

## Overview of the Dunning-Kruger effect in interpersonal communication among youth organisation members

Farida Hanum Siregar<sup>\*)</sup>, Syukur Kholil, Lahmudin

*Faculty of Da'wah, Universitas Islam Negeri Sumatera Utara*

*William Iskandar Ps V, Medan Estate, Deli Serdang, Indonesia*

Email: siregardede9@gmail.com and; Phone Number: +62-61-6615683

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**Abstract** The Dunning-Kruger Effect can occur in interpersonal communication, a pivotal aspect for social interaction. This study investigates the phenomenon known as the Dunning-Kruger effect in the context of interpersonal communication within youth organisations. The Dunning-Kruger effect refers to the tendency of individuals to overestimate their own abilities, thereby impacting their interpersonal communication skills. The Dunning-Kruger Effect has been primarily researched in educational and occupational settings, with limited studies focusing on its presence in youth organisations. The study employed a descriptive and quantitative research approach. Questionnaires were distributed using purposive sampling, and quantitative data was analysed using JASP (Jeffrey's Amazing Statistics Programme). The Dunning-Kruger Effect was observed in 4 out of 56 samples in this study. Members of the Islamic youth organisation who exhibited the Dunning-Kruger Effect demonstrated inadequate interpersonal communication skills. Recognising cognitive biases in the development of communication skills is crucial due to the empirical confirmation of the Dunning-Kruger Effect in interpersonal communication among members of youth organisations. Gaining insight into the impact of cognitive errors on communication skills can enhance the effectiveness of communication education and training programmes. This study aims to enhance the interpersonal communication skills of youth organisations and foster their understanding of the Dunning-Kruger Effect.

**Keywords:** Dunning-Kruger effect; interpersonal communication; youth organisation

### INTRODUCTION

Students are generally recognised as smart individuals and are regarded in society as catalysts for transformation (Fuadi, 2020; Hidayah et al., 2020; Nofrima et al., 2020). As agents of change, they prioritise environmental sensitivity and serve as leaders of social change, especially during their college years (Hidayah et al., 2020; Nofrima et al., 2020). Participation in student organisations is a prominent extracurricular activity for college students. These organisations, composed of student members that cater to the interests, abilities, and potential of students. Therefore, they function as an ideal platform for optimising potential, refining mindset, and being ready for the professional world. By becoming a member of an organisation, students can enhance their leadership skills, hone their abilities, develop critical thinking skills, broaden their professional networks, and excel in time management. Engagement in such organisations is promoted as a method of personal growth for community existence (Calhoun, 2023; Ortiz, 2023).

<sup>\*)</sup> Corresponding Author

Within extra-campus youth and student affairs forums, several Islamic youth organisations are growing on Indonesian campuses (Alamsyah & Hadiz, 2017; Furoidah, 2023; Hasan, 2012; Wieringa, 2006). The Indonesian Islamic Student Movement Organisation (PMII) is a student organisation that was founded on April 17, 1960, in Surabaya. The establishment of PMII was motivated by young individuals from Nahdlatul Ulama (NU) and conceived as an entity for societal transformation. At the individual level, PMII provides freedom from any kind of ideological, conceptual, and idealistic control and dominance. PMII functions as an institutional platform for young intellectuals who engage in diverse forms of activism, encompassing areas such as Islam, media culture, intellectual discourse, economics, and social mobilisation. PMII caters to the diverse range of potential, interests, and inclinations of individual genuineness. It is important to bear in mind that the decision to join PMII should be driven by a sense of social consciousness rather than simply as a means of occupying one's time.

PMII is a student community or organisation founded on religion, with most of its members being students who follow the Islamic faith. As an Islamic organisation, it necessitates a theological basis encompassing Islamic values, ideals, traditions, ideology, and creeds. This foundation is essential for establishing a robust basis for every thought and activity. This pertains to the primary focus of this study, the Dunning-Kruger Effect, which examines the inclination of youth organisation members to overestimate their interpersonal communication skills.

