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The Influence of Self-Concept on Interpersonal Communication Skills and Its Impact on Employee Performance at BPOM Bandar Lampung

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Abstract

The background of this research is based on the gap between the ideal communication conditions and the empirical reality in the field, which is indicated by interpersonal communication constraints of 15.20% and egocentrism tendencies of 22.40%. This study aims to analyze the influence of self-concept on interpersonal communication skills and its impact on employee performance at BBPOM Bandar Lampung. This study uses a quantitative approach with a survey method of 101 respondents using a total sampling technique. Data analysis was carried out using path analysis. The results of the study indicate that self-concept has a positive and significant effect on interpersonal communication of 68.50%. Simultaneously, self-concept and interpersonal communication influence employee performance with a coefficient of determination (R^2) of 0.80 or 80%. Partially, self-concept has a direct effect on performance of 31.02%, while interpersonal communication has an effect of 14.22%. In addition, interpersonal communication is proven to significantly mediate the effect of self-concept on performance with an indirect effect contribution of 17.38%. These findings indicate that self-concept is a key psychological factor that not only directly influences performance but also through improving the quality of interpersonal communication. The implications of this research emphasize the importance of developing self-concept and strengthening interpersonal communication in improving employee performance, particularly in public organizations with complex intergroup communication dynamics.

Keywords: Self-concept, Interpersonal Communication, Employee Performance, Path Analysis, Public Organizations

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INTRODUCTION

In the modern organizational era, employee performance is determined not only by technical skills but also by psychological factors and the quality of interpersonal communication. Self-concept, as an individual's perception of themselves, is a crucial factor influencing how they think, behave, and interact in the work environment (Rogers, 2004; Pratiwi, 2021; Desmita et al., 2017; Brooks in Rakhmat, 2019). Individuals with a positive self-concept tend to be more confident, open, and adaptive in communication, thus enabling them to build effective working relationships. Conversely, a negative self-concept can trigger defensiveness, egocentrism, and communication barriers, which can lead to decreased performance (Rakhmat, 2019; Muljanto, 2021; Novianti, 2015).

This phenomenon is relevant in the context of public organizations in Indonesia, including the Bandar Lampung Food and Drug Administration (BPOM), which plays a strategic role in drug and food supervision. Empirically, interpersonal communication barriers account for 15.20% of workplaces, and egocentrism is a 22.40% tendency (Nofel, 2024). This situation indicates a gap between organizational demands for effective communication and the reality on the ground, which is still characterized by miscommunication, a lack of openness, and low empathy among employees. These problems have implications for declining coordination quality, increasing interpersonal conflict, and suboptimal employee performance.

Theoretically, the relationship between self-concept, interpersonal communication, and performance can be explained through an integration of several approaches. Humanistic psychology theory asserts that individual behavior is influenced by self-concept and the degree of congruence between the real self and the ideal self (Rogers, 2004). Social learning theory explains that self-concept and communication behavior are formed through observation, imitation, and social interaction in the workplace (Bandura, 1977). Meanwhile, interpersonal communication theory states that effective communication is characterized by openness, empathy, positive attitudes, support, and equality (DeVito, 2016). These three theories form a conceptual framework that suggests that self-concept influences interpersonal communication, which in turn impacts employee performance.

Previous research has shown that self-concept positively influences interpersonal communication and individual performance (Habibi, 2023; Rosadi, 2022; Silvia, 2024). Furthermore, interpersonal communication has been shown to significantly contribute to improving employee performance in organizations (Suhendro et al., 2022). However, most research remains partial, only examining direct relationships between variables, and has been conducted primarily in the private sector or academic settings. Research integrating self-concept, interpersonal communication, and performance into a single, comprehensive model, particularly in public organizations, is still limited.

Given this gap, this study offers a novel approach by testing an integrative model linking self-concept as an independent variable, interpersonal communication as a mediating variable, and employee performance as a dependent variable in the context of the Bandar Lampung Food and Drug Administration Agency (BBPOM). This approach allows for simultaneous analysis of direct and indirect relationships between variables, providing a more comprehensive understanding of the factors influencing employee performance in public organizations.

This study aims to analyze the influence of self-concept on interpersonal communication skills, the influence of interpersonal communication on performance, the direct influence of self-concept on performance, and the mediating role of interpersonal communication in the relationship between self-concept and employee performance. Furthermore, this study also examines the simultaneous influence of self-concept and interpersonal communication on employee performance.

The significance of this research lies in its contribution to enriching the study of communication psychology and human resource management, particularly in the context of public organizations. Practically, the research findings are expected to form the basis for developing policies and programs to improve performance by strengthening employee self-concept and interpersonal communication skills.

