

Interpersonal Communication in the Digital Era: The Relationship with Self-Control Among Smartphone-Using Students at SMAN 2 Semarang

Ishma Najya Zafira Purnama¹, Nailul Fauziah², Elmaya Sari Pulungan³

¹ Universitas Negeri Manado and Najyaishma@unima.ac.id

² Universitas Diponegoro and nailulfauziah@lecturer.undip.ac.id

³ Universitas Negeri Manado and elmaya_esp@unima.ac.id

ABSTRAK

Saat ini penggunaan smartphone mulai berpengaruh terhadap komunikasi antar individu hal tersebut disebabkan oleh individu yang mulai mementingkan smartphone dan mengabaikan orang yang ada di sekelilingnya, padahal komunikasi interpersonal sangat penting bagi kehidupan individu. Penelitian ini dilakukan untuk mengetahui hubungan antara kontrol diri dengan komunikasi interpersonal siswa pengguna smartphone di SMA Negeri 2 Semarang. Populasi dalam penelitian ini berjumlah 256 siswa, 59 siswa diambil sebagai subjek uji coba skala dan sebanyak 197 siswa diambil sebagai sampel penelitian yang didapat dengan menggunakan teknik cluster sampling. Instrumen yang digunakan yaitu skala kontrol diri (21 aitem, $\alpha = ,852$) skala komunikasi interpersonal (21 aitem, $\alpha = ,836$). Hasil analisis regresi sederhana menunjukkan nilai signifikansi sebesar ,000 ($p < ,05$) serta nilai koefisien korelasi sebesar $r_{xy} = ,348$. Hasil analisis menunjukkan bahwa hipotesis diterima yang artinya terdapat hubungan yang positif dan signifikan antara kontrol diri dengan komunikasi interpersonal pada siswa pengguna smartphone di SMA Negeri 2 Semarang. kontrol diri memberikan sumbangan efektif sebesar 12,1 %.

Kata Kunci: Kontrol Diri, Komunikasi Interpersonal, Smartphone, Siswa SMA, SMAN 2 Semarang

ABSTRACT

Currently, the use of smartphones affects interpersonal communication, as individuals begin to prioritize smartphones and ignore those around them, even though interpersonal communication is very important for individual life. This study was conducted to determine the relationship between self-control and students' interpersonal communication of smartphone users in 2 Senior High Schools in Semarang. The population in this study consisted of 256 students; 59 were selected as subjects for scale trials, and 197 were selected as the research sample using a cluster sampling technique. The instruments used are the self-control scale (21 items, $\alpha = .852$) and the interpersonal communication scale (21 items, $\alpha = .836$). The results of the simple regression analysis show a significance value of .000 ($p < .05$) and a correlation coefficient of $r_{xy} = .348$. The results of the analysis indicate that the hypothesis is accepted, indicating a positive and significant relationship between self-control and interpersonal communication among smartphone-using students at SMA Negeri 2 Semarang. Self-control provides an effective contribution of 12.1%.

Keywords: Self-Control, Interpersonal Communication, Smartphone, High School Students, Senior High School 2 Semarang

INTRODUCTION

In today's modern era, technology is advancing rapidly. Technology is readily available across many areas of life, aiming to simplify and support all human activities. In everyday life, we often encounter several types of information technology, including computers, notebooks, tablets, televisions, and smartphones. Smartphones are mobile phones that incorporate an operating system designed for the general public, allowing users to add or modify applications and functions according to their preferences (Shiraishii, Ishikawa, Sano, & Sakurai, 2011).

Over time, smartphones have become one of the fastest-growing segments of the information technology industry, particularly in Indonesia. Indonesia is a digital technology giant

in Asia. This is because Indonesia's population of 250 million makes it the largest smartphone market (Rahmayani, 2015). With this number, Indonesia will become the fourth-largest country with the most active smartphone users, after China, India, and the United States (Novalius, 2018).

