

The Influence of Body Image toward Interpersonal Communication Skill in Teaching

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ABSTRACT

This study aims to analyze the impact or influence of body image on interpersonal communication skills in teaching students of IAIN Purwokerto. The population of this study includes all IAIN Purwokerto students for the 2019/2020 academic year who have worked as teachers. The research subjects were selected by cluster random sampling by selecting students who has worked as a teacher with the assumption that they already had teaching experience that affected their psychological and social life. The test was carried out using the regression analysis technique through SPSS version 16 for Windows. The research shows that body image has significant effect on interpersonal communication skills in teaching; and the influence of body image on interpersonal communication skills in teaching based on the coefficient of determination is 0.304 with sig: 0.002 so the magnitude of the effect is 33% which means there is significant influence of body image toward teachers' interpersonal communication skills in teaching.

Keywords:

Keywords

Body Image; Interpersonal Communication Skill; Teaching

Introduction

The advancement of science and technology today has a tremendous impact on human life. The flow of information and knowledge runs rapidly that consciously or unconsciously causing shift in the norms and values exist in society and eventually affect the process of human development in general. It also has created a separate challenge for individuals in many sectors including education. Education is very important weapon in educating the nation's future. If education does not follow up the times and its changes, it will be left behind, especially for educators who are not fully prepared or ignored to embrace the changes in the teaching and learning process.

Munib, (2004: 33) describes the Law on the learning system in Indonesia. Law of 2003 Number 20 states that the learning system is an effort carried out with awareness to bring someone to the realization of these learning conditions so that students can improve their potential to have self-control, spiritual-religious, personality, noble character, intelligence and skills that have an impact on themselves, their social environment, and for their country. Thus, the learning system is actually a step to develop one's potential to be able to socialize in society according to various norms and rules.

Education is essentially a process of humanizing humans through all the development of their potential and in accordance with the demands in their environment. One of the manifestations towards quality education is the existence of educational institutions. The smallest scope of education is the learning process which includes learning and teaching. Learning is the process of changing a person's behaviour as a result of experiencing or training. Meanwhile, teaching is the process of organizing students to help them grow and encourage them to carry out the learning process. Students learn and educators teach. Teaching and learning is a regulated system that depends on one another in order to achieve a goal. A goal that is fulfilled is called a success. The existence of educational institutions is one of the efforts to change and increase people education and knowledge in the academic field.

Education is a fundamental factor that helps a person to develop their behaviour and increase their intelligent as well as quality due to training and experience. Lock in Walgito (1997: 43) states that a child is born in a pure white state like a clean white paper, how it will turn out depends on the environmental treatment of it. The flow of information and technology that can be accessed

easily and quickly has a big impact, starting from how to get along, lifestyle, and how to communicate with other people so that there is a shift in norms in society.

Through what is known as body image, an educator can provide an assessment of him/herself to maximise the teaching and learning processes. The un-synchronization that arises from physical movement is an educator's perception of his mental condition and shows lack or weakness in his physical construction. This problem is mostly experienced by early individuals where they are at the stage of adjusting to changes in body shape and size. One of the psychological dangers that often arise at this time is the emergence of perceptions from their physic but it is different from the reality, because the expected physical is out of sync as it should be (Hurlock, 1980: 23). The body image is not only limited to its outward behaviour, but is related to its mental, feelings, thoughts, and awareness (www.edreferral.com/body_image).

An individual's assessment of their body or body image is related to the reactions of others to that individual, the comparison of physical development with others, and the comparison of physical development with others and the comparison with the cultural ideal (Blyth, 1985: 13). Body image is not something static, but always changing. In its formation, it is influenced by perception, imagination, emotion, mood, environment and physical experience (Amalia, 2004: 14). Thus, the social comparison process must occur in shaping the body image of individuals. Social comparison is a cognitive assessment made by individuals about certain attributes they have compared to the attributes of others (Jones, 2001: 87). This social comparison process is very personal and subjective in nature depending on self-evaluation. Therefore, individuals obtain comparison objects to form a healthy body image. However, it is very difficult to filters so that individuals can select objects of their social comparison.

