



Article

The Relationship Between Self-Confidence and Social Interaction Among Adolescents

Wikan Galuh Widyarto¹, Nafika Rahma Ladiana², Ahsana Nadiya³

e-mail: wikan.galuh@uinsatu.ac.id

ABSTRACT

The present study aimed to examine: (1) the level of self-confidence among adolescents, (2) the level of social interaction among adolescents, and (3) the relationship between self-confidence and social interaction among adolescents residing at UPT PSBR Blitar. This research employed a correlational design, utilising the entire population as the sample, as the total number of participants was fewer than 100. Data were analysed using the Pearson product-moment correlation technique. The findings revealed that both self-confidence and social interaction levels among adolescents were within the moderate category. The results of the correlation test indicated a coefficient value (r_{xy}) of 0.411 with a significance level of $0.00 < 0.05$ and a sample size of $N = 50$. It can therefore be concluded that a higher level of self-confidence is positively associated with a higher level of social interaction. Based on the correlation coefficient interpretation, the value of $r_{xy} = 0.411$ falls within the range of 0.400 to 0.599, which corresponds to a moderate correlation.

Key words: Self-Confidence, Social Interaction, Adolescents.

INTRODUCTION

Adolescence is a stage of human development defined by age boundaries. It is a transitional period that everyone experiences, marked by significant changes, including physical, sexual, cognitive, behavioural, emotional, and social developments. Adolescence is commonly defined as the age range between 12 and 21 years, and can be divided into three phases: early adolescence (12–15 years), middle adolescence (15–18 years), and late adolescence (18–21 years) (Haditono A.M.P., 2020). According to Papalia and Feldman (2015), adolescence is also characterised by a mature understanding of gender identity and the formation of mature romantic relationships. Hurlock (1980) asserted that a key developmental task during adolescence is to establish a renewed self-concept, demonstrate more mature interactions with peers, embrace one's physical development, and fulfil emerging social roles.

Adolescence represents a life period with defined age boundaries and complex developmental tasks. These tasks include the degree to which adolescents manage changes and respond to developmental challenges. Adolescents must often adjust to their surroundings and learn to cope with various social and emotional difficulties (Islamy, 2018). In this process, they are expected to interact with others in order to obtain necessary social information (Hermansah, 2018). However, individuals with low self-confidence may struggle to adapt to social environments. They are often affected by irrational fears, feelings of inferiority, anxiety, self-doubt, and a general reluctance to engage with others. Malentika, Itryah, and Mawardah (2018) observed that those with low levels of social interaction tend to isolate themselves from their social environment and family, prefer solitude, and dislike group activities. Zahara (2018) further emphasised that one of the key factors influencing levels of social interaction is self-confidence.

From an Islamic perspective, Allah has endowed human beings with intellect and emotion, encourages spiritual purification, promotes monotheism, and fosters individual and communal wellbeing. These values support the development of personal identity and moral character, ultimately guiding individuals toward true happiness. This is reflected in Surah Ali 'Imran [3]:139, which states:

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

"So do not weaken and do not grieve, for you will be superior if you are [true] believers." According to the Tafsir Al-Mukhtashar, this verse encourages believers not to despair over past events, reminding them that their honour lies in their faith and in the support of Allah. If believers are truly faithful, they should trust in His promise and maintain strength in facing adversity.

Gufron and Risnawati (2011) argue that self-confidence is a vital aspect of personality. Without it, individuals are likely to face considerable challenges in life. Kumara (as cited in Gufron & Risnawati, 2011) classified self-confidence as a personality trait that reflects belief in one's own capabilities. This confidence often stems from conviction, and once developed, it motivates individuals to pursue actions that contribute to their future success. According to Centiny (in Islamy, 2018), signs of low self-confidence include difficulties in socialising, self-doubt, withdrawal from social life, resignation in the face of failure, pessimism, reluctance to speak up, and a tendency to isolate oneself.

Each individual possesses a unique background and environment that influences their personality, level of confidence, and capacity for social interaction. Those with strong self-confidence generally find it easier to socialise and connect with others. Confidence, defined as belief in one's abilities, facilitates effective communication and adjustment within social contexts. It is typically rooted in one's knowledge, skills, and sense of self-worth.

The relationship between social interaction and self-confidence is evident in daily life. Social interaction can fulfil emotional needs and foster a sense of acceptance, which in turn enhances self-confidence (Hayati & Sahputra, 2019). According to H. Bonner (as cited in Ahmadi, 2005), social interaction involves more than just individual relationships; it includes behaviours that influence or improve others. Walgito (2010) further explains that social interaction occurs both within individuals and between them and others, forming reciprocal relationships.

