a strong relationship. The coefficient number is positive, so the direction of the relationship between the variables is positive.

The results of this test indicate that the null hypothesis is rejected and the alternative hypothesis is accepted. So it can be concluded that there is a significant relationship between social interaction and the self-concept of SMAIT 'Alamy Subang students which has a strong level of relationship strength and positive direction. It can also be said that if the social interaction is good, the better the self-concept will be with a large relationship of 58.5%.

Teenagers are basically very influenced by the peer environment, in this case the friendship environment at school. The results of hypothesis testing show that there is a significant relationship between social interaction and the self-concept of SMAIT 'Alamy Subang students. So it can be said that the formation of a person's self-concept cannot be separated from the social interactions they do. All values, beliefs, and behaviors that a person has are formed through social interactions with others. Good social interactions where individuals dare to communicate actively with others, have a significant influence on themselves, especially in terms of self-confidence.

CONCLUSION

Social interaction in SMAIT 'Alamy Subang students can be said to be quite good based on the results of existing research. However, a small number of students still do not have confidence in communicating openly with others. Furthermore, most SMAIT 'Alamy Subang students have a very good self-concept, it's just that there are still students who have a lack of self-concept, especially in the level of self-confidence.

Based on the results of the study, it is known that the null hypothesis (Ho) is rejected, while the alternative hypothesis or working hypothesis (HA) is accepted. This means that there is a significant relationship between social interaction and the self-concept of SMAIT 'Alamy Subang students which has a strong level of relationship strength and positive direction. So, it can be said that when social interactions are good, the better the self-concept will be with a large relationship of 58.5%.

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