Population-wise, a Taylor Nelson Sofres (TNS) survey in Indonesia showed that 58 percent of smartphone users are aged 14-17 (Hesty, 2012). Other data from the same source indicates that 80% of adolescents aged 15-17 use smartphones, with the remainder using desktops or both (Cahyo, 2017). In 2013, the largest number of smartphone users were those aged 18-24, accounting for 80% of all smartphone users (Deloitte, 2014). Other data indicate that 70% of smartphone users in Indonesia are adolescents (Bilta, 2018). This statement is supported by survey results indicating that adolescents are most interested in smartphone use (Resti, 2015).

The impacts of smartphone use on adolescents include reduced study time, decreased social sensitivity, and impaired interpersonal communication. For example, research by Octaviani (2014) examined the effects of Blackberry smartphone use among teenagers, resulting in reduced sensitivity to others, altered consumer behavior, and shortened study hours. Hanika (2015) noted that smartphone use in the presence of others is considered negative because people tend to trivialize the person they are talking to and fail to show appreciation.

Currently, teenagers tend to pay less attention to their peers and to what they are doing. They are often seen busy using their smartphones for chatting, playing games, and listening to music (Hasanah & Kumalasari, 2015). Harfiyanto, Utomo, and Budi (2015) also noted in their research that students tend to lose focus when with friends or in conversation. This occurs because they are more preoccupied with their smartphones.

Regarding communication among teenagers, many changes are occurring in how they interact with others. This is due to smartphone use, especially when teenagers interact with others. According to Noviana's (2015) research, during interpersonal communication, the excitement of using smartphones distracts adolescents and disrupts the communication process, leading to miscommunication. Syarif's (2015) research found a significant influence between smartphone user behavior and interpersonal communication in students. This significant influence was a change in the interpersonal communication of third-grade students at Airlangga Vocational High School for Information Technology (SMK TI Airlangga). Students tended to use smartphones during activities and communication, thereby limiting their ability to communicate face-to-face.

Research by Anshari, Alas, Hardaker, Jaidin, Smith, and Ahad (2016) revealed that two-thirds of respondents used smartphones for more than 6 hours per day and stated they could not live without them. This raises concerns that disorders such as nomophobia and phubbing could develop, with other impacts affecting academics. Phubbing, or phone snubbing, is a phenomenon in which individuals are so preoccupied with their mobile phones during interpersonal communication that they ignore the person they are talking to (Karadag et al., 2015).

Chotpitayasunondh and Douglas (2017) stated that the experience of phubbing when communicating between individuals has a negative impact on the quality of communication and satisfaction in relationships. Phubbing can lower mood and reduce a sense of belonging. Research by Yusnita (2017) found that 35% of respondents agreed that using smartphones while with others (phubbing) hinders interpersonal communication, 37% agreed that phubbing hinders social interaction, and 34% agreed that phubbing disrupts partners, family, and friends. The phenomenon of using smartphones while with others is dangerous because it can damage relationships, making direct communication between individuals unimportant, thus eroding empathy and sympathy (Yulianto, 2018).

Research by Drago (2015) shows that technology has a negative effect on face-to-face communication, especially if mobile phones are used continuously in front of others. Another study by Nie and Lutz (2002) found that the more time individuals spend on the internet, the more they lose touch with their social environment, even with just 2-5 hours of internet use per week. The presence of mobile phones also negatively impacts closeness, connection, and quality of conversation, the impact being most evident when individuals are discussing in-depth topics (Przybylski & Netta, 2012).

The aforementioned findings are also supported by the results of preliminary data collection conducted at SMA Negeri 2 Semarang. The preliminary data collection took place before the research trial and before data collection began on 256 participants. The preliminary data collection involved administering a questionnaire to determine whether the subjects used in the study were actually using smartphones. The preliminary data collection results indicated that all subjects used in the research data collection used smartphones.