In Islam, social interaction is highly valued, as it involves engaging with others respectfully, regardless of differences. This is emphasised in Surah Al-Hujurat [49]:13, which reads:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

"O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most honourable of you in the sight of Allah is the most righteous of you. Indeed, Allah is All-Knowing and All-Aware."

According to the interpretation by Shaykh Abdurrahman bin Nasir As-Sa'di, the purpose of creating diverse peoples and tribes is to promote mutual understanding and cooperation. This diversity should foster mutual support and ensure that all individuals receive their due respect and rights.

For adolescents, the need for social interaction is particularly pronounced. Those with strong social skills are typically able to make friends easily, communicate effectively, and navigate interpersonal situations without experiencing discomfort or emotional distress. Observations conducted on 7 March 2022 revealed that many adolescents exhibited signs of shyness and hesitation in interacting with their peers. They remained silent during discussions and were reluctant to express personal opinions. These findings were reinforced by an interview conducted on 9 March 2022 with a youth named "Putra" (pseudonym) at UPT PSBR Blitar, who stated: "Most of the friends here still feel inferior when socialising with others, especially with those who are older. They also feel hesitant and shy when asking questions or expressing opinions, even though we all come from similar backgrounds." These observations suggest that many adolescents still feel socially awkward or insecure, which could potentially hinder their academic performance, as interaction is a crucial component of learning and personal development. This aligns with Lauster's (2006) indicators of self-confidence and GC Homans' (2012) theory of social interaction.

A previous study entitled "The Relationship Between Social Interaction and Self-Confidence in Public Speaking" by Rachmawati (2015) found a significant positive correlation between the two variables, with social interaction strongly influencing self-confidence. However, her study focused on public speaking, while the present study will examine school-dropout adolescents and their everyday social interactions.

Another study by Syafitri, "The Relationship Between Self-Confidence and Social Adjustment Among University Students", found that social interaction significantly affected learning motivation by 42%, with

57% of social interaction shaped by imitation, suggestion, sympathy, and identification. Her study, which focused on university freshmen, differs from this research, which specifically examines the relationship between self-confidence and social interaction among adolescents. In contrast, Ambarwati's thesis, "The Influence of Self-Confidence and Learning Motivation on Critical Thinking Skills Among Primary School Pupils," employed a quantitative regression method. Her findings indicated that (1) self-confidence influenced critical thinking by 25%, (2) learning motivation contributed 11.5%, and (3) the combined influence of self-confidence and motivation accounted for 87% of critical thinking skills (Ambarwati, 2021). Unlike Ambarwati's study, the present research focuses on the relationship between self-confidence and social interaction among adolescents, rather than on primary school pupils or critical thinking abilities.

An individual with optimal self-confidence typically experiences minimal anxiety in social situations due to trust in their own abilities. However, excessive self-confidence can result in negative behaviours, such as arrogance or insensitivity toward others (Lauster, 2006). Thus, balanced self-confidence is essential in facilitating healthy social interactions, as it enables individuals to engage with others comfortably and without fear. Adolescents who possess strong self-confidence are more likely to form positive social relationships and adjust more easily to various social settings, ultimately fostering effective and meaningful social interaction.

METHODS

The researcher employed a quantitative research method with an experimental approach to determine the causal relationship between the dependent and independent variables (Sugiyono, 2015). The type of quantitative approach used in this study is a quasi-experiment, specifically adopting a non-equivalent control group design, which involves both an experimental group and a control group. The experimental group received a pre-test, post-test, and treatment in the form of group counselling using the Stress Inoculation Training (SIT) technique, whereas the control group was provided with informational services, along with the same pre-test and post-test procedures.

The population is defined as the entire group or subjects possessing certain characteristics as determined by the researcher (Sugiyono, 2015). The population is defined as the entire group or subjects possessing certain characteristics as determined by the researcher (Sugiyono, 2015). In this study, the population consisted of students from the 2018 cohort of the Islamic Guidance and Counselling Programme at UIN Sayyid Ali Rahmatullah Tulungagung. The sample, representing a portion of the population with specific characteristics relevant to the study, was selected using purposive sampling, a technique in which individuals are chosen based on predefined criteria (Arikunto, 2010).