METHOD

This study used a quantitative approach with a positivist paradigm to examine the influence of self-concept on interpersonal communication and its impact on employee performance. A survey method was employed, employing a total sampling technique, involving 113 employees at the Bandar Lampung Food and Drug Administration Agency

(BBPOM), with 101 respondents meeting the analysis criteria, namely employees who were willing to complete the survey (Djaali, 2001). The research variables included self-concept (X), interpersonal communication (Z) as a mediator, and employee performance (Y), measured using a Likert-scale questionnaire based on the theoretical indicators of each variable and processed with SPSS version 26 (Ghozali, 2021).

Data analysis was conducted through validity, reliability, and classical assumption tests, followed by correlation and path analysis to examine direct and indirect relationships between variables. Hypothesis testing used t-tests and F-tests, and the coefficient of determination (R^2) to measure the contribution of the variables. This approach allows for a comprehensive examination of the mediating role of interpersonal communication, although the research is limited to one agency so that the generalization of the results is contextual (Sugiyono, 2023, Sitepu 1994 and Creswell, 2023).

RESULT AND DISCUSSION

In general, employee self-concept is in the high category (mean > 12/15), with the highest indicator being self-esteem (13.36), followed by self-image (13.19), real self (13.16), and ideal self (12.78), as seen in Table 1. High self-esteem indicates strong self-confidence, motivation, and psychological resilience, which contribute positively to performance (Rogers, 2004; Bandura, 1986). A high mean value and low standard deviation (1.4–1.7) indicate relatively homogeneous and stable perceptions, reflecting the formation of collective norms within the organization through observational learning (Bandura, 1986). However, the lowest ideal self-value indicates a tendency toward moderate aspirations, which on the one hand reflects psychological stability (high congruence), but on the other hand has the potential to limit the drive for self-development. Interpersonal communication also ranked high, with openness (13.41) and equality (13.36) as the dominant indicators, followed by positive attitudes (13.27) and support (13.26), while empathy had the lowest score (13.02). High levels of openness and equality support information flow and collaboration, but relatively low levels of empathy indicate limitations in understanding others' perspectives, which is relevant to the persistence of communication barriers (15.20%) and egocentrism (22.40%). This suggests that communication effectiveness is determined not only by message delivery but also by the ability to understand others (DeVito, 2016), and is influenced by the interaction of personal and social factors (Bandura, 1986).

Compared with previous research, the results of this study align with the direction in which openness and positive attitudes are generally the dominant indicators in interpersonal communication and significantly influence performance (Suhendro et al., 2022; Hulu, 2023). However, a difference is seen in the relatively lower level of empathy, a difference not always found in other studies that often place empathy as the dominant factor. This difference may be due to the BBPOM organizational context, which has high work pressure, demanding targets, and a formal work structure, which causes employees to focus more on completing tasks than on emotionally understanding their colleagues. Furthermore, intergroup communication dynamics can also increase psychological distance between individuals, making it more difficult for empathy to develop optimally. Therefore, these results indicate that although employee interpersonal communication is generally good, strengthening empathy is crucial for improving overall communication quality. Improving empathy will strengthen communication effectiveness, reduce the potential for conflict, and support more collaborative and sustainable performance within the organization.

Employee performance is in the high category, with the highest indicator being punctuality (13.09), followed by quantity (12.98), effectiveness (12.98), quality (12.82), and efficiency (12.76). The dominance of punctuality indicates strong adherence to the public organization's work system, while the relatively low quality and efficiency indicate

suboptimal utilization of resources and work processes. This condition is related to communication and psychological factors, where communication barriers and a suboptimal self-concept can impact coordination and the quality of work results. Overall, despite good performance, improving quality and efficiency is a priority area through strengthening self-concept and interpersonal communication, ensuring performance is not only timely but also more effective and productive.

When compared with previous research, these results align with the general pattern (Robbins, 2019), where punctuality and quantity of work are often the dominant indicators in public sector organizations, while efficiency and quality tend to be lower (Suhendro et al., 2022; Silvia, 2024). However, differences emerge at the lowest levels of efficiency, indicating challenges in optimizing resources and work processes. These differences may be caused by several factors, including the characteristics of public organizations that emphasize adherence to procedures over innovation, as well as communication barriers and intergroup dynamics that impact effective coordination. Furthermore, psychological factors such as suboptimal self-concept and interpersonal communication skills also contribute to suboptimal work quality and efficiency.

