

The Profile Of Interpersonal Communication Skills In Elementary School Students

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Abstract.: The research is motivated by the importance of mastering interpersonal communication skills by elementary school students. The research objective is to obtain the interpersonal communication skills profile of elementary school students based on indicators of openness, empathy, supportiveness, positiveness, and equality. The study was conducted at the elementary lab school UPI Bandung using a quantitative approach and descriptive study method. The research sample in this study was fifth-grade (VB and VC) students of the elementary lab school UPI Bandung with 56 students. The results showed that the interpersonal communication skills of fifth-grade elementary school students were generally at medium qualifications with a proportion of 48.21%. The positiveness indicator was a low category, in addition to the interpersonal communication skills of female students was higher than men students.

Keywords: interpersonal communication skills, elementary school, student

1. INTRODUCTION

Interpersonal communication skills are a very important element for the healthy psychological development of students [1], [2]. The importance of interpersonal communication skills for students are; (1) the main source of happiness and can deal with stress [3]; (2) Through interpersonal communication, students receive emotional support in everyday life, and the formation of friendships [4]; (3) Interpersonal communication skills are important for the development of social and emotional skills [5]; (4) Interpersonal communication skills are also an important factor in students' success at school [6], [7]; (5) Having a 'prophylactic effect' where students with good interpersonal communication skills will be more resilient to the adverse effects of life crises, while students with low interpersonal communication skills will experience psychosocial problems when faced with stressors in life [8]; (6) interpersonal skills are the foundation for the success and welfare of students in the future [9]. Havighurst stated that one of the development tasks that must be fulfilled by children aged 6-13 years is learning to adjust to their peers. Exercising their growing autonomy in schools and organized programs, children learn about the world outside the family, match themselves against the expectations of others, compare their performance with their peers and develop customary ways of responding to challenges and learning opportunities. Children spend time with their peers outside the orbit of parental control [10]. Lack of interpersonal communication skills is a source of unhappiness and sadness [7]. If a person cannot be meaningfully involved with other people or ostracized, the result is students will often be lonely, unhappy and depressed [11].

Students who experience failure in interpersonal communication in their environment often not being accepted, rejected, excluded, ignored. Failure to do interpersonal communication will make students increasingly difficult to do broader interactions. So it tends to withdraw and take aggressive actions [12]. Students who have low interpersonal communication skills can have an addiction to social networks [13]. While students who succeed in doing interpersonal communication properly and effectively will also have a good impact on themselves, achievements, social relations, and the environment. Research has shown that students with good levels of interpersonal skills have many advantages [14]; students are better prepared to deal with stress, adaptable, adjust better to change, have higher self-efficacy in social situations, greater satisfaction in relationships with important people in their lives, more friends, and less likely to suffer from depression loneliness or anxiety. This effect is caused by students being sensitive to the needs of others and causing students to be liked by others. Students without communication difficulties in the home and mobility can still experience difficulties with life habits related to interpersonal communication skills, recreation, and responsibility [15]. Students with interpersonal communication problems are increasing and need help from various parties. These children have difficulties not only with interpersonal communication, which sustains peer relationships but also with oral and written aspects of the curriculum [16]. Interpersonal communication is defined as an attribute of the social system in which two or more persons interact with one another based on the pursuit of common goals [17]. Interpersonal communication is communication that occurs dialogically, where when a communicator talks there will be feedback from the communicant so there is interaction. In dialogic communication, both communicators and communicants are active in the process of exchanging information that takes place in interactions [18]. Brooks defines interpersonal communication as the process of finding information, meaning and feelings that are shown by someone both messages verbally and nonverbally [14]. Quality communication is important in interpersonal communication. In an effort to get quality communication there are several aspects that play a role such as openness, empathy, positiveness, and equality [18]. Based on the problems and results of the study, this study seeks to identify more about the communication skills of elementary school students. This research is one of the initial explorations aimed at knowing the profile of the

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communication skills of elementary school students. The results of this study are expected to be one of the considerations in providing guidance and counseling services for elementary school students.