The sampling process began by distributing a self-efficacy questionnaire to 63 students from the 2018 cohort. The data were then tabulated, and students' self-efficacy scores were calculated. From this process, nine students were identified as having low self-efficacy. These students were divided into two groups: the experimental group, consisting of five students who received the SIT-based group counselling intervention, and the control group, consisting of four students who received informational guidance.

RESULTS

This study aims to determine: (1) the level of self-confidence among adolescents, (2) the level of social interaction among adolescents, and (3) the correlation between self-confidence and social interaction. The variables in this research are self-confidence (X) and social interaction (Y). The study adopts a quantitative correlational method, as correlation, according to Sugiyono (2018), is used to test hypotheses concerning the relationship or influence between independent and dependent variables.

The research population consists of 50 school dropout adolescents at UPT PSBR Blitar. Based on Arikunto (2006), if the population is fewer than 100 individuals, the entire population may be used as the sample. For correlation analysis, Sugiyono (2018) states that the minimum sample size should be ten times the number of variables being studied. Hence, the entire population of 50 adolescents was used as the sample in this research.

Data Collection and Instrumentation

Data were collected through **observation, interviews, and questionnaires**. The questionnaire was developed based on operational definitions of the variables and employed a **closed-ended inventory**

format using a **Likert scale** (favourable and unfavourable items with five response options ranging from "strongly disagree" to "strongly agree") (Setiawan, 2019).

Before administering the questionnaire, **validity and reliability tests** were conducted. Validity testing, as stated by Julianita (2011), is used to assess the accuracy of items. According to Azwar (2013), higher validity values (approaching 1.00) indicate stronger item validity. In this study, **40 pilot respondents** (outside the main sample) were used for the validity test. Items with **r-count > r-table (0.312 at $\alpha = 0.05$)** were considered valid. Results showed that **9 out of 40 self-confidence items and 15 out of 56 social interaction items** were invalid.

Reliability testing using **Cronbach's alpha** demonstrated acceptable consistency, with a reliability coefficient of **0.88 for self-confidence and 0.83 for social interaction**, indicating that both instruments were reliable (Sugiyono, 2015; Julianita, 2011).

Descriptive Statistics

Descriptive analysis was used to describe the data without hypothesis testing (Azwar, 2013). The results are as follows:

Variable	N	Min	Max	Mean	SD
Self-Confidence	50	95	136	116.78	10.045
Social Interaction	50	123	195	166.70	15.853

Self-Confidence Score Categories:

Category	Range	Frequency	Percentage
High	>126.825	8	16%
Moderate	106.735-126.825	33	66%
Low	<106.735	9	18%

Social Interaction Score Categories:

Category	Range	Frequency	Percentage
High	.182.553	8	16%
Moderate	150.847-182.553	36	72%
Low	,150.847	6	12%

These results indicate that **most adolescents (66%) had a moderate level of self-confidence**, while **72% had a moderate level of social interaction**. This suggests that a significant proportion of adolescents have not yet developed optimal self-confidence or social interaction skills.

Normality and Linearity Tests

Normality was tested using the **Shapiro-Wilk method**, which is suitable for small sample sizes. The results were:

Variable	Shapiro-Wilk Sig.
Self-Confidence	0.704
Social Interaction	0.059

Since both values are greater than 0.05, the data for both variables were considered **normally distributed**.

Linearity testing using **ANOVA** showed a **significance value for deviation from linearity of 0.072**, which is >0.05 . This indicates that the relationship between the two variables is **linear**.

Hypothesis Testing (Pearson Product-Moment Correlation)

The hypothesis was tested using the Pearson correlation coefficient. With $N = 50$ and $\alpha = 0.05$, the critical value of r-table is 0.279. The results were:

Variables	Pearson r	Sig. (2 tailed)
X and Y	0.441	0.003

Since **r-calculated (0.411) > r-table (0.279)** and **p < 0.05**, the hypothesis is accepted. This shows a **significant positive correlation** between **self-confidence and social interaction**, indicating that the higher the self-confidence, the better the social interaction. According to Fanani's correlation interpretation (2019), an r-value of 0.411 falls into the **"moderate"** category.

Comparison with Previous Studies

The findings are consistent with Ilham Robi (2018), who found that male students had moderate self-confidence (65.59%) and moderate social interaction (67.74%). Nirvindasari (2015) found a strong correlation between self-confidence and social interaction ($r = 0.700-0.900$). Ambarwati (2021) concluded that self-confidence and learning motivation influence critical thinking skills (87%). Zahara (2018) observed that higher self-confidence leads to stronger social interaction.