An organisation aiming to form Indonesian Muslim individuals who are devoted to religious activities, virtuous, knowledgeable, capable, and responsible in practising their knowledge and committed to fighting for the ideals of Indonesian independence. Through its vision, namely Organisational Transformation for PMII to be Advanced and Global. It can be concluded, based on the goals and vision carried out by the PMII organisation, that its cadres are certainly knowledgeable, capable and responsible people (Abaza, 1993; Aljuboori et al., 2020; Basri et al., 2018).

The importance of interpersonal communication in student organisations has received significant attention in academic research. This collection of work emphasises the crucial importance of communication in promoting successful collaboration among members, which is essential for achieving organisational objectives (Berger, 2005; DeVito, 2013; Elston Lafata et al., 2023; Walther, 2011). When examining the complex connection between communication and organisational success, several important themes become apparent: the components of successful interpersonal communication, the effect of communication on relationships among members, and the overall influence of communication on the unity and performance of the organisation (Susilo, 2022).

Efficient interpersonal communication is distinguished by the unambiguous, succinct, and courteous interchange of thoughts and data. Nurrahmi asserts that effective communication within an organisation enables the exchange of knowledge and ideas, which is crucial for problem-solving and decision-making (Nurrahmi & Putra, 2019). Moreover, Nursanti emphasises the significance of adaptability and emotional intelligence in interpersonal communication (Nursanti et al., 2021). They point out that these abilities allow individuals to handle various personalities and viewpoints effectively, ultimately improving collaborative endeavours (Dimaggio & Valentino, 2023; Howard & Cheavens, 2023; Wickett et al., 2023).

The quality of interpersonal relationships within student organisations is significantly impacted by the nature of communication among members (Intan Salina Che Sulaiman et al., 2014). Pahal (2023) identifies active listening, empathy, and feedback as crucial elements of effective interpersonal communication that enhance positive relationships. These components serve the dual purpose of resolving conflicts and fostering a sense of belonging and mutual respect among members (Çelik & Alpan, 2023; Howard & Cheavens, 2023; Pahal, 2023). Hence, proficient communication results in more robust relationships, which serve as the basis for collaborative triumph (Howard & Cheavens, 2023).

Communication is the crucial element that binds an organisation, allowing it to operate as a unified entity. The way communication is done in an organisation has a significant impact on its culture (Çelik & Alpan, 2023; Dimaggio & Valentino, 2023). It influences the attitudes of employees towards trust, openness, unity, and cooperation. In addition, Susilo (2022) argues that effective communication is crucial for establishing an organisational identity and promoting socialisation, ultimately leading to improved organisational performance.

The level of collaboration within student organisations greatly relies on the efficacy of interpersonal communication (Çelik & Alpan, 2023; Pahal, 2023). Effective communication enhances interpersonal relationships and fosters an atmosphere of trust, transparency, solidarity, and collaboration (Albayrak et al., 2020). Communication plays an essential role in achieving common goals within student organisations, highlighting its crucial importance for organisational cohesion and performance. Hence, prioritising the development of communication skills among members is crucial for student organisations striving for success (Pahal, 2023).

In contrast to people who experience the Dunning-Kruger Effect, where this phenomenon can appear anywhere and in various fields, without studying it further, they can immediately voice or decide (Arroyo-Barrigüete et al., 2023; Canady & Larzo, 2023). When someone has minimal knowledge about something, it is seen as simple, so it is easy for them to say anything, and people with the Dunning-Kruger Effect are not easily criticised because they feel they are right (Dunkel et al., 2023). The Dunning-Kruger Effect explains that, when someone explains a theme of knowledge, they feel that they understand more or feel smarter and more capable than they actually are (Arroyo-Barrigüete et al., 2023; Canady & Larzo, 2023; Dunkel et al., 2023). Generally, people with the Dunning-Kruger Effect character are not aware of their shortcomings and forget that they are incompetent in all areas (Dogan et al., 2023; Scheiber et al., 2023).

This effect is considered a cognitive bias when someone who lacks abilities experiences illusory superiority. This means that he feels his abilities are greater than other people in general. This bias is caused by the person's metacognitive inability to recognise all their shortcomings. The metacognitive component in the definition of the Dunning-Kruger Effect is an effect where people who are incompetent in a certain area tend to ignore their incompetence (Dogan et al., 2023). This is because the person does not have the metacognitive ability to realise it. This inability is called a "double burden" because there are two burdens that appear in pairs, namely a lack of skills and ignorance of these deficiencies.

