

Intrapersonal Communication in the Process of Establishing the Self-Concept of Communications Students of the State Islamic University of North Sumatera

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Abstract

The purpose of this study is to learn how communication science students at the State Islamic University of North Sumatera conduct intrapersonal communication in order to form a self-concept. Building one's self-concept must begin with intrapersonal communication, which is accompanied by psychological processes. The researchers want to look into the process and impact of intrapersonal communication among communication science students at the State Islamic University of North Sumatera on self-concept formation. This study is qualitative descriptive in nature, with data collected through interviews, observation, and documentation. According to the findings of this study, the majority of students who serve as resource persons in this study do not understand self-concept and do not engage in intrapersonal communication. Individuals with an immature self-concept as a result of poor intrapersonal communication have no interest in pursuing achievement, stifling the mental revolution. Meanwhile, students who successfully engage in intrapersonal communication develop a self-concept that allows them to achieve success.

Keywords: Intrapersonal Communication, Self Concept.

1. Introduction

Intrapersonal communication can serve as a springboard for other types of communication. During intrapersonal communication, communicators gain knowledge of their personal selves through psychological processes such as perception and awareness. To understand what happens when people communicate with one another, one must first understand oneself and others. Intrapersonal communication, according to Rakhmat, is the process of processing information. This process has four stages: (1) sensation, (2) perception, (3) memory, and (4) thought. As a result, there are various dimensions as basic needs in carrying out the human information processing process.

According to Baharuddin (2007), all human dimensions interact, dialogue, or communicate. Except for the jism dimension, every human dimension has power. The human dimension has basic requirements. Jism's basic need dimension is biological. The lust dimension's basic needs are security, tranquillity, and sexuality. The rational dimension is required for self-esteem and curiosity. Love and affection are the basic needs of the heart. Self-realization and self-actualization are the basic needs of the spirit dimension. Belief and religion are the fundamental needs of the fitrah dimension. The fitrah dimension has the most power. These dimensions must be used if they are to function and interact. It's as if there are broken wires and a hole in the wall in a house. Because cement, sand, and water are lacking, and the iron is not connected, the iron from the pillars of a house is connected to each other. Interpersonal communication is frequently confused with intrapersonal communication. In fact, a person is friendly with himself before he communicates with others.

Intrapersonal communication is critical for all humans, particularly in the formation of self-concept. Self-concept refers to how people perceive themselves in order to assess their strengths and weaknesses. The significance of self-analysis is to understand one's potential in order to carry out all things in proportion. Inviting researchers to investigate the aforementioned issues by using students from the Communication Studies Program at the State Islamic University of North Sumatera as research subjects.

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There are several questions as formulations in the preceding explanation, namely: First, what is the role and impact of intrapersonal communication in the formation of self-concept of students of Communication Science, Faculty of Social Sciences, State Islamic University of North Sumatra (UINSU)?

2. Literature Review

2.1. Intrapersonal Communication

Intrapersonal communication refers to communication that takes place within oneself. This is an internal dialogue or discussion that can occur even when you are with others. For instance, when you are with someone, what comes to mind is intrapersonal communication.

We frequently investigate the role of cognition in human behavior in intrapersonal communication. Discover the importance of cognition in human behavior. It is usually done more frequently in this context than in other communications. Intrapersonal communication is distinct in that it allows us to imagine, daydream, perceive, and solve problems in our minds (Crisp, 2008).

Intrapersonal communication can serve as a springboard for other types of communication. Intrapersonal communication by someone who communicates results in knowledge of one's personal self through psychological processes such as perception and awareness. To understand what happens when people communicate with one another, one must first understand oneself and others.

Intrapersonal communication, according to (Rakhmat, 2008), is the process of processing information. This procedure is divided into four stages: sensation, perception, memory, and thinking. The stages of intrapersonal communication are as follows: First, sensation, which is derived from the word sense, refers to humans' ability to absorb everything that is informed by the five senses. The information absorbed by the five senses is referred to as stimuli, and it is this information that gives rise to the sensation process. As a result, sensation is the process of capturing stimuli.