Table 1. Descriptive Statistics

Indicator	N	Minimum	Maximum	Mean	Std. Deviation
self image	101	9	15	13.19	1.475
real self	101	9	15	13.16	1.560
ideal self	101	8	15	12.78	1.671
self esteem	101	9	15	13.36	1.553
openness	101	11	15	13.41	1.415
empathy	101	9	15	13.02	1.568
supportiveness	101	9	15	13.26	1.534
positive attitude	101	9	15	13.27	1.555
equality	101	9	15	13.36	1.559
quality	101	9	15	12.82	1.577
quantity	101	6	15	12.98	1.755
timelines	101	9	15	13.09	1.594
effective	101	9	15	12.98	1.606
efficience	101	9	15	12.76	1.650
Valid N (listwise)	101				

Source: SPSS Data Processing version 26

The results of the instrument testing show that all statement items are declared valid with a correlation coefficient value (r count) greater than r table and a significance P value < 0.05 (table.2) and reliable with a Cronbach's Alpha value > 0.70, (table 3) so that it is suitable for use in the analysis.

Table 2. Validity Test

	Variabel X (Self Concept)	Total	Description
X1.1	Pearson Correlation	0.756	Valid
	Sig. (2-tailed)	0.000	Valid
X1.2	Pearson Correlation	0.728	Valid
	Sig. (2-tailed)	0.000	Valid
X1.3	Pearson Correlation	0.842	Valid
	Sig. (2-tailed)	0.000	Valid
X2.1	Pearson Correlation	0.601	Valid
	Sig. (2-tailed)	0.000	Valid

X2.2	Pearson Correlation	0.742	Valid
	Sig. (2-tailed)	0.000	Valid
X2.3	Pearson Correlation	0.774	Valid
	Sig. (2-tailed)	0.000	Valid
X3.1	Pearson Correlation	0.765	Valid
	Sig. (2-tailed)	0.000	Valid
X3.2	Pearson Correlation	0.664	Valid
	Sig. (2-tailed)	0.000	Valid
X3.3	Pearson Correlation	0.701	Valid
	Sig. (2-tailed)	0.000	Valid
X4.1	Pearson Correlation	0.839	Valid
	Sig. (2-tailed)	0.000	Valid
X4.2	Pearson Correlation	0.636	Valid
	Sig. (2-tailed)	0.000	Valid
X4.3	Pearson Correlation	0.681	Valid
	Sig. (2-tailed)	0.000	Valid
	Variabel Y (Performance)	Total	Description
Y1.1	Pearson Correlation	0.735	Valid
	Sig. (2-tailed)	0.000	Valid
Y1.2	Pearson Correlation	0.717	Valid
	Sig. (2-tailed)	0.000	Valid
Y1.3	Pearson Correlation	0.780	Valid
	Sig. (2-tailed)	0.000	Valid
Y2.1	Pearson Correlation	0.880	Valid
	Sig. (2-tailed)	0.000	Valid
Y2.2	Pearson Correlation	0.874	Valid
	Sig. (2-tailed)	0.000	Valid
Y2.3	Pearson Correlation	0.812	Valid
	Sig. (2-tailed)	0.000	Valid
Y3.1	Pearson Correlation	0.815	Valid
	Sig. (2-tailed)	0.000	Valid
Y3.2	Pearson Correlation	0.767	Valid
	Sig. (2-tailed)	0.000	Valid
Y3.3	Pearson Correlation	0.863	Valid
	Sig. (2-tailed)	0.000	Valid
Y4.1	Pearson Correlation	0.897	Valid
	Sig. (2-tailed)	0.000	Valid
Y4.2	Pearson Correlation	0.871	Valid
	Sig. (2-tailed)	0.000	Valid
Y4.3	Pearson Correlation	0.862	Valid
	Sig. (2-tailed)	0.000	Valid
Y5.1	Pearson Correlation	0.872	Valid
	Sig. (2-tailed)	0.000	Valid
Y5.2	Pearson Correlation	0.880	Valid
	Sig. (2-tailed)	0.000	Valid
Y5.3	Pearson Correlation	0.877	Valid
	Sig. (2-tailed)	0.000	Valid