Humans are categorized as social beings because humans can never be separated from having relationship with others including in the family, school, or community. When living in society, a

person who has not communicated with his/her social environment will definitely not get attention and be shunned by his/her environment. Isolation like this will have an impact on mental depression which can cause a person to lose his soul. In social life, communication is a fundamental need for someone. A person will be isolated from his community if in social life they never communicate with other people. Isolation like this is what exerts human influence on the loss of souls caused by mental depression. In social life, relationships with other people are very necessary in one's life.

Teaching and learning process is a form of communication, namely communication between students and educators, between students and lecturers, between students and teachers. In this communication, there is the formation (transform) and transfer (transfer) of knowledge, skills or attitudes and values from communicators (educators, lecturers, teachers) to communicants (students) in accordance with predetermined goals. Ironically, schools and academic institutions including universities still use conventional learning systems despite the vast growing and changing of teaching approaches and technology. Conventional in the sense on how teachers teach their children conventionally leaving behind all modernity and technology. Instead of embracing the new approaches and technologies in learning processes, many teachers are prefer to teach their children traditionally. Nevertheless, teachers give lessons only based on their abilities. In fact, there are many teachers still imitating the teaching methods and knowledge as how their previous teachers had taught them. If this problem persists and continue without innovation, it will create inconsistencies between teachers and students. The teacher's lack of creativity in front of the class will cause problems in face-to-face class or lack in providing appropriate explanations to the students in the class.

The above reality will cause several problems, both for teachers and students. The first type, for example, will cause problems for lecturers or teachers who do not have teaching talent or have limitations in conveying messages orally. As for the second type, if not careful, the lecturer or

teacher will tend to imitate the style of the person they idolize, regardless of their weaknesses. In delivering lecture and training materials to students, there are several factors that need to be considered, including students, classrooms, methods and the material itself. To be able to achieve the goals that have been set in a lecture or training, learning and communication methods must receive serious attention in every learning process.

It is interesting to see the influence of body image toward someone performance as a teacher especially how the concept of body image influence a teacher interpersonal communication skill in teaching their students. This research is build on this premises that there will be a significance influence of body image toward teachers performance in teaching especially their interpersonal communication skill. This research was conducted at IAIN Purwokerto with the research subject of non-regular students with the consideration that most of the students were already working as teachers. This research aims to analyze the effect of body image on interpersonal communication skills in teaching, as well as to analyze the difference in the influence of male and female body image on interpersonal communication skills in teaching of IAIN Purwokerto students who have worked as teachers.

Literature Review

The concept of Body Image

Body image is defined as the concept of a person feelings about his physical appearance based on past and current experiences, both reality and fantasy. In addition, body image also defines as individual behaviour towards the body in terms of body shape, size and aesthetics (Hoyt, 2001: 41). Since body image is based on self-evaluation, a person's body image is often not objective, depending on what other people think of his/her body. Based on this description, the body image is a person's behaviour, feelings and thoughts related to their physical attitude.

Factors that influence Body Image

The image of a person's body is not fixed but dynamic. The atmosphere and psychological conditions of the individual can form the individual's body image, for example feelings of comfort, acceptance, and physical psychological experiences and so on (www.psychoterapist.org). Slade (in Banfield, 2002: 54) says that a person's body image depends on biological, historical, socio-cultural (cultural, environmental) factors and individual factors. Furthermore, the formation of body image also depends on gender. Several studies have even shown that women have more problems in shaping their body image.

Thus, it can be concluded that the formation of body image is influenced by elements from outside and within the individual. Internal factors consist of psychological condition, experience, gender, social abilities, and comparability. Meanwhile, external factors consist of socio-cultural factors such as environment, culture, and social norms.

According to this explanation, a person's body image is multidimensional. This research however, will limit the construction of body image to:

- a. Aspects of cognition and affection towards the body that reveal individual thoughts and feelings about dissatisfaction with their body.
- b. Perceptions that reveal individual perceptions of certain body parts.
- c. Behavioural aspects that reveal the individuals behaviour who are concerned with body shape and appearance through certain behaviours such as diet, exercise, body building and body care.