Second, perception is the experience of objects, events, or relationships gained through inference and message interpretation. Simply put, perception is the process of giving meaning to the results of the five senses. Perception is influenced by attention, expectation, motivation, and memory, in addition to sensations produced by the five senses. In general, the first three factors are classified as personal factors and situational factors. Situational attractors are things that draw attention away from a person (external attention), such as the intensity of stimuli, novelty, and repetition. Internally, there is a phenomenon known as selective attention, which is influenced by a variety of factors such as biological, sociopsychological, and sociogenic factors.

Third, memory plays an important role in intrapersonal communication, both in perception (by providing a frame of reference) and in thinking. Memory is a highly structured system that allows organisms to record information about the world and use that information to guide their behavior. Every stimulus arrives, whether consciously or unconsciously recorded. Human memory capacity was created to be very large, but only a few people are able to fully utilize it; even Einstein, who was recorded as the most brilliant human being, only used 15% of his memory.

Memory operates on three levels: (1) recording (encoding), which is the intentional or unintentional recording of information through sensory receptors and internal nerves. (2) Safekeeping, The results of perception/learning will be saved in this function and can be retrieved at any time. Learning will leave traces in one's soul, which will be brought back one day (memory traces). Memory can be lost (forgetfulness events), and it can also change. (3) Information retrieval, recall, and use In this case, it can be reached in two ways: recall and recognition.

Fourth, consider. Thinking is a process that influences our interpretation of stimuli. When we think, we engage in all of the processes mentioned above: sensation, thinking, and memory. Thinking necessitates the use of symbols, visuals, or graphics. But what do others think? Thinking is done to gain a better understanding of reality in order to make decisions, solve problems, and create new ones.

In general, there are two types of thinking styles: autistic and realistic. Autistic people escape reality by thinking and see life as fantasy images. In contrast, realistic thinking aims to adapt to the real world. Realistic thinking is classified into three types: deductive, inductive, and evaluative.

So intrapersonal communication is an individual's active internal involvement in an ongoing internal process. Message symbolism Individuals become both the sender and receiver of messages, providing feedback to themselves in a continuous internal process. Intrapersonal communication can serve as a springboard for other types of

communication. During intrapersonal communication, communicators gain knowledge of their personal selves through psychological processes such as perception and awareness.

According to (Rakhmat, 2008), the activities of intrapersonal communication that we engage in on a daily basis in order to better understand ourselves include praying, being grateful, self-introspection through reviewing our actions and the reactions of our conscience, exercising free will, and imagining creatively.

This personal self-understanding evolves in tandem with life's changes. We are not born knowing who we are, but our behavior has played an important role in developing this personal self-understanding. Researchers only looked at studies related to perception in this study. Because perception, according to the researcher, is the essence of communication, and interpretation is the essence of perception, which is identical to decoding in the communication process.

2.2. *Self Concept*

A person's self-concept is an idea about himself that includes his beliefs, views, and judgments about himself. Self-concept is how we see ourselves as people, how we feel about ourselves, and how we want to be as human as we can be.

The self-concept is an organized collection of beliefs and self-perceptions about oneself; it functions as a basic schema. The self provides a thought framework that determines how to process information about oneself, such as motivation, emotional state, self-evaluation, abilities, and so on. A self-concept is a complete self-image of one's own existence.

Self-concept is an ongoing process that occurs throughout a person's life. According to Symonds and Fitts, self-perception does not appear at birth but develops gradually with the development of perceptive abilities.

(Fitts, 1971) examines the concept phenomenologically in his book. He stated that self-concept is an important aspect of a person because it serves as a person's reference (frame of reference) when interacting with his surroundings. Fitts' definition of self-concept is as follows: "the self as he sees, perceives, and experiences it This is the individual's self-concept or perceived self".

Fitts also claims that a person's self-concept has a strong influence on their behavior. Knowing a person's self-concept makes it easier to predict and comprehend his behavior.

Meanwhile, Klein et al. defined self-concept as "an organized collection of beliefs and self-perceptions about oneself." The self provides a thought framework that governs how we process information about ourselves, such as motivation, emotional state, self-evaluation, abilities, and many other factors (Byrne, 2005).