On the other hand, adolescents are expected to be able to establish good interpersonal communication. This is consistent with the research findings of Latifah, Holilluloh, Chotpitayasunondh and Douglas (2017) stated that the experience of phubbing during communication between individuals negatively impacts the quality of communication and relationship satisfaction. Phubbing can lower mood and reduce a sense of belonging. Research by Yusnita (2017) found that 35% of respondents agreed that using smartphones while with others (phubbing) hinders interpersonal communication, 37% agreed that phubbing hinders social interaction, and 34% agreed that phubbing disrupts partners, family, and friends. The phenomenon of using smartphones while with others is dangerous because it can damage relationships, making direct communication between individuals less important, thereby eroding empathy and sympathy (Yulianto, 2018).

Research by Drago (2015) shows that technology hurts face-to-face communication, especially if mobile phones are used continuously in front of others. Another study by Nie and Lutz (2002) found that the more time individuals spend on the internet, the more they lose touch with their social environment, even with just 2-5 hours of internet use per week. The presence of mobile phones also negatively impacts closeness, connection, and the quality of conversation, with the impact most evident when individuals are discussing in-depth topics (Przybylski & Netta, 2012).

The aforementioned findings are also supported by preliminary data collected at SMA Negeri 2 Semarang. Preliminary data collection took place before the research trial, and before data collection began for 256 participants. The preliminary data collection involved administering a questionnaire to determine whether the subjects used in the study were actually using smartphones. Preliminary data indicated that all subjects in the research used smartphones.

On the other hand, adolescents are expected to be able to establish good interpersonal communication. This is consistent with the research findings of Latifah, Holilluloh, and Hermi (2013), which found that the more frequent and intense students' communication, the better their interpersonal communication skills. Hanani (2017) highlighted the importance of interpersonal communication for individuals, including creating harmony, building better character, getting to know others with their individual characteristics, fostering empathy for others, and developing social intelligence. Miller (in Hasanah, 2015) explained that intensive communication fosters harmonious relationships.

The communication referred to here is interpersonal, face-to-face communication. Barnlund (in Hanani, 2017) defines interpersonal communication as communication that is always associated

with spontaneous and unstructured encounters between two, three, or four people. Littlejohn (in Suranto, 2011) defines interpersonal communication as communication between two individuals.

Based on the explanations above, interpersonal communication is direct communication between two individuals, allowing for immediate understanding of the information conveyed by the other. Poor interpersonal communication can lead individuals to become easily angered, prone to being easily provoked by rumors, and prone to conflict (Hanani, 2017). One factor influencing good interpersonal communication is emotional maturity. Individuals with emotional maturity control their emotions, enabling them to communicate in a pleasant atmosphere.

Ghufron and Risnawita (2012) describe self-control as an individual's decision, made through cognitive consideration, to integrate planned behaviors to achieve desired outcomes and goals. Individuals who can control themselves can channel their emotions and attitudes in more positive directions to be accepted by those around them. This allows them to develop attitudes that support good interpersonal communication, even when using a smartphone. This aligns with the statement by Ghufron and Risnawita (2012), who found that individuals with high self-control are very concerned about the appropriate way to behave in the right situation. Individuals tend to adapt to the demands of their social environment.

Research by Muna and Astuti (2014) showed a significant relationship between self-control and the tendency to become addicted to social media in high school students. Another study by Asih and Fauziah (2017) revealed a significant relationship between self-control and anxiety about being away from smartphones (nomophobia). Research by Solikhah (2016) demonstrated a relationship between self-control and interpersonal communication skills, suggesting that higher self-control is associated with greater interpersonal communication skills among adolescents.