These three elements were developed by Banfield and McCabe (2002: 36) and used as a basis for measuring whether or not body image is good, the higher the body image score means the better the individual will assess and feel his body condition.

The concept of interpersonal skills

Pace in Cangara (2003: 24) defines relationships with others through the process of sending messages from one person to another. The message conveyed can be in the form of direct communication or writing communication Theodorson in Liliweri (1997: 38) suggests that

communication is the process of transferring information from one person to another. The process of transferring information always has a certain effect. Effendy in Liliweri, (1997: 64) suggests the language of communication from a person or group to another interpersonal relationship. This dialogical communication process is considered as appropriate communication in changing one's behaviour, morals or views. This attitude is shown verbally through communication. It can be concluded that through communication someone can directly understand that the messages they want to convey can be accepted or not by the other. Questions will be opened as widely as possible by the communicator to the communicant if the message conveyed is not accepted.

Factors of Interpersonal Communication Ability

Cassagrande (1986) in Liliweri (1997: 46) argues that someone communicates because:

- a. Understanding past experiences, interacting today and anticipating the future.
- b. Doing with self-awareness to form something new.
- c. To fill the shortcomings and share the strengths they have, humans need other people.

Research Methods

This research uses quantitative approach to measure the influence of Body Image toward interpersonal communication skill in teaching. The objects of this research are the students of IAIN Purwokerto in the academic year 2019/2020. The students who have worked as a teacher are chosen as the subject of this research with an assumption that they already had teaching experiences which eventually had physical radical changes that affect their psychological and social life accompanied by cognitive development marked by the ability to think critically, including in assessing their bodies. Between men and women there are differences in the time of initiation of physical development and the process of growth. This study will try to prove whether these differences will also affect the body image, so the subjects of this study are male and female students of IAIN Purwokerto. The subjects of this

- d. To be involved in a relatively fixed process of change.

Communication in Teaching and Learning Process

Communication is needed for the learning system between teachers and students. There will be interactions between the two, so that there will be cohesion between the two activities, namely learning activities and teaching activities that have the power to achieve teaching goals. Communication techniques in the teaching and learning process according to Uchyana (1984: 44), consist of:

- a. Informative communication
A message that is conveyed to someone or a number of people about new things that he knows.
- b. Persuasive communication (persuasive communication)
The process of influencing a person's attitudes, views or behaviour in the form of persuading, inviting, so that he does it with his own awareness.
- c. Instructive/coercive communication
(instructive/coercive communication)

research are chosen using cluster random sampling by taking the sample from the population randomly. It was taken from all classes in IAIN Purwokerto. The subjects of this research are 84 respondents consisting of 19 male students and 65 female students.

In this study, the following research design was used: 1) Documentation study, which is a research design aimed at obtaining secondary data about teaching experiences, then secondary data is obtained through students who already have teaching experience; 2) Field survey, which is a research design aimed at obtaining primary data about body image and on interpersonal communication skills in teaching.

In order to collect the data, the researcher formulates three different variables to measure the influence of body image toward interpersonal communication skill in teaching of the students of IAIN Purwokerto. The variables include:

1. Independent variable: body image
2. Dependent variable: interpersonal communication skills in teaching
3. Moderator variable: gender

These three variables are used to determine the influence of body image as the independence variable toward the dependence variable the students interpersonal communication skills in teaching. Meanwhile, gender is used as moderate variable to differentiate the influence of body image toward interpersonal communication skill based on gender differentiation. The moderate variable is used to see how body image influences the students' interpersonal skills in teaching and how it is different between male and female students.