We can imagine ourselves as other people, according to Charles Horton Cooley. Cooley dubbed this phenomenon the "looking glass self," implying that it's as if we held a mirror up to ourselves. First, we imagine ourselves in the eyes of others. Second, we imagine how others will perceive our appearance. Third, we feel either pride or disappointment. What you think and feel about yourself will be included in your self-concept. In the self-concept, there are two components: cognitive components and affective components. Self-image is the cognitive component, and self-esteem is the affective component. There is a concept of self known as the Social self, which is defined as a collective identity that is part of who we are and how we think about ourselves.

Based on the description, which includes a description of the desired self and personality, the conclusion that self-concept is an individual's view of himself is reached. A person's overall self-concept is made up of many different components that serve as a framework for various aspects of his or her life. Social interaction is one of these components. This self-social concept is further subdivided for young people into more specific categories, such as interactions at school and social interactions within the family. Further specifications were on interactions with classmates versus teachers, as well as parents versus siblings, in each interaction.

(DeVito, 2013) stated in his book *The Interpersonal Communication* that some factors that influence the formation of self concept are:

1) Additional Images

Other Images are the consequences of someone telling you who you are, then seeing your self-image and expressing it through your behavior and actions. The most important people in a person's life, such as parents, shape their self-concept. According to Demo.H, family members' communication shapes, maintains, strengthens, and changes one's self-concept. They are known as significant others. Parents are the primary influences on a

child's self-concept. In development, significant others are all the people who influence our behavior, thoughts, and feelings; they direct our actions and shape our thoughts.

2) Other Individuals

Knowing oneself is essential before knowing others. We try to gather other people's opinions about ourselves as we grow older. Other people are referred to as affective others by Richard Dewey and W.J. Humber, when they have an emotional bond with us. Smiles, appreciation, praise, and other positive things help to shape one's self-concept. While the negative viewpoint is formed through ridicule and ridicule. The generalized others are our perceptions of how others perceive us. This self-concept comes from George Herbert Mead, so we must put ourselves in the shoes of others in this case.

3) Culture Beliefs, religious values, race, and nationalist traits are instilled in children by their parents, cultural background, and education. Someone who has a positive concept of him has a good cultural background, good ethics, and good deeds.

4) Self-evaluation of thoughts and behavior

Based on what one does, interpretation and evaluation form one's self-concept of one's own behavior (DeVito, 2013). Self-concept is an individual's perception of himself. Calhoun defines this mental view as having three dimensions: (1) individual knowledge about himself, (2) individual expectations of himself, and (3) an individual's assessment of himself.

3. Methodology

The case study method was used in this study, which is a research method that uses various sources of data (as much as possible data collection) to research, describe, and comprehensively explain various aspects of an individual, a program, group, organization, or organization. events sequentially (Krisyantono, 2008).

This study employs descriptive qualitative analysis, which provides an overview of structured data, the number of phenomena to be investigated, and a general picture. According to Milly and Hubberman in Sugiyono (2013), this methodology aims to compile results in a structured, real, and correct manner.

In this study, data was gathered through interviews, observation, and documentation. In order to obtain credible and correct data, researchers will seek out competent sources. In this study, narrative analysis was used to provide a broad, clear, and precise picture of the data.

This study will take place on campus IV of State Islamic University of North Sumatera (UINSU) Tuntungan in the Deli Serdang District. The primary data in this study came from eleven UINSU students with diverse backgrounds and achievements, as well as four competent lecturers. In this study, the secondary data are journals and books that are directly related to the title for comparison.

4. Result and Discussion

4.1. Result

Researchers conducted interviews, observations, and documentation to collect raw data, which was then processed to produce credible results. Some students admitted to not knowing much about self-concept and even admitted to not engaging in intrapersonal communication.

Most of the students who served as resource persons in this study admitted that intrapersonal communication is not an urgent need because they believe that it is not the only way to learn about one's self-concept. The cumulative achievement index (GPA), exchanging experiences with other people, and studying hobbies can all be used to determine self-concept formation.

Intrapersonal communication, according to a small number of other students, is the most important thing and even becomes the dominant factor for achievement. Students who recognize that while intrapersonal communication is not the only way to form a self-concept, it is the simplest and most effective way to discover one's identity.