The difference between this study and Solikhah's (2016) lies in the underlying problem. Solikhah's (2016) study identified closed attitudes, distrust, and suspicion of students, as well as students' sarcastic behavior due to a lack of self-control, as the root of the problem and considered these factors to be barriers to interpersonal communication. Environmental factors contribute to the development of good self-control and interpersonal communication, as the environment provides a forum for student interaction and fosters their development in line with the values and norms of the Islamic boarding school. Callhoun and Acocella (in Ghufron & Risnawita, 2012) explain that self-control is important for individuals. This is because individuals live in a society, so they must be able to control themselves to avoid disrupting the environment. Furthermore, the environment sometimes sets certain standards for life. Therefore, to meet these demands, individuals must be able to control themselves to avoid deviant behavior while pursuing their goals.

Based on the data obtained, the authors are interested in researching the relationship between self-control and interpersonal communication, especially among adolescent smartphone users. Self-control develops with emotional maturity. Therefore, individuals with good self-control will not explode emotionally in front of others. This allows them to create a pleasant atmosphere when communicating with others. Conversely, individuals who lack good self-control are less able to control themselves, making it difficult to create a pleasant atmosphere when communicating with others.

One example is the excessive focus on smartphones, which leads to poor interpersonal communication among smartphone users.

The purpose of this study was to determine the relationship between self-control and interpersonal communication among smartphone users at SMA Negeri 2 Semarang. Furthermore, it

aimed to determine the extent of self-control’s effective contribution to interpersonal communication.

METHODS

The study population was students at SMA Negeri 2 Semarang who used smartphones. The population in this study comprised 256 students, of whom 59 were selected as subjects for the scale trial and 197 as the research sample, using a cluster sampling technique.

The data collection method in this study used psychological scales, namely the self-control scale (21 items, $\alpha = .852$) and the interpersonal communication scale (21 items, $\alpha = .836$). The reliability coefficients for the self-control and interpersonal communication scales were 0.3 and 0.25, respectively. The data analysis used in this study was simple regression analysis.

RESULT AND DISCUSSION

The results of the normality test using the Kolmogorov-Smirnov Goodness-of-Fit Test for the self-control variable showed a p-value of 0.273 ($p > 0.05$), and for interpersonal communication, a p-value of 0.202 ($p > 0.05$). This indicates that both variables are normally distributed.

Tabel 1. Results of the Normality Test for Self-Control and Interpersonal Communication Data Distribution.

Variables	Kolmogorov-Smirnov (K-Z)	P	Meanings
Self-Control	0,997	0,273 ($p > 0,05$)	Normal
Interpersonal Communication	1,070	0,202 ($p > 0,05$)	Normal

The linearity test results showed $F = 26.830$ with a significance value of 0.000 ($p < 0.05$), indicating a linear relationship between self-control and interpersonal communication.

Table 2. Linearity Test Results for Self-Control and Interpersonal Communication Variables

F	Sig.	P	Meanings
26,830	0,000	$p < 0,05$	Linear

The results of the hypothetical test using simple linear regression analysis show a high correlation coefficient ($r_{xy} = 0.348$, $p = 0.000 < 0.05$), indicating that the hypothesis is accepted and that there is a significant relationship between self-control and interpersonal communication. The higher the self-control, the higher the interpersonal communication. Conversely, the lower the self-control, the lower the interpersonal communication.

Table 3. Hypothesis Test Results for Self-Control and Interpersonal Communication Variables

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std.Error	Beta		
(Constant)	49,315	3,362	,348	14,669	,000
KONTROL_DIRI	,298	,058		5,180	,000

The coefficient of determination value of 0.121 indicates that self-control effectively contributes 12.1% to interpersonal communication. This indicates that the consistency of the self-control variable, 12.1% of which can be predicted by interpersonal communication, is determined by other factors not measured in this study.

Table 4. Results of the Coefficient of Determination of Self-Control with Interpersonal Communication

	Koefisien Determinasi (R Square)
Self-Control with Interpersonal Communication	0,121

Based on the research results, self-control was categorized as low (21.8%), high (73.1%), and very high (5.1%). High self-control may be influenced by the regulation at SMA Negeri 2 Semarang, which prohibits students from using smartphones during class hours and encourages them to exercise self-control. This aligns with research by Harnita (2015), which shows that school regulations can improve individuals. Individuals with high self-control exhibit greater behavioral control (Ghufron & Risnawita, 2012).