Beside formulating three different research variables, the researcher also determine the measurement using research instruments. The data collection is obtained using a scale pattern by providing questions and answers related to the object (Azwar, 1999: 24). The scale is a body image scale constructed according to McCabe and Banfield (2001: 44) principles. The blue print of the research instruments are presented in the following tables:

Table 1. Blue Print of Body Image Scale

No	Aspect
1	Cognitive and affective factors towards a person's body or feelings and thoughts related to their physical appearance.
2	Attitude factors (behavior in maintaining the body's diet, gymnastics, and caring for the body)
3	Assumption factors related to physical form

Table 2. Blue Print of interpersonal communication skills in teaching scale

No	Aspects
1	Trust
2	Supportive
3	Empathy
4	Reception
5	Egalitarian

The attitude scale is also used to determine the influence of body image toward students interpersonal communication skills in teaching that consist of 4 choices as follows:

1. SS (very suitable) which is worth 4
2. S (appropriate) is worth 3
3. TS (not suitable) which is worth 2
4. STS (very inappropriate) which has a value of 1

Data Analysis

The above instruments then tested before actually used in the research. Testing instruments in this study aims to prove that the measuring instrument is good and worthy of being a research instrument. Tests conducted to measure the validity of measuring instruments and the reliability of measuring instruments explained as follows:

1. Validity of Measuring Instruments
Validity is a measurement of how carefully a measuring instrument can perform its measurement function accurately and precisely. In this study, the validity of measuring instruments is carried out to determine the consistency between items and all items based on the assumption that the items used in the study are items that measure the same as what is measured by all items in the measuring instrument (Azwar, 2000: 56).
2. Reliability of Measuring Instruments
The calculation of the reliability of measuring instruments in this study is intended to determine the extent to which the results of a measurement can be trusted (Azwar, 2000: 78). The concept of measuring instrument reliability is closely related to the problem of measurement error (error of measurement) which refers to the inconsistency of measurement results when measurements are repeated on different groups of individuals (American Psychological Association, 1999). To determine the reliability of measuring instruments in this study using an internal consistency approach, the procedure requires only one imposition of a group of adolescents as subjects. Furthermore, the reliability analysis uses an analysis of the items that are split according to the number of items. To produce accurate reliability estimates, the computation uses the Alpha formula with

the help of the SPSS for Windows Version 16 program.

3. Hypothesis

From the data that has been described, the hypothesis in this data collection is: There is an effect of body image on interpersonal communication skills in teaching.

Results

This study reveals the effect or influence of body image on interpersonal communication skills in teaching as well as to find out the differences based on gender differences. The researcher calculated the data analysis using a statistical program series computer, using the Regression Analysis method. In this study, SPSS version 16 for windows is used for the analysis.

If there is a correlation between X and Y, the analysis is continued with regression analysis by making a regression line or predictor equation with the formulas as follows:

$$Y = aX + K$$

Information:

Y = criterion

X = predictor

a = price predictor coefficient

K = constant number value

The values of the predictor coefficients and the prices of constant numbers are found by the formula: $\sum XY = a\sum X^2 + K\sum X$

$$\sum Y = a\sum X + NK$$

After that, analysis of variation was made with a predictive. Meanwhile, the hypothesis is tested using the following formula:

1. If $F_{count} < F_{table} 5\%$, then the alternative hypothesis is rejected because variable X does not have a significant relationship with variable Y.
2. If $F_{table} 5\% \leq F_{count}$ then the alternative hypothesis is accepted because variable X has a significant relationship with variable Y.
3. If $F_{count} \geq F_{table} 1\%$, then the alternative hypothesis is accepted because variable X

has a very significant relationship with variable Y (Supratiknya, 2000: 55).

The results of data testing with respondents as many as 84 students consisting of 65 women and 19 men is presented in the following table:

Table 3. Descriptive Statistics

Variables	Mean	Std. Deviation	N
X (Body Image)	89.405	1.8571	84
Y (Interpersonal Communication Skills)	99.940	2.3043	84

Based on the table above, variable X is body image, has an average value of 89.405 while the standard deviation is 1.8571 with a total of 84 respondents. Meanwhile, variable Y is interpersonal communication skills. It has an average value of 99.940, while the standard deviation is 2.3043 with 84 respondents. This means that the score for the variable X is lower than the score for the variable Y. Thus, body image perception is lower compare to interpersonal communication skill.