Variabel Z (Interpersonal Communication Skills)		Total	Description
Z1.1	Pearson Correlation	0.828	Valid
	Sig. (2-tailed)	0.000	Valid
Z1.2	Pearson Correlation	0.763	Valid
	Sig. (2-tailed)	0.000	Valid
Z1.3	Pearson Correlation	0.713	Valid
	Sig. (2-tailed)	0.000	Valid
Z2.1	Pearson Correlation	0.791	Valid
	Sig. (2-tailed)	0.000	Valid
Z2.2	Pearson Correlation	0.554	Valid
	Sig. (2-tailed)	0.001	Valid
Z2.3	Pearson Correlation	0.836	Valid
	Sig. (2-tailed)	0.000	Valid
Z3.1	Pearson Correlation	0.847	Valid
	Sig. (2-tailed)	0.000	Valid
Z3.2	Pearson Correlation	0.698	Valid
	Sig. (2-tailed)	0.000	Valid
Z3.3	Pearson Correlation	0.683	Valid
	Sig. (2-tailed)	0.000	Valid
Z4.1	Pearson Correlation	0.859	Valid
	Sig. (2-tailed)	0.000	Valid
Z4.2	Pearson Correlation	0.858	Valid
	Sig. (2-tailed)	0.000	Valid
Z4.3	Pearson Correlation	0.734	Valid
	Sig. (2-tailed)	0.000	Valid
Z5.1	Pearson Correlation	0.824	Valid
	Sig. (2-tailed)	0.000	Valid
Z5.2	Pearson Correlation	0.796	Valid
	Sig. (2-tailed)	0.000	Valid
Z5.3	Pearson Correlation	0.724	Valid
	Sig. (2-tailed)	0.000	Valid

Source: SPSS Data Processing version 26

Table 3. Reliability Test Results

Reliability Statistiks (X)		**Keterangan**
Cronbach's Alpha	N of Items	Reliabel
0.912	12	> 0,7
Reliability Statistiks (Y)		**Keterangan**
Cronbach's Alpha	N of Items	Reliabel
0.963	15	> 0,7
Reliability Statistiks (Z)		**Keterangan**
Cronbach's Alpha	N of Items	Reliabel
0.947	15	> 0,7

Source: SPSS Data Processing version 26

The classical assumption test shows that the data are normally distributed based on the Kolmogorov–Smirnov test with a Monte Carlo significance value of 0.060 (>0.05) in Table 4. The Monte Carlo test can be used for social science data and can predict P-values more accurately than the asymptotic test in certain cases, especially for data that is not

perfectly normally distributed (Mehta & Patel, 2010). Figure 1 also shows the histogram's shape approaching a bell shape, with no sharpness, extreme skewness, or bimodal pattern. Figure 2 shows that the points are spread out along the diagonal line, without forming a systematic deviation pattern such as an S-curve or extreme curvature, thus concluding that the data are normally distributed. There is no multicollinearity as indicated by the Tolerance value > 0.10 and VIF < 10 in Table 5, and there is no heteroscedasticity because the Glejser test significance value is > 0.05 in Table 6, and also the points in Figure 3 scatterplot are spread randomly without forming a fan, funnel, or wave pattern, meaning there is no heteroscedasticity (Ghozali, 2021). Therefore, the data meets the classical assumptions and can be used for further statistical analysis.

Figure 1. Histogram of Normality Test

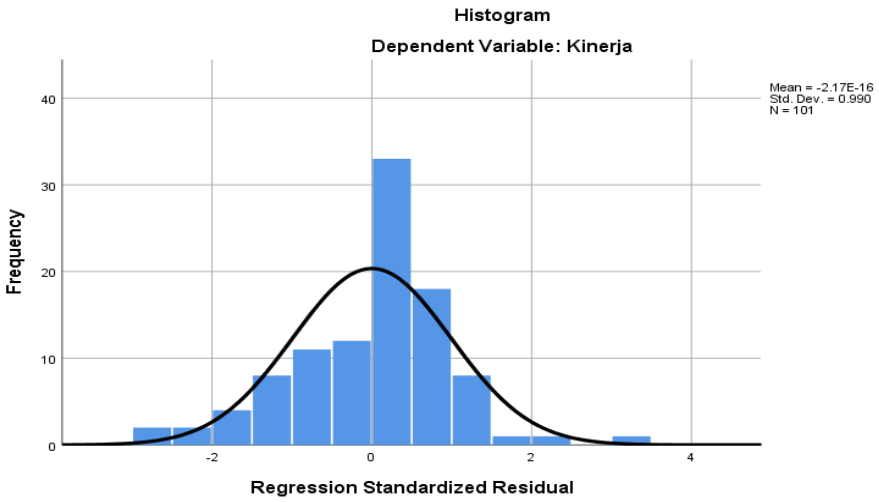


Table 4. Results of the Kolmogorov Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		101
Monte Carlo Sig. (2-tailed)	Sig.	0.060