The Dunning-Kruger Effect aspects consist of cognitive, self-efficacy, and self-awareness. Arroyo said that metacognitive regulation occurs before or after learning. This is an affective regulation that becomes motivation in carrying out a cognitive activity. Metacognitive includes knowledge of learning limits; someone has the ability to remember and can complete learning tasks successfully by someone within a certain period of time by using effective learning strategies (Arroyo-Barrigüete et al., 2023). Conceptually, the term metacognition refers to a person's ability to think about how they think or learn (thinking about thinking).

The study of the Dunning-Kruger Effect in the context of interpersonal communication in organisations, specifically within the Islamic student movement organisation at the State Islamic University of North Sumatra is highly important for both academic and practical purposes. This organisation plays a crucial role in influencing thoughts and actions and upholding Islamic teachings. It offers a valuable context for studying how cognitive biases affect organisational performance and communication dynamics. The Dunning-Kruger Effect refers to the tendency of individuals to overestimate their abilities and underestimate their incompetence. This can significantly negatively impact effective communication, decision-making, and the overall effectiveness of an organisation in achieving its objectives. Therefore, this study aims to investigate the intricacies of this cognitive bias within a particular organisational setting, with the goal of making a valuable contribution to the wider discussion on psychology and organisational communication. Gaining a comprehensive understanding of the attributes and effects of the Dunning-Kruger effect in these contexts is crucial for devising tactics to minimise its adverse outcomes, thus improving the performance of the organisation and the successful spread of Islamic teachings.

Furthermore, this study can potentially make substantial contributions in various aspects. From an academic perspective, this study contributes to the existing body of literature on cognitive biases in organisational communication by providing valuable insights into the specific difficulties encountered by religious student organisations. By discerning the subtleties of the Dunning-Kruger effect in the Islamic student movement organisation, this research establishes a basis for creating focused educational and training initiatives. These programmes strive to augment self-awareness among participants, enhance interpersonal communication skills, and ultimately strengthen the organisation's influence in shaping thought and behaviour in

accordance with Islamic teachings. The investigation aims to fill a gap in the existing academic literature and has the potential to have a positive impact on the functioning and societal contributions of the Islamic student movement organisation at the State Islamic University of North Sumatra. This underscores the importance of understanding cognitive biases in improving organisational effectiveness and leadership development within youth-led religious organisations.

## **METHODOLOGY**

This study utilised a descriptive research methodology with a quantitative approach to examine the occurrence of the Dunning-Kruger Effect in interpersonal communication among members of the Islamic student movement organisation at the State Islamic University of North Sumatra. The main goal of this methodology is to delineate the attributes of the Dunning-Kruger Effect as it manifests within the organisation and to comprehend its ramifications on communication and organisational performance. This method simplifies the gathering of measurable data that can be statistically examined to detect patterns and trends associated with the research inquiries.

The study's sample comprises 56 respondents chosen using purposive sampling techniques. This method was selected to ensure that the sample accurately reflects the individuals within the organisation who are most likely to offer valuable insights into the research problem. Purposive sampling enables the deliberate selection of respondents based on specific criteria relevant to the Dunning-Kruger Effect and its influence on interpersonal communication within the organisation. This method guarantees that the sample possesses adequate knowledge and expertise in the organisational dynamics and communication processes being studied.

The researchers employed a structured questionnaire designed to evaluate aspects of the Dunning-Kruger Effect in the context of organisational communication for data collection. The questionnaire comprises a set of items specifically crafted to assess respondents' self-perceptions of their abilities, their communication encounters within the organisation, and the observed results of these interactions. The questionnaire was electronically distributed to the chosen participants, guaranteeing a convenient and effective method of collecting data.

In order to verify the reliability of the questionnaire, a pilot study was carried out with a limited sample of participants from the intended population. The feedback obtained from the pilot test was utilised to improve the clarity, relevance, and comprehensiveness of the questionnaire items. This, in turn, enhanced the validity of the data collection instrument.

Cronbach's alpha coefficient was used to evaluate the internal consistency of the questionnaire items during the reliability testing. An acceptable Cronbach's alpha value of 0.7 or higher indicates that the questionnaire used in this study is reliable for measuring the constructs associated with the Dunning-Kruger Effect (Neuman, 2014).

