

Analysis of Intrapersonal Communication in Enhancing Self-Wareness of College Students

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ABSTRACT

Self-awareness of students in the context of intrapersonal communication refers to an individual's ability to understand, recognize, and respond effectively to their own thoughts, feelings, and personal reflections. This involves a deep understanding of their values, beliefs, goals, emotions, and self-motivation. Student self-awareness in intrapersonal communication also includes the ability to recognize how internal factors such as attitudes, perceptions, and worldviews influence their perception of the external world, social interactions, and decision-making. In an educational context, this self-awareness can help students identify their strengths and weaknesses, set academic goals, manage stress, and improve interpersonal communication skills. Therefore, student self-awareness through intrapersonal communication becomes a crucial foundation for personal, academic, and social development in a higher education environment. This research aims to analyze the role of intrapersonal communication in enhancing student self-awareness. Intrapersonal communication, which encompasses internal dialogue and self-reflection, is identified as a key factor in the development of individual self-awareness. In this research, we employed survey and interview methods to gather data from a group of students. The research findings reveal that effective intrapersonal communication has a positive impact on enhancing student self-awareness. This emphasizes the importance of understanding oneself and interacting with one's internal thoughts and feelings to achieve personal growth. This research provides valuable insights for higher education by integrating intrapersonal communication aspects into the curriculum to strengthen student self-awareness. In conclusion, intrapersonal communication is a key element in propelling students toward higher self-awareness, offering significant benefits for individual development in the context of higher education.

Keywords: *Intrapersonal Communication, Self-Awareness, Student*

I. INTRODUCTION

Self-awareness is one of the key aspects of personal and academic development for students in higher education. The ability to understand oneself, recognize personal values, beliefs, emotions, and motivations is a crucial foundation for academic success and individual well-being (Damasio, 1999) [1]. Self-awareness also enables students to identify their strengths and weaknesses, manage stress, and interact effectively with their surroundings. However, in the context of higher education, self-awareness is often overlooked or receives insufficient attention. Students are often faced with high academic demands, social pressures, and rapid environmental changes. In situations like these, the ability to respond effectively to pressure and challenges requires a high level of self-awareness (Schraw et al., 2006) [2]. Therefore, enhancing students' self-awareness is crucial in higher education.

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One aspect that plays a significant role in the development of self-awareness is intrapersonal

communication. Intrapersonal communication is the process of talking to oneself, self-reflection, and self-recognition involving deep thinking and acknowledgment of emotions (Morin, 2011) [3]. In the context of higher education, students who can communicate intrapersonally effectively can manage stress, make appropriate decisions, and motivate themselves to achieve academic goals (Kanevsky, 1993) [4]. Although intrapersonal communication has a significant impact on individual development, research on the role and importance of intrapersonal communication in improving students' self-awareness is still limited. Therefore, this research aims to fill this knowledge gap by analyzing the relationship between intrapersonal communication and students' level of self-awareness.

Intrapersonal communication is communication with oneself. Intrapersonal communication is closely related to cognitive psychology. Cognitive psychology is the scientific study of the human brain as an information processing organ. Cognitive psychology experts have repeatedly attempted to form cognitive models of information processing that occur in the human brain, including perception, attention, language, memory, thinking, and consciousness. Cognition refers more to the processes of reducing, elaborating, transforming, and storing stimuli in the human brain. This cognition also leads to anything that happens in the human brain that can cause the individual to behave in a certain way. Specific. For that reason, experts then attempt to dissect intrapersonal communication through various theories related to the cognitive aspects of human beings. According to Marianne Dainton and Elaine D. Zelley, there are 4 (four) theories of intrapersonal communication that emphasize cognitive aspects and intrapersonal communication, namely;

1. Message Design Logic Theory
2. Communication Accommodation Theory
3. Uncertainty Reduction Theory and Expectancy Violations Theory.

The four theories focus on internal processes that serve as antecedents to the creation of highly personal meaning. Each perspective applies to various communication contexts and describes internally driven processes required to convey individual meaning to various messages. Thus, intrapersonal communication plays a very important role in various communication contexts.