Gambar 2. Grafik P-P Plot Uji Normalitas

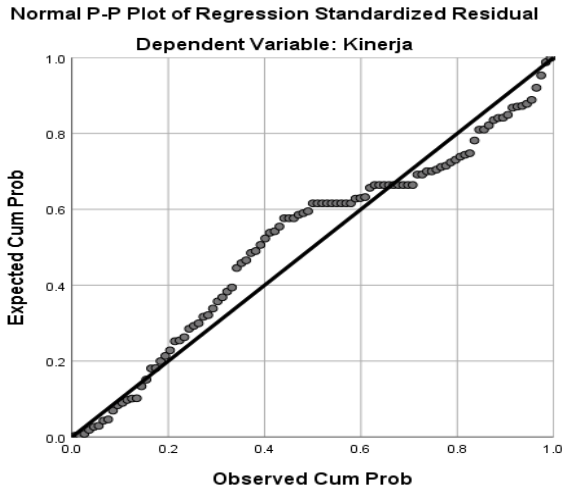


Table 5. Multicollinearity Test Results

	Variabel Independen	Collinearity Statistiks	
		Tolerance	VIF
1.	self-concept	0.315	3.179
	Interpersonal communication	0.315	3.179
2.			

Source: SPSS Data Processing version 26

Figure 3. Scatter Plot Graph of Heteroscedasticity Test

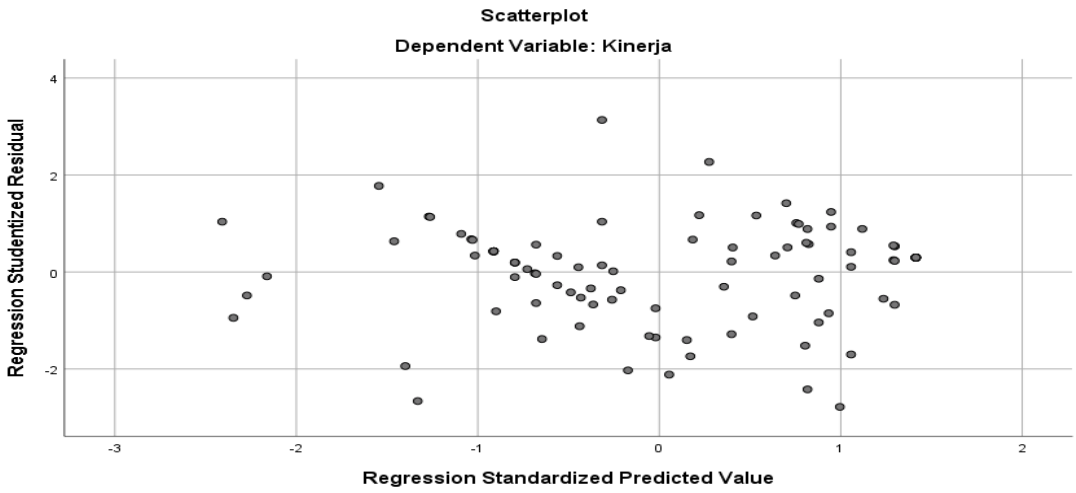


Table 6. Heteroscedasticity Test Results

	Dependen variable ABS_RES	Sig.
	self-concept	0.101
1.	Interpersonal communication	0.115
2.		

Source: SPSS Data Processing version 26

Inferentially, the results of the correlation test show a very strong and significant relationship between variables ($p < 0.05$), with a correlation coefficient between self-concept and interpersonal communication of $r = 0.828$, self-concept and performance of $r = 0.869$, and interpersonal communication and performance of $r = 0.838$. These correlation values are in the strong to very strong category, which statistically indicates a substantial linear relationship between variables. This finding indicates that an increase in self-concept has the potential to be followed by a simultaneous increase in interpersonal communication and performance (table 7).

Table 7. Correlation Test Results

Correlations				
Variabel		Self-Concept	Interpersonal Communication Ability	Performance
Self-concept	Pearson Correlation	1	0.828	0.869
	Sig. (2-tailed)		0.000	0.000
	N	101	101	101
Interpersonal Communication Ability	Pearson Correlation	0.828	1	0.838
	Sig. (2-tailed)	0.000		0.000
	N	101	101	101
Performance	Pearson Correlation	0.869	0.838	1
	Sig. (2-tailed)	0.000	0.000	
	N	101	101	101

Source: SPSS Data Processing version 26

The results of the substructure path test 1 (Table 8 and Figure 4) indicate that self-concept has a positive and significant effect on interpersonal communication of 68.50% (R^2 = 0.685; α = 0.05), which is considered strong in social research (Hair et al., 2019). This finding suggests that the more positive an employee's self-concept, including self-esteem, self-image, real self, and ideal self, the higher the quality of openness, empathy, and clarity of communication in work interactions (Kusuma, 2023; Erdiansyah, 2020). These results are supported by descriptive analysis, which indicates that employee self-concept is in the high category, reflecting positive self-confidence and self-acceptance, thus encouraging more open, adaptive, and non-defensive communication.