Mahoney and Thoresen (in Mischel, 2015) believe that individuals with high self-control can impact their future happiness. Individuals with low self-control feel unable to avoid negative experiences (Sarafino & Smith, 2011). Individuals with low self-control are also at greater risk of repeating previous risky behaviors (Fine, Steinberg, Frick, & Cauffman, 2016). Other research by Cooper, Siebert, May, Fitzgerald, and Fincham (2012) has shown that individuals with low self-control have greater difficulty suppressing negative emotions stemming from their impulses. Research by Tangney, Roy, and Angie (2004) suggests that individuals with low self-control are at risk of personal and interpersonal problems.

Baumeister and Alghmadi (2015) view self-control as a crucial psychological foundation for morality, where internal processes enable individuals to restrain impulses and overcome temptations, thereby enabling them to exhibit behavior consistent with social expectations. This aligns with Sultan’s (2011) research, which found that strong self-control can reduce impulsive behavior. According to Ghufron and Risnawita (2012), self-control is an individual’s ability to read their own situation and environment sensitively. Baumeister, Kathelen, and Dianne (2007) consider self-control a key to success in life. It is not surprising that self-control is considered a valuable skill (Ghufron & Risnawita, 2012).

Interpersonal communication is in the low (1%), high (65%), and very high (34%) categories. Students’ interpersonal communication at SMA Negeri 2 Semarang is in the high category, indicating strong interpersonal communication skills. This can occur because students at SMA Negeri 2 Semarang have an open attitude, empathy, mutual support, a positive attitude, and equality during the communication process. The attitudes of students at SMA Negeri 2 Semarang align with the school’s culture, namely being active in socio-cultural and environmental matters and playing a role in underprivileged communities, especially in social matters.

Johnson (in Hanani, 2017) stated that interpersonal communication plays an important role in life because it helps intellectual and social development, shapes identity and self-identity, helps individuals understand their social environment, and can improve the quality of communication an individual has. In essence, direct communication, or interpersonal communication, is crucial for

adolescents. It can improve human relationships, avoid and resolve personal conflicts, reduce uncertainty, and share knowledge and experiences with others (Cangara, 2016). The results of this study align with previous research by Zahara (2015), which found a significant relationship between self-control, interpersonal communication, and permissive parenting on online game addiction in adolescents. Kamaruzzaman (2016) also noted that students' interpersonal communication skills are well-developed.

According to Hurlock (as cited in Ghufroon & Risnawita, 2012), adolescents' self-control develops along with emotional maturity. Adolescents are said to have achieved emotional maturity if they can express their emotions at the right time and place in ways that are accepted by their environment. This impacts interpersonal communication, as good interpersonal communication is a factor in emotional maturity. Individuals with high emotional maturity can control their emotions, ensuring that communication occurs in a pleasant atmosphere for both parties (Suranto, 2011). This shows that individuals with high self-control can create a pleasant atmosphere during interpersonal communication, thereby fostering successful interaction.

CONCLUSION

Based on the research, a positive and significant relationship between self-control and interpersonal communication among smartphone users at SMA Negeri 2 Semarang was found. This indicates that higher self-control is associated with greater interpersonal communication among smartphone users at SMA Negeri 2 Semarang. Conversely, the lower the self-control, the lower the interpersonal communication among smartphone users at SMA Negeri 2 Semarang. Based on the research results, the following recommendations are provided:

1. For Research Subjects

Most students at SMA Negeri 2 Semarang have high self-control. Therefore, students are expected to maintain self-control by considering the consequences of their actions.

2. For Future Researchers

Further researchers interested in examining the relationship between self-control and interpersonal communication among smartphone users are expected to consider other factors underlying this relationship.

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