Hasibuan (2020) found that **self-confidence accounted for 21.9%** of the variance in social interaction. Walgito (2010) stated that individuals with high self-confidence are more communicative and active. Hayati & Sahputra (2019) also emphasised that social interaction fosters a sense of belonging and acceptance. Conversely, individuals with low social interaction are more likely to experience isolation (Mawardah, Malentika & Itryah, 2017), while those with **high social interaction** can easily integrate into social contexts (Belford, 2017).

Environmental factors, such as **school, family, and social surroundings**, also influence the quality of social interactions (Lim & Mee, 2015). These findings underscore the importance of fostering self-confidence to enhance adolescents' ability to engage meaningfully in social environments.

DISCUSSION AND CONCLUSION

Adolescents' Level of Self-Confidence

Based on the data analysis, it was found that 18% of adolescents at UPT PSBR Blitar were categorised as having high self-confidence, 66% moderate, and 18% low. Thus, it can be concluded that the general level of self-confidence among adolescents at UPT PSBR Blitar falls into the moderate category. This moderate level may be attributed to their ongoing process of adjusting to a new environment, where many still feel hesitant or insecure due to limited familiarity with their surroundings.

According to Peter Lauster (2006), self-confidence is built on characteristics such as believing in one's abilities, making independent decisions, having a positive self-concept, and being willing to express opinions. Al-Uqshari (2005) also emphasised that interacting with others requires a certain level of confidence. Many adolescents, when placed in unfamiliar environments, acknowledge the need to build new friendships, but often hesitate to express themselves due to differences in background and limited knowledge about others' daily lives. Lauster (2006) further notes that self-confidence is shaped by life experience and is closely linked to traits such as integrity, independence, and tolerance. Individuals with high self-confidence tend to be more optimistic, responsible, and emotionally balanced. However, excessive self-confidence can lead to negative consequences. Overconfidence may manifest as arrogance or social insensitivity, causing tension in relationships (Lauster, 2006).

Anthony, cited in Risnawati & Ghufron (2011), argues that high self-confidence does not arise spontaneously but is influenced by various factors, including educational level. Individuals with higher education levels often possess better self-awareness and the ability to define personal success, which, in turn, contributes to greater confidence in facing life's challenges. Anthony also points out that the development of self-confidence begins with the individual's self-concept, shaped through group interactions. Effective group interaction fosters clearer self-concepts, which are essential for confidence-building. Thus, adolescents can develop confidence through active participation in social and educational activities, which enable them to explore their potential and strengthen their self-belief.

In the context of UPT PSBR Blitar, many adolescents are still in the adaptation stage. Their participation in dormitory or classroom activities can be instrumental in enhancing their self-confidence. Consistent interaction in structured settings helps adolescents gradually overcome hesitation and develop a more positive self-image.

Adolescents' Level of Social Interaction

The analysis also revealed that 16% of adolescents had high levels of social interaction, 72% moderate, and 12% low. Therefore, it can be concluded that the general level of social interaction among adolescents at UPT PSBR Blitar is moderate. This suggests that many adolescents have not yet fully adapted to interacting comfortably within their new environment.

According to GC Homans (2012), social interaction is observed through various aspects: social contact, shared emotional experiences, external and internal systems, and the presence of leadership structures. For adolescents, especially those in unfamiliar environments, social interaction is essential for adaptation. Soekanto (2012) notes that social interaction enables individuals from different backgrounds to understand and support one another, creating a sense of community and facilitating adjustment. Furthermore, social contact inevitably involves communication, which helps individuals respond emotionally and cognitively to their environment. Soekanto and Soerjono (2012) stress that adolescents use their emotions, thoughts, and desires to adjust to both physical and social surroundings. The more meaningful the interaction, the better their capacity to adapt.

Social interaction, according to Soekanto (2012), can take the form of cooperation or conflict. The way adolescents interact depends on their personal needs and circumstances. Therefore, many adolescents at UPT PSBR Blitar are still in the process of enhancing their social engagement to foster more effective relationships in their new setting.

The Relationship Between Self-Confidence and Social Interaction

In daily life, individuals constantly navigate between familiar and unfamiliar social contexts. This requires an ability to adjust, particularly when interacting with others who may differ in personality, background, or values. Ahmadi (2005) notes that such variability in social dynamics requires continuous adaptation. According to Gerungan (2004), environmental changes compel individuals to adapt, either passively or actively. This process, termed self-modification, involves two forms: autoplasic (changing oneself to fit the environment) and alloplastic (altering the environment to suit oneself).