Theoretically, this finding confirms that self-concept functions as an internal regulator in shaping the quality of interpersonal communication. From a humanistic psychology perspective, individuals with a congruent self-concept have greater psychological stability and are able to communicate authentically (Rogers, 2004; Sampthirao, 2016; Wulandari, 2014). This is supported by the view that self-concept influences communication perceptions and responses (Rakhmat, 2019), as well as by interpersonal communication theory, which emphasizes the role of self-confidence, openness, and empathy in communication effectiveness (DeVito, 2016). Furthermore, social learning theory explains that self-efficacy strengthens an individual's ability to interact and respond adaptively to the environment (Bandura, 1986).

Compared to previous research, the influence of self-concept in this study (68.50%) is greater than the findings of Habibi (2023) at 18.30% and Rosadi (2022) at 30.80%, although the direction of the relationship remains consistent. This difference is influenced by the use of a more comprehensive path analysis, an organizational context that demands high communication, and the homogenous characteristics of the sample (Hair et al., 2019). Thus, these results confirm that improving interpersonal communication is not sufficient through technical training, but must begin with strengthening self-concept as the main psychological foundation in building effective work interactions.

Table 8. Results of Substructure Path Analysis 1

Model Summary

Model	R	**R Square**	Adjusted R Square	Std. Error of the Estimate
1	0.828[a]	**0.685**	0.682	3.851

ANOVA[a]

Model		Sum of Squares	df	Mean Square	**F**	**Sig.**
1	Regression	3199.059	1	3199.059	**215.678**	**0.000[b]**
	Residual	1468.427	99	14.833		
	Total	4667.485	100			

a. Dependent Variable: Interpersonal Communication Skills
b. Predictors: (Constant), Self-Concept

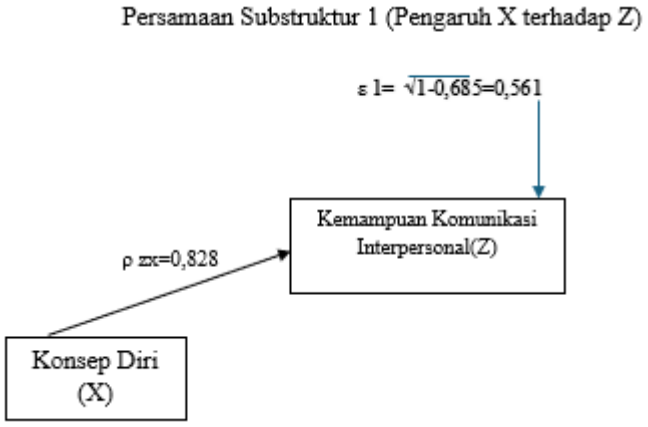
Coefficient

Model	Unstandardized Coefficients		**Standardized Coefficients**	**t**	**Sig.**
	B	Std. Error	**Beta**		
Self-concept	1.060	0.072	**0.828 (Pzx)**	**14.686**	**0.000**

a. Dependent Variable: Interpersonal communication

Source: SPSS Data Processing version 26

Figure 4. Substructure Path Analysis 1



$$Z = \rho_{ZX}X + \varepsilon_1$$

z = 0,828x + 0,561

Information:

- ρ_{ZX}= path coefficient fromX ke Z
- ε_1= error/residual in Z

In the second structural model (Table 9 and Figure 10) and the calculation of the total influence (Table 10), self-concept and interpersonal communication simultaneously have a significant effect on employee performance with an R^2 value of 0.800, indicating that 80% of the variation in performance can be explained by these two variables. Partially, self-concept has a direct effect on performance of β = 0.557 (effective contribution of 31.02%), while interpersonal communication has an effect of β = 0.377 (effective contribution of 14.22%). This value indicates that self-concept has a more dominant influence than interpersonal communication in explaining variations in employee performance (Sumarni, 2021). This is because self-concept has a greater direct effect on performance (31.02%) and also an indirect effect through interpersonal communication (17.38%), so that its total contribution is higher than interpersonal communication (14.22%). Self-concept, as an internal factor (self-confidence, self-esteem, self-efficacy), is the main foundation that shapes work behavior, while interpersonal communication plays a more intermediary role that channels this influence. Furthermore, less than optimal communication conditions (there are still obstacles 15.20% and egocentrism 22.40%) also limit its contribution to performance, so that overall self-concept becomes a more dominant variable in explaining variations in employee performance.