The data collected were analysed using descriptive statistical methods with the aid of JASP (Jeffrey's Amazing Statistics Programme). This analysis utilised data portrait analysis to succinctly and accurately summarise and depict the data, emphasising the prevalence and attributes of the Dunning-Kruger Effect among the participants. Descriptive statistics, such as means, standard deviations, and frequency distributions, were used to present a thorough summary of the data, making it easier to identify patterns and gain insights that are relevant to the research objectives.

## **RESEARCH RESULTS AND DISCUSSION**

### **Statistical Results**

The results of this research will explain the general description and then continue with an explanation of the frequency of each demographic and statistical description. In general, the demographic description consists of the position held by the sample currently, as well as their faculty and gender, then followed by a statistical description regarding how much the sample feels they have contributed to their organisation, whether the sample feels they have contributed more than their friends in their organisation, as well as the correct answer obtained from cognitive questions and the sample's confidence in the truth of their answers to these cognitive questions (Table 1).

**Table 1.** General Description

General Description	Mean	Minimum	Maximum
Position	-	-	-
Faculty	-	-	-
Gender	-	-	-
Contribute	7,768	1	10
Contributing more than friends	8,089	1	10
Correct answer	3,036	1	6
I'm sure the previous answer is correct	7,732	1	10
Grade-point average	3,581	3	4

Source: Author Data Processed (2023)

Based on the results of the general description analysis, it can be explained that the sample feels that they have contributed to their organisation with a score of 7.8 out of 10, which is the highest answer score. So, this result can be interpreted that the sample feels that they have made a big contribution to their organisation. Meanwhile, to see how they compare to their friends, you can look at the next score, where, on average, the sample feels they have contributed more than their friends with a greater score than they feel they have contributed to their organisation with a score of 8 out of a maximum of 10 existing scores. This value certainly explains that the sample on average feels that they have contributed more to the organisation than their friends in the organisation.

On the other hand, this research also collected cognitive data which aims to see how the sample's knowledge of the organisation and general knowledge is based on the learning outcomes they have received so far. However, looking at the results of the sample answers, the sample average was only correct for 3 out of 8 questions, and from the existing empirical data, 6 correct was the highest of all samples for 8 questions. This means that of all the samples, no one answered the whole question correctly. However, the previous results contradict the results of their confidence, because based on the screening data, the sample generally has high confidence as seen from the average value of confidence in answering correctly, which is 7.7 out of the 10 highest values. Of course, there are bipolar values between the sample average of only being able to answer 3 correctly and being able to confidently answer 7.7 correctly. Correspondingly, the maximum value is that there are only 6 questions that can be answered correctly out of 8, while for confidence in the sample answering correctly, the maximum value detected is 100% sure that the sample answered correctly. This means that there is a sample that feels confident that all the answers are correct, while the average sample is only able to answer 3 questions correctly.

Meanwhile, of all the samples that took part in this research, on average, they had a cumulative achievement index of 3.6 out of the 4 highest grades in tertiary institutions, and from the existing empirical data, it was detected that there were samples that had a cumulative achievement index with maximum results or samples that got a score of 4 of the 4 highest grades in college. Then, none of the lowest cumulative achievement index values held by the sample was detected as having a cumulative achievement index below 3. This means that with this evidence the sample has sufficient knowledge in their academics because normally they have grades above the average academic standard (Table 2).

Based on demographic data, it can be reported that there were 56 samples taking part in this study consisting of 25 men or 44.6% of the total number and there were 31 women or 55.3% of the total number of samples and at the same time stating that the number of women was greater than men in this research. Meanwhile, of all the samples that took part in this research, there were 30 samples that came from Ushuluddin science or around 53.5% of the total samples and were also the largest sample in this research. Then followed by the field of Da'wah studies which consists of 20 samples or around 35.7% of the total sample, and then followed by 6 samples from Tarbiyah science or around 10.7% of the total sample and is also the smallest sample in this study. So that the overall sample comes from 3 scientific fields and there is no missing data at this stage. Furthermore, to identify the positions in the organisation held by the detected sample, there were 23 samples who were members of the organisation or 41% of the total existing samples as well as being the largest sample based on their position. Then followed