2. METHOD

The approach used is a quantitative approach, with descriptive methods. The descriptive method is a research method that is intended to gather information on a particular condition or condition, then describes what happened when the research was conducted in the form of a research report [19]. Data collection techniques in this study, namely using a questionnaire (questionnaire) adapted from [20]. The population in this study were all students of VB and VC elementary lab school UPI Bandung. Sample selection using a cluster sampling technique. The sample used can be seen in table 1.

TABLE 1.
STUDY SAMPLE

Class	Population		Amount
	M	F	
VB	14	13	27
VC	13	16	29
Total	27	29	56

3. RESULTS

Interpersonal Communication Skills of Elementary School Students The results of this study describe empirical data about the interpersonal communication skills of elementary school students, as can be seen in table 2.

TABLE 2.
INTERPERSONAL COMMUNICATION SKILLS OF
ELEMENTARY SCHOOL STUDENTS

Category	Frequency	Proportion
Very high	1	1,79
High	14	25
Medium	27	48,21
Low	9	16,07
Very Low	5	8,93
Total	56	100

Table 2 shows that the interpersonal communication skills of elementary school students are generally in the medium category (48.21%). Interpersonal Communication based on Indicators Based on the results of the empirical data description of the interpersonal communication skills of elementary school students, the results of empirical data on interpersonal communication skills of elementary school students based on the indicators can be seen in table 3.

TABLE 3.
INTERPERSONAL COMMUNICATION SKILLS OF
ELEMENTARY SCHOOL STUDENTS BASED ON
INDICATOR

Indicator	INF	VH	H	M	L	VL
Openness	F	3	9	26	14	4
	%	5,36	16,07	46,43	25,0	7,14
Empathy	F	1	15	25	10	5
	%	1,79	26,79	44,64	17,86	8,93

Supportivness	F	3	11	24	16	2
	%	5,36	19,64	42,86	28,57	3,57
Positiveness	F	3	6	29	16	2
	%	5,36	10,71	51,79	28,57	3,57
Equality	F	3	9	27	12	5
	%	5,36	16,07	48,21	21,43	8,93

Table 3 shows that the interpersonal communication skills of elementary school students can be seen from the percentage of each indicator, divided into five indicators, namely indicators of openness, empathy, supportiveness, positiveness, and equality. Interpersonal Communication Skills Based on Gender An explanation of the interpersonal communication skills of fifth-grade elementary school students based on gender can be seen in table 4.

TABLE 4
INTERPERSONAL COMMUNICATION SKILLS OF
ELEMENTARY SCHOOL STUDENTS BASED ON GENDER

Indicator	Mean Rank		P	
	Male	Female	1-tailed	2-tailed
Openness	25,22	31,55	0,05	0,140
Empathy	22,87	33,74	0,05	0,012
Supportiveness	22,76	33,84	0,05	0,011
Positiveness	29,13	27,91	0,05	0,774
Equality	23,56	33,10	0,05	0,026

Based on the mann-whitney test the results of the calculation of Interpersonal Communication skill on the indicator positiveness are valued $\mu_2 = 0.774$ because the value of $\mu_1 > 0.05$ then H_0 is accepted, thus interpersonal communication skills that women have a higher than men. Besides the indicator positiveness is the lowest possessed by the interpersonal communication skills of elementary school students.

4. DISCUSSION

Interpersonal Communication Skills of Elementary School Students

Based on the results of data processing instruments interpersonal communication skills obtained a description of the ability of interpersonal communication skills of fifth-grade elementary lab school UPI Bandung from a sample of 56 students found 1 student (1.79%) is in the very high category and 15 students (25%) in the category high means students are able to do good interpersonal communication, students who have high interpersonal communication skills show openness in communicating with anyone, show empathy not only people they know, students also do not hesitate to show supportiveness towards their friends, students have shown a positiveness in communicating with others, and students have applied equality in communicating with others. A total of 27 students (48.1%) are in the medium category which means students are able to do interpersonal communication. Students have shown openness but only limited to the closest people, showing empathy to friends but still limited to empathizing with friends they know. Students have shown support to others but are still not deep enough to only provide the same support done by others in general, students have shown a positiveness but are still limited to those closest to them, and students have shown an attitude of equality but still need to develop ways of communicating equality in order to be accepted by people. A total of 9 students (16.07%) were in a