Table 9. Results of Substructure Path Analysis 2

Model Summary

Model	R	**R Square**	Adjusted R Square	Std. Error of the Estimate
1	0.894[a]	**0.800**	0.796	3.355

a. Predictors: (Constant), Interpersonal communication , Self-concept

ANOVA[a]

Model		Sum of Squares	df	Mean Square	**F**	**Sig.**
1	Regression	4402.412	2	2201.206	**195.568**	**0.000[b]**
	Residual	1103.033	98	11.255		
	Total	5505.446	100			

a. Dependent Variable: Kinerja

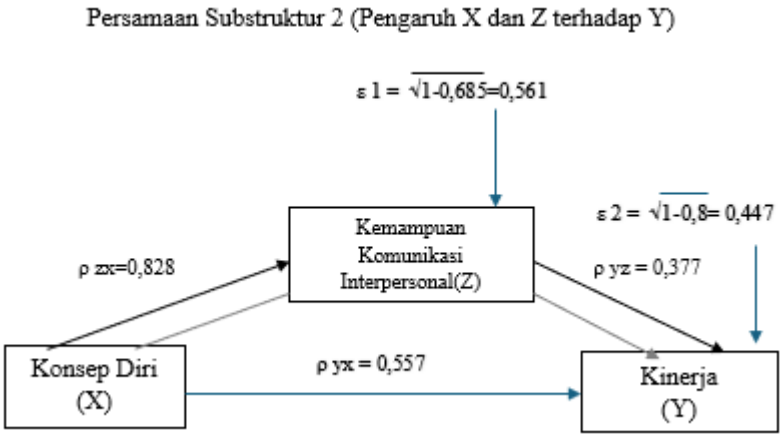
b. Predictors: (Constant), Interpersonal communication , Self-concept

Coefficients[a]

Model	Unstandardized Coefficients		**Standardized Coefficients**		
	B	Std. Error	**Beta**	**t**	**Sig.**
Self-Concept	0.775	0.112	**0.557 (Pyx)**	**6.910**	**0.000**
Interpersonal Communicatin Skills	0.409	0.088	**0.377 (Pyz)**	**4.674**	**0.000**

Source: SPSS Data Processing version 26

Figure 10. Substructure Path Analysis 2



$$Y = \rho_{YX}X + \rho_{YZ}Z + \varepsilon_2$$

Y = 0,557x + 0,377z + 0,447

Description:

- ρ_{YX} = direct effect of X on Y
- ρ_{YZ} = effect of Z on Y
- ε_2 = error/residual on Y

In Table 10, interpersonal communication skills have a positive and significant effect on performance of 14.22% ($p < 0.05$), indicating that the qualities of openness, empathy, positive attitudes, support, and equality contribute to increased performance, although their contribution is relatively smaller because they are not yet optimally distributed (DeVito, 2016; Rakhmat, 2019). Conversely, self-concept has a stronger direct effect on performance of 31.02%, confirming that self-confidence and self-efficacy are the main determinants of productive work behavior (Rogers, 2004; Bandura, 1986; Zacharias, 2024). In addition, interpersonal communication has been shown to mediate the effect of self-concept on performance by 17.38%, indicating that communication functions as a transformation mechanism that translates psychological potential into real performance (Hayes, 2018). Simultaneously, self-concept and interpersonal communication explained 80% of the variation in performance ($R^2 = 0.80$), which is considered very strong. The remaining 20% was influenced by other factors not examined in this study, confirming that performance is the result of an integrated interaction between intrapersonal and interpersonal factors. This finding is consistent with previous research (Ari, 2020; Suhendro et al., 2022; Hulu, 2023; Sinha, 2023; Rahadianto, 2024), but demonstrated higher explanatory power due to the use of a more comprehensive analytical model, an organizational context that demands high coordination, and homogeneous sample characteristics. Therefore, improving performance is not sufficient through communication improvements alone; it must begin with strengthening self-concept as the primary foundation, which is then actualized through effective interpersonal communication.

Furthermore, the results of the mediation analysis showed that interpersonal communication acts as a partial mediator in the relationship between self-concept and performance, with an indirect effect value of 0.312 (17.38%). This suggests that some of the influence of self-concept on performance is channeled through improvements in the quality of interpersonal communication. Thus, this model emphasizes that interpersonal communication functions as a psychosocial mechanism that strengthens the relationship between self-concept and performance (Ubaidillah, 2025).