In this study, the data show that self-confidence among adolescents was distributed as follows: 16% high, 66% moderate, and 18% low. Meanwhile, the distribution of social interaction was: 16% high, 72% moderate, and 12% low. Using the Pearson Product Moment correlation, a coefficient of $r = 0.411$ was obtained with a significance value of $0.00 < 0.05$, indicating a significant positive relationship between the two variables. This means that the higher the self-confidence of adolescents, the better their social interaction, and vice versa. Lauster (2006) highlights that self-confidence is not an innate trait but rather a personality dimension shaped by life experiences and education. The more life experience an individual accumulates, the greater their confidence in navigating challenges. Through social interaction—particularly within group settings—individuals form and strengthen their self-concept, which further enhances their self-confidence.

Participation in communal activities plays a critical role in fostering this development. Adolescents with strong self-confidence typically have broader social networks and engage more actively with their peers. Soekanto (2012) also stresses that mental development is highly influenced by social relationships. Therefore, confidence is both a driver and an outcome of positive social interaction. In conclusion, the findings of this research confirm that self-confidence significantly influences social interaction among adolescents, particularly in transitional environments such as rehabilitation or residential centres. Active participation in group activities can help adolescents cultivate both their self-image and social adaptability, ultimately enhancing their psychological and social functioning.

Conclusion

The Stress Inoculation Training (SIT) technique, when applied in a group counselling setting, functions as a structured process aimed at enhancing clients' confidence and coping skills by leveraging their existing abilities. This is achieved by strengthening their coping strategies and reinforcing their belief in their own capabilities, thereby enabling them to manage psychological pressures that may undermine their self-efficacy.

Based on the data analysis conducted in this study, it was found that 23 students (36.5%) fell into the high self-efficacy category, 31 students (49.2%) into the moderate category, and 9 students (14.3%) into the low category. These results indicate that, overall, the self-efficacy level of students from the 2018 cohort of the Islamic Guidance and Counselling programme is classified as moderate.

The hypothesis test using the independent sample t-test showed a significance value of $0.00 < 0.05$, leading to the conclusion that the alternative hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected. This indicates that there is a significant difference in self-efficacy scores between the experimental group, which received group counselling using the SIT technique, and the control group, which was only provided with informational guidance. Furthermore, the N-Gain score of the experimental group averaged 88.483%, categorised as effective, whereas the control group scored an average of -0.861%, which is categorised as ineffective. Thus, it can be concluded that the Stress Inoculation Training (SIT) technique is effective in improving self-efficacy among students of the 2018 cohort in the Islamic Guidance and Counselling programme at UIN Sayyid Ali Rahmatullah.

Conclusion and Recommendations

Based on the findings of the study conducted among adolescents at UPT PSBR Blitar, it was revealed that the level of self-confidence among participants was categorised as high in 16% (8 respondents), moderate in 66% (33 respondents), and low in 18% (9 respondents). Meanwhile, the level of social interaction was found to be high in 16% (8 respondents), moderate in 72% (36 respondents), and low in 12% (6 respondents). These results indicate that both self-confidence and social interaction among adolescents are generally within the moderate category, with self-confidence at 66% and social interaction at 72%. The results of the Pearson product-moment correlation analysis showed a correlation coefficient (r_{xy}) of 0.411 with a significance value of $0.00 < 0.05$ and a sample size of $N = 50$. This suggests a statistically significant and moderately positive relationship between the two variables. Based on the correlation interval, this value falls within the range of 0.400 to 0.599, indicating a moderate level of association between adolescents' self-confidence and their ability to engage in social interaction.

These findings highlight the importance of enhancing adolescents' self-confidence to support better social functioning. It is recommended that adolescents be encouraged to participate actively in a variety of social activities within their environment. Furthermore, building friendships with peers from diverse backgrounds may promote familiarity, tolerance, and ultimately greater confidence in social interactions. In light of these findings, it is also recommended that the staff at UPT PSBR Blitar design structured activities that specifically aim to enhance self-confidence during social engagement. For example, organising group-based collaborative activities can foster mutual support, strengthen self-esteem, and improve interpersonal competencies among adolescents.

Suggestions for Future Research

For future researchers, it is suggested to expand the scope of the study by incorporating a broader range of influencing factors related to both self-confidence and social interaction. This could include adding other psychological or social variables that may offer a more nuanced understanding of the phenomena under investigation. In addition, the use of more specific and validated research instruments is recommended to ensure accurate measurement of the constructs. Finally, employing alternative research methods and involving diverse subject populations would allow for deeper generalisation and comparative analysis across contexts.

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