Table 4. Correlation

	X	Y
Pearson Correlation	X	1.000
	Y	.304
Sig. (1-tailed)	X	.002
	Y	.002
N	X	84
	Y	84

Based on the correlation table above, it is found that the level of correlation or relationship between variables according to Pearson, body image as variable X has a correlation value of .304 with significance .001 with the number of

respondents as many as 84 people. Meanwhile, Y variable, interpersonal communication has a correlation value of .304 with a .001 system of respondents with 84 respondents. This means that the score of variable X, namely body image, has the same score as the score of variable Y, namely interpersonal communication in teaching. Hence, it means that there is a mutual significance and positive influence on variable X toward variable Y. It is thus can be said that there is positive significance influence of body image toward interpersonal communication in teaching.

Table 5. Prediction of Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.304 ^a	.093	.081	1.7798	1.590

a. Predictors: (Constant), Y

b. Dependent Variable: X

According to the results of these calculations indicate that $R = .304$. then the price is compared with the R table price with a significance level of 5% obtained = 0.213 and with a 1% significance level obtained = 0.278, it turns out that the R count = 0.304 exceeds the R table = with an error rate of 5% obtained = 0.213 and an error rate of 1% is obtained = 0.278. So the conclusion is that there is an effect of body image on interpersonal communication skills in teaching for 5% errors and 1% errors.

Table. 6 ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	26.479	1	26.479	8.359	.005 ^a
Residual	259.760	82	3.168		
Total	286.238	83			

a. Predictors: (Constant), Y

b. Dependent Variable: X

According to the table for the results of the regression analysis test, it was found that the

number of regressions = 26,479 with $df = 1$ and the mean = 26,479 with $F = 8,359$ with a significance = .005, while the residual = 259,760 with $df = 82$ and the average = 3,168. Hence, it can be concluded that body image influence interpersonal communication skills in teaching.

Based on the explanations above, from the calculation of the correlation coefficient (r) = .304a with $p = 0.001$ indicates a positive direction, which means that there is a positive influence of body image on interpersonal communication skills in teaching. Therefore, the hypothesis "there is an impact of body image on interpersonal communication skills in teaching" is proven to be accepted.

Discussions

Teaching is an activity that has many problems which can be considered difficult to provide effective lessons. However, as a teacher or prospective teacher, they must make requirements and limitations for themselves in order to know the purpose of forming his body image. A teacher must have an ideal body, or must match the teacher's criteria. If it is not according to the standard, it will be difficult for the teacher to teach, especially in providing theory & practice to the students.

Body weight can also affect the teacher's condition. Teachers who are overweight will reduce teacher creativity, so that students feel monotonous in receiving lessons. The appearance of the body that is too thin will also affect the movement of the teacher in teaching. Thus, teachers need to have ideal body image.

Teachers who are experts in teaching are teachers who have a lot of experience, knowledge, expertise, play a role in teacher organizations, constantly improve their teaching abilities, do not violate their code of ethics.

Interpersonal relationships have an important role in imparting knowledge to others. Interpersonal relationships can be said to be an introduction to being able to gain knowledge and other knowledge so that someone can face problems in their environment. (Djamadin, 2004: 17-19).

According to the explanation above, conclusions can be drawn related to education practitioners who are constantly changing, so a teacher is required to constantly develop their profession. The attitude of teachers to educational assignments in this sense is defined as the readiness to respond consistently to all activities and obligations as educators so that the figure of a teacher, especially to become an ideal teacher, can be realized.

Conclusion

Teaching activities are not only influenced by body image and interpersonal communication but are also influenced by many factors including self-confidence, motivation and individual attitudes based on the personality of each teacher.

Based on the results obtained from this data collection, it shows that there is an effect of body image toward students of IAIN Purwokerto interpersonal communication skills in teaching. With the hypothesis "there is an impact of body image on interpersonal communication skills while teaching" the results of this study indicate that the hypothesis is "accepted".

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