Table 10. Calculation of direct and indirect effects.

Influence of X										
Direct Effect of X	ρyx	ρyx		0,557	0,557		=	0,3102	31,02 %	
Through Z	ρyx	rxz	ρyz	0,557	0,828	0,377	=	0,1738	17,38 %	
Total							=	0,4841	48,41 %	48,41 %
Pengaruh Z										
Direct Influence Z	ρyz	ρyz		0,377	0,377		=	0,1421	14,22 %	
Through X	ρyz	rxz	ρyz	0,377	0,828	0,557	=	0,1738	17,38 %	
Total							=	0,3160	31,60 %	31,60 %
Total Influence of X, Z on Y (R Squared)							=	0,8001	80,01 %	80,01 %

Other influences ε 2 = (0.447)2 = 0.1990 = 19.90%

Source: Processed by Researchers

Furthermore, the results of the t-test (tables 11 and 12) show that self-concept has a significant effect on interpersonal communication (β = 0.828; p < 0.05) and performance (β = 0.557; p < 0.05), and interpersonal communication has a significant effect on performance (β = 0.377; p < 0.05). Meanwhile, the F-test (table 13) shows that simultaneously, self-concept and interpersonal communication have a significant effect on employee performance with a significance value of < 0.05 and a coefficient of determination of R^2 = 0.800, which indicates that 80% of the variation in performance can be explained by the research model..

Table 11. t-Test of Partial Effect of X on Z

Model	Unstandardized Coefficients		**Standardized Coefficients**	**t**	**Sig.**
	B	Std. Error	**Beta**		
Self-concept	1.060	0.072	**0.828 (Pzx)**	**14.686**	**0.000**
a. Dependent Variable: Interpersonal communication					

Source: SPSS Data Processing version 26

Table 12. t-Test of the Partial Effect of X and Z on Y

Model	Unstandardized Coefficients		**Standardized Coefficients**	**t**	**Sig.**
	B	Std. Error	**Beta**		
Self-Concept	0.775	0.112	**0.557 (Pyx)**	**6.910**	**0.000**
Interpersonal Communication Skills	0.409	0.088	**0.377 (Pyz)**	**4.674**	**0.000**

Source: SPSS Data Processing version 26

Table 13. F-Test of Model Accuracy

	Model	Sum of Squares	df	Mean Square	**F**	**Sig.**
1	Regression	4402.41	2	2201.206	**195.568**	**0.000**
	Residual	1103.03	98	11.255		
	Total	5505.44	100			

a. Dependent Variable: Performance

b. Predictors: (Constant), Interpersonal Communication Skills, Self-Concept

Source: SPSS Data Processing version 26

Theoretically, these findings reinforce the validity of humanistic psychology theory, which states that self-concept is a primary determinant of individual behavior (Rogers, 2004), as well as social learning theory, which emphasizes the importance of social interaction in shaping behavior (Bandura, 1977). Furthermore, these results are consistent with interpersonal communication theory, which places openness, empathy, and a positive attitude as prerequisites for effective communication (DeVito, 2016). The integration of these findings suggests that employee performance is the result of a complex interaction between intrapersonal and interpersonal factors.

When linked to the empirical context of the Bandar Lampung Food and Drug Administration Agency (BBPOM), these findings corroborate that prior communication problems (15.20%) and egocentrism (22.40%) correlate with employee self-concept. Therefore, organizational interventions that focus solely on improving technical competency will not be optimal without strengthening psychological aspects and interpersonal communication.

The practical implications of this research emphasize the importance of developing programs based on self-development and interpersonal communication, such as self-awareness and emotional intelligence training through hypnotherapy and effective communication training. This approach has been empirically proven to improve the quality of work interactions and employee performance sustainably.

However, interpretation of the results of this study requires considering methodological limitations, namely the limited scope of the study to a single institution and the exclusion of other variables such as organizational culture and leadership.

Therefore, future research is recommended to develop a more comprehensive model with broader coverage to increase the external validity of the findings.

CONCLUSION

This study confirms that self-concept is a major factor that significantly influences interpersonal communication and employee performance, both directly and indirectly through the mediating role of interpersonal communication. The more positive the self-concept, the more effective the communication that is built and the higher the resulting performance. This finding shows that improving performance is not enough only through technical aspects, but needs to be balanced with strengthening psychological aspects and the quality of interpersonal interactions. Therefore, organizations are advised to develop programs based on self-awareness, emotional intelligence, and effective communication, although the results of this study are still limited to one agency so that further research with a more comprehensive model and wider scope is needed.

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