Here is a brief translation of some theories of intrapersonal communication expressed by experts:

1. Message Design Logic Theory

Message design logic theory is one of the organizational communication theories formulated by Daniel O'Kafee (1988). O'Kafee developed this theory to dissect and understand the dilemmas faced by communicators when dealing with conflicts or confrontations with others, particularly in a workplace context. O'Kafee suggests that people form different types of messages because they think about communication differently. This theory links communication to the process of message formation.

2. Communication Accommodation Theory

Communication accommodation theory is related to social identity theory, explaining that people adjust their communication by minimizing social differences. In addition to social identity theory, communication accommodation theory is also associated with or shares similarities with other social psychology theories, such as attraction theory, social exchange theory, attribution theory, and intergroup distinctiveness theory. Communication accommodation theory is also used in cross-cultural communication, interpersonal communication, and other contexts.

3. Uncertainty Reduction Theory

Teori Pengurangan Ketidakpastian, or Uncertainty Reduction Theory, is a concept in intrapersonal communication that focuses on how people try to reduce uncertainty when they interact with each other. This theory examines the strategies individuals employ to gather information and increase their understanding of others, particularly in initial interactions and relationships. The Uncertainty Reduction Theory, formulated by Charles Berger and Richard Calabrese in 1975, explains how communication is used to reduce uncertainty between strangers engaged in their first conversation together. Previous researchers used an empirical perspective in the field of interpersonal communication. The hypotheses built upon theories from social psychology.

4. The Expectancy Violations Theory

developed by Judee Burgoon, explains how nonverbal communication influences people's behavior. Self-awareness is a fundamental aspect of individual development, especially for students in higher education environments. Self-awareness is the ability for an individual to understand and recognize oneself, values, interests, strengths, and weaknesses. Self-awareness among students becomes increasingly crucial in facing various academic, social, and emotional pressures during their study process. In this era, where students are confronted with increasingly

complex academic demands and diverse social pressures, self-understanding is key to achieving academic success and balanced personal development.

Self-awareness helps students make informed decisions, manage stress, and achieve optimal academic performance. However, despite the acknowledged importance of student self-awareness, literature studies indicate that factors such as environmental influence, education, and personal experiences can affect the level of student self-awareness. Implications. Its potential in the development of education policies and pedagogical practices in higher education. Student self-awareness is such a crucial element in creating an educational environment that focuses on personal growth and sustainable academic achievement.

2. RESEARCH METHODS

This research employs a qualitative research method. In this case, qualitative research will allow for a deeper exploration of the intrapersonal communication processes experienced by students and their impact on self-awareness. The study utilizes a qualitative descriptive method and highlights two crucial aspects from an educational perspective: normative religious and social aspects, as well as the concept of awareness involving magical, naive, and critical awareness. Critical education is expected to make students active subjects in their learning. However, currently, there is a crisis of awareness in Indonesian education related to students' responsibility towards society.

4. RESULT AND DISCUSSION

Student self-awareness is a highly relevant factor in the higher education environment, and at the core of this paper's discussion, we will investigate several key aspects related to student self-awareness.

The Importance of Self-Awareness:

Self-awareness serves as a foundation for personal growth and achieving optimal academic performance. Students who have a deep understanding of their values, interests, and personal goals tend to be more motivated and capable of overcoming obstacles that arise in their educational journey.

Factors Influencing Self-Awareness:

In this discussion, various factors that can influence the level of student self-awareness will be outlined. These include the influence of the social environment, support from family, prior educational experiences, and psychological factors.

Stress and Emotion Management:

Self-awareness is closely related to a student's ability to manage stress and control emotions. The ability to identify and cope with academic pressure and negative emotions is a crucial element in developing a healthy self-awareness.

Implications in Higher Education:

We will explore how a better understanding of students' self-awareness can bring about changes in higher education policies and teaching practices. This may include curriculum alignment, improving the quality of student guidance, and providing greater resources to support the development of self-awareness.