low category and 5 students (8.93%) were in the very low category which meant students were less able to show openness to others, less able to show empathy to others. Students are less able to show support to others, students are less able to show a positiveness to others, and students are less able to show an attitude of equality in order to be accepted by others. Students who do not have good interpersonal communication skills will experience obstacles in the interaction process. Students who lack interpersonal communication skills will have difficulty in self-expression, express emotions, empathy, start and end conversations, help others, resolve conflicts and develop self-esteem and trust [21]. Interpersonal communication skills are influenced by the characteristics of ego states [22]. The ego state is a state or condition that reflects the impact of students' experiences and feelings on their behavior. Table 5 shows that the ego state of parents, adults, and children has a different characteristic.

Table 5 Characteristics ego states

Ego State	Verbal indicators	Nonverbal indicators
Parent	Using evaluative, critical or moralistic words. Discussing right and wrong	Concerned, comforting or critical tone of voice. Caring or controlling gestures
Adult	Practical focus on the task or problem at hand	Even, calm voice
Child	Emotional expression-jokes, talks about hopes and feelings	Spontaneous and energetic gestures

Table 3 shows that elementary school students have child ego state characteristics.

Interpersonal Communication Skills of Elementary School Students based on The Indicator Openness

In the indicator of openness in general, elementary school students are in the medium category of 26 students (46, 43%) which means students have shown openness but only limited to close people such as students seem able to start communication with others but only done with those closest, students can communicate with others but are still limited to closest friends, and students show openness with others, but are still being shy [23]. Students need to increase openness in establishing communication with others so that students will have better interpersonal communication skills. Rogers said that self-disclosure based on sincere feelings does not pick and choose friends in socializing, friendly attitude, acceptance of others, and empathy makes communication skills become more intimate [24]. Characteristics of students who are open according to Brooks and Emmert [25] are; (1) students can assess messages objectively, by using data and logical panic; (2) students can be oriented to content; (3) students can distinguish easily by seeing nuances; (4) students can look for understanding messages that are not in accordance with the set of beliefs; (5) students can find information from various sources.

Interpersonal Communication Skills of Elementary School Students based on The Indicator Empathy

In general indicator empathy of elementary school students are the medium category as many as 25 students (46, 64%) which means students have shown empathy to friends but are still limited to empathizing with friends who are known as students show concern/care only to the closest or only have

one interest, students are able to maintain the feelings of others but have not been able to adjust communication to show the attitude of empathy, and students understand the desires of others but are still not shown in a verbal or nonverbal way. To empathize is to feel something like the person experiencing it [18]. Empathic people are able to understand the motivations and experiences of others, their feelings and attitudes, and their hopes and desires for the future. Students need to improve empathy skills in establishing communication with others so that students will have better interpersonal communication skills. The increasing aspects of student empathy are marked by students being able to communicate empathy both verbally and non-verbally. Nonverbally, students can communicate empathy by showing (1) active involvement with that person through appropriate facial expressions and gestures; (2) concentrated concentration includes eye contact, attentive posture, and physical closeness; and (3) appropriate touches or caresses [18].

Interpersonal Communication Skills of Elementary School Students based on The Indicator Supportiveness

In general supportiveness indicator of elementary school students are in the medium category of 25 students (46, 64%) which means students have shown support to others but are still not deep enough to only provide the same support done by others in general as students provide support to people who are close only, students have given awards to others but are still limited to those he knows only and means students can communicate supportiveness but still hide true feelings. Effective interpersonal communication is a relationship with supportiveness, a concept whose formulation is based on the work of Jack Gibb. Open and empathic communication cannot take place in an unsupportive atmosphere. Individuals show a supportiveness by being a) descriptive, not evaluative, b) spontaneous, not strategic, and c) provisional, not very sure [18].