According to this study, students who have a standard GPA and are not interested in pursuing achievement place a high value on self-concept. Even some of them are unconcerned about intrapersonal communication and self-concept because it makes no difference in their lives. In contrast to students who keep their GPA stable and strive for success.

Several communication science lecturers at UINSU have stated that intrapersonal communication is the most important aspect of self formation. In essence, internalizing one's self-concept will result in change, but change necessitates awareness, and awareness is holistic.

The theory of *Tabula rasa* exists in the science of communication psychology (a plain piece of paper). The *tabula rasa* theory states that humans were born with no ideas or thoughts. All ideas, opinions, intrigues, analyses, and results of thought that exist today must contain elements, the most obvious of which is the concept of self.

The maturation of one's self-concept can influence what one thinks. Humans can make wise decisions and solve problems more easily if they can regulate their thinking. Maturation of self-concept is also capable of filtering what humans want to say, allowing humans to present scientific and rational arguments while not offending others.

A sloppy self-concept can lead to a dull student's intellectual reasoning. The slogan "We are what we think" is incorrect and should be revised. The correct formulation, according to the resource person, is "What we think is we."

Students who refuse to think and never form a self-concept have done both. Ironically, there was a scanning error, so the formed self-concept was an incompetent self-concept. Hoaxes, propaganda, and opinion polls, for example, have all entered freely in recent years, and it is highly likely that the information was received and disseminated by people who lack the competence to form their own self-concept.

It is extremely difficult for the Indonesian people to carry out a mental revolution if the self-concept is ignored and dismissed. This mental revolution program aims to reshape characters who are mentally retarded. Ironically, some people are born with stubbornness and lack the awareness to contemplate and change.

4.2. Discussion

Intrapersonal communication is critical for understanding one's own potential. Contemplation and evaluation are the most effective methods of intrapersonal communication with yourself. Individuals can control themselves by analyzing and understanding themselves through intrapersonal communication. Calhoun and Acocella (Acocella & Calhoun, 1990), all have views on self-control. Self-control, according to Calhoun and Acocella (1990), is the regulation of a person's physical, psychological, and behavioral processes, or a series of processes that shape himself. The definition in question emphasizes the ability to manage, which must be provided as a provision in order to form patterns of behavior in individuals, which includes the entire process that forms within the individual in the form of physical, psychological, and behavioral settings. Tangney, Baumeister, and Boone (2004) define self-control as an individual's ability to determine his behavior based on certain societal standards such as morals, values, and rules in order to lead to positive behavior.

Individuals must exercise great self-control. Individuals as social beings whose lives are inextricably linked. Furthermore, each individual has various demands for fulfilling his life, ranging from the most basic needs to the pinnacle of human needs that must be met properly and in accordance with what is expected. As a result, self-control is an essential skill that every individual must possess (Sobur, 2013).

Self-control as a result of intrapersonal communication is very beneficial to use, especially for students (Marsela & Supriatna, 2019). The development of self-concept and the application of intrapersonal communication to oneself should begin at a young age. Cultivating a self-concept for students has taken far too long, but it is not too late because students are still in the process of character maturation, so recognizing yourself on campus is still very possible.

The discovery of self-concept is the twentieth century's most important discovery for personality and human development. Some aspects of the process of developing a self-concept are as follows: self-image, self-image, self-assessment, and self-esteem. In essence, self-concept is a program that moves the individual's subconscious to read and understand his own state, including all changes in an individual's external life that begin with changes in his self-concept. Human development thus begins at birth.

Self-concept is crucial in directing student behavior. Students' positive self-concept will direct their behavior in order for them to be accepted in the environment in which they live. Students at the university must be able to follow the learning disciplines established by the university in order to study well and effectively.

5. Conclusion

Based on the result and discussion, we concluding that some UINSU students are unaware of the importance of intrapersonal communication in the formation of self-concept. As a result, intrapersonal communication plays no role, resulting in a static GPA and a lack of interest in achieving goals. However, some students believe that intrapersonal communication is the most effective way to form self-concept so that they can achieve success, dare to make decisions, speak effectively, and solve problems.

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