Increasing self-awareness in students when it comes to socializing can be a crucial step in helping them interact more effectively and meaningfully. Below are some ways to enhance students' self-awareness in socializing:

1. Self-Reflection: Students can start by introspecting themselves, including understanding their interests, values, and social needs. By understanding themselves, they can be more selective in choosing social situations that align with their personalities.
2. Recognizing Social Anxieties: Self-awareness also involves acknowledging social anxieties or fears that students might experience. Students should be brave in recognizing and accepting that everyone has fears in social interactions, which is the first step in addressing these issues.
3. Develop Social Skills: Students can take the initiative to develop their social skills, including communication, listening, and collaboration. Attending training or social skills groups can boost their confidence.
4. Expand Social Circles: Students can make an effort to be more open to new people. This might involve participating in clubs, organizations, or social activities on campus, helping them expand their social circles.
5. Practice Empathy: Self-awareness also involves the ability to understand and feel what others are experiencing. Practicing empathy in social interactions can aid in building stronger and more positive relationships.
6. Consult with a Counselor or Psychologist: If a student is facing serious difficulties in socializing, consulting a counselor or psychologist on or off campus can be highly beneficial. They can provide solutions and the support needed.
7. Stay Open to Change: Self-awareness also includes the ability to grow and adapt. Students should remain

open to opportunities and changes in their social relationships, which may involve trying new things or confronting any fears that may arise.

Self-awareness is the crucial first step in overcoming social difficulties. With a deeper understanding of themselves, students can build healthier and more meaningful social relationships both on campus and beyond. Students, as individuals pursuing higher education at the university level, are agents of change whose contributions to the development and progress of a region or country in all aspects are highly anticipated and expected by society. Unfortunately, many students are unaware of their status as individuals highly valued by society, which leads to a sense of isolation and a lack of interest in completing their studies. Students often fail to engage in intrapersonal communication, either with themselves or with others. Student awareness of self-communication encourages them to think about the importance of attending classes, as laziness in attending classes often leads to depression and even suicide among many students due to excessive fatigue. As a result, students who lack intrapersonal communication often choose to end their lives.

A student's journey to campus is the initial step in their pursuit of knowledge and expanding their horizons. However, in reality, there are important facts to consider. Research shows that only about 30% of students are truly capable of mastering the material taught by their professors. Concrete evidence of this can be seen in student evaluations, especially in oral and written exams. Imagine a class of 40 students, and only 10 of them successfully complete the exam.

This reflects a frequently overlooked reality. Around 30% of students tend to pursue higher education merely as a formal obligation without a true passion for knowledge. They may view it as a symbol or a ticket to the job market, without truly embracing the values and knowledge offered by educational institutions. However, the majority of students, approximately 70%, should have access to various support facilities, including libraries, laboratory facilities, and guidance from professors available on campus. Unfortunately, most of them do not fully utilize these opportunities.

Therefore, it is important to realize that seeking knowledge is not just a routine, but a meaningful journey. Learning with enthusiasm and a strong determination to understand what is taught by teachers or professors is the core of the educational process. Campus attendance should be more than just a formal obligation; it should reflect a deep passion for pursuing knowledge. If students can truly appreciate the profound meaning of seeking knowledge, then the

teaching and learning process will proceed as expected and in line with the goals of education. Equally important, sharing knowledge with others is also a valuable step in enriching understanding and enhancing the meaning of this educational journey.

5. CONCLUSION

The conclusions and suggestions presented in this paper include Overall, this paper provides us with a better understanding of the importance of self-awareness. Self-awareness or ego is inherent in every individual, and thus, self-awareness plays a crucial role in the process of communicating with others. Self-awareness also has control over human thoughts since thoughts are a part of communication. A more specific understanding of intrapersonal communication can help a student improve their self-awareness. In this paper, intrapersonal communication refers to the process of talking to oneself, introspection, and self-understanding. The importance of self-awareness for students in higher education is highlighted. Self-awareness helps them motivate themselves, manage stress, and interact more effectively. Furthermore, creating an environment that supports self-awareness is key to ensuring that students can derive maximum benefits from their educational experiences. Self-awareness is a crucial foundation in the journey of education and self-development.

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