Interpersonal Communication Skills of Elementary School Students based on The Indicator Positiveness

In the indicator positiveness in general elementary school students are in the medium category as many as 29 students (51, 79%) which means students have shown a positiveness but is still limited to the closest people like students have shown friendly attitude to people they know only, students think positively of others but are still unable to reflect verbally or non-verbally, and students are not overly suspicious of others but are unable to reflect on their positive feelings. Petronio extended Altman's dialectical conceptualization of privacy, showing how relationship partners rely on rules about control, ownership, and co-ownership of private information to open and close privacy boundaries [26]. A positiveness of students refers to several aspects of communication that is fostered communication if students have a positiveness towards themselves [18]. Students who are negative towards themselves always communicate feelings to others, which in turn will develop the same negative feelings. Conversely, students who feel positive about themselves signal feelings to others, which in turn will also reflect those positive feelings. Positive feelings for communication situations, in general, are very important for effective interaction. There is nothing more unpleasant than communicating with people who do not enjoy the interaction. A negative reaction to a situation will make

others feel disturbed, and communication will immediately be interrupted.

Interpersonal Communication Skills of Elementary School Students based on The Indicator Equality

In the indicator of equality, most students are in the moderate category as many as 27 students (48, 21%) which means students have been able to put themselves on par with others but have not been able to communicate equality properly, students have realized the importance of the presence of others but still have not able to be shown verbally or nonverbally, students can communicate with others but in communicating it still needs to be considered intonation and tone of speech, and students are able to create an atmosphere of communication that is intimate but still looks awkward in speaking, There are never two people who are truly equal in all things. Apart from this inequality, interpersonal communication will be more effective if the atmosphere is equal. That is, there must be a tacit acknowledgment that both parties are equally valuable and valuable in the form of verbal and nonverbal. In an interpersonal communication that is marked by equality, disagreement and conflict are seen as an effort to understand the differences that certainly exist rather than as an opportunity to bring down another party by communicating well and friendly tone [18]. Equality asks us to give positive unconditional rewards to other individuals [27].

The Development of Empathy for Guidance and Counseling Teacher Candidates Based on Gender

Interpersonal communication skills based on gender shows that female students in elementary school have higher interpersonal communication skill compared to male students. Interpersonal communication skills based on gender in indicator openness shows that female elementary school students have higher interpersonal communication skill than the male elementary school students, the indicator Empati shows that female elementary school students have the skill which is higher than the male elementary school students. In the indicator supportiveness shows that female elementary school students have higher interpersonal communication skill than the male elementary school students, the indicator positiveness shows that female elementary school students and the male elementary school students do not have a significant difference, and in the indicator equality shows that female elementary school students have higher interpersonal communication skill than the male elementary school students. The findings are following the results [28] that female students have higher interpersonal communication skills than male students. Men and women behave differently when they communicate. Many texts provide detailed lists of differences. These are often based on the work of Robin Lakoff [22] who suggested that women use language differently in the following ways:

- 1) Women make much less use of specialized vocabularies. They use fewer technical expressions.
- 2) Women use expletives differently. They use far fewer obscenities and swear words.
- 3) Women use different patterns of intonation. They speak in a softer and less 'dramatic' way.
- 4) Women are much more likely to be 'superpolite'? They tend to be 'overcorrect' in following social rules.

- 5) Women use what is known as 'hedges' more often. They are much more likely to embellish what they say with hedges such as 'well', 'kinda', 'you know'.
- 6) Women use jokes and humor differently. They are much less likely than men to tell jokes.
- 7) Women use more tags.

According to [29] [30] states that women are more nurturance and more interpersonal oriented than men.

5. CONCLUSION

Based on the results of data collection, processing and analysis regarding the interpersonal communication skills of elementary school students, the following conclusions are obtained. a) In general, the interpersonal communication skills of elementary school students are in the medium category. This means that interpersonal communication skills are not optimal and needs to be improved again, b) In general interpersonal communication skills of elementary school students in the indicator openness, empathy, supportiveness, positiveness, and equality are at medium category, d) Interpersonal communication skills of elementary school students based on gender shows that female students in elementary school have higher interpersonal communication skill compared to male students.

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