by 9 samples of cadres or 16% of the total existing samples, then there are 4 samples of residents or 7.1% and followed by 3 samples of rayon heads or 5.3% and another sample holding 1 position for each sample. Furthermore, to identify the positions in the organisation held by the detected sample, there were 23 samples who were members of the organisation or 41% of the total existing samples as well as being the largest sample based on their position. Then followed by 9 samples of cadres or 16% of the total existing samples, then there are 4 samples of residents or 7.1% and followed by 3 samples of rayon heads or 5.3% and another sample holding 1 position for each sample. Furthermore, to identify the positions in the organisation held by the detected sample, there were 23 samples who were members of the organisation or 41% of the total existing samples as well as being the largest sample based on their position. Then followed by 9 samples of cadres or 16% of the total existing samples, then there are 4 samples of residents or 7.1% and followed by 3 samples of rayon heads or 5.3% and another sample holding 1 position for each sample.

**Table 2.** Demographic Description

Demographic description	Frequency	Percent
Gender		
Man	25	44,643
Woman	31	55,357
Missing	0	0
Total	56	100
Faculty		
Da'wah	20	35,714
Tarbiyah	6	10,714
Ushuluddin	30	53,571
Missing	0	0
Total	56	100

Source: Author Data Processed (2023)

From the presentation of the results of the analysis on Table 3, we get a picture of respondents who experienced the Dunning-Kruger Effect. Where the Dunning-Kruger Effect itself is an effect where people who are incompetent in a particular field tend to ignore their incompetence. This is because the person does not have the metacognitive ability to realise it. This inability is called a "double burden" because there are two burdens that appear in pairs, namely a lack of skills and ignorance of these deficiencies. Of the 56 respondents, the results showed that four respondents experienced the Dunning-Kruger Effect. The following is an explanation of respondents who experienced the Dunning-Kruger Effect.

**Table 3.** Descriptive Results of the Dunning-Kruger Effect

Name	Gender	Correct answer	Self confidence	Self-awareness	Comparing Friends' Self-Awareness
ZM	L	2	10	9	10
MAH	P	1	10	10	10
NR	P	2	10	10	10
MRK	L	2	10	10	9

Source: Author Data Processed (2023)

Based on the data in Table 3, in the cognitive section which consists of organisational questions and general questions tailored to each faculty, the highest correct answer can only answer 2 questions out of the 8 questions presented. However, in the aspect of self-efficacy, which is seen from the respondent's confidence in the correct answer, the respondent feels confident in the correct answer that the respondent gave with a confidence level of 10 out of a confidence range of 1-10. Furthermore, in the aspect of self-awareness which can be seen from the level of contribution of respondents to their organisation from a contribution level of 1-10, three out of four respondents feel that they have contributed highly to the organisation with a contribution level at level 10 and one in four respondents has a contribution level at level 9. Whereas level of contribution given by respondents to their friends in the organisation: three out of four respondents gave a level of 10 for their contribution to their friends and one in four respondents gave a level of 9 for their friends' contribution in the organisation. Of the 4 respondents with the Dunning-Kruger Effect, they had low cognitive abilities and a high level of

self-confidence regarding the results of previous answers. Self-awareness in terms of contribution to one's role in the organisation, assessing oneself highly and comparing oneself with one's friends, assessing one's contribution to the organisation highly. Of the 4 respondents with the Dunning-Kruger Effect, they had low cognitive abilities and a high level of self-confidence regarding the results of previous answers. Self-awareness in terms of contribution to one's role in the organisation, assessing oneself highly and comparing oneself with one's friends, assessing one's contribution to the organisation highly. Of the 4 respondents with the Dunning-Kruger Effect, they had low cognitive abilities and a high level of self-confidence regarding the results of previous answers. Self-awareness in terms of contribution to one's role in the organisation, assessing oneself highly and comparing oneself with one's friends, assessing one's contribution to the organisation highly.

This research examines the description of the Dunning-Kruger Effect in interpersonal communication in the Indonesian Islamic Student Movement (PMII) organisation at the State Islamic University of North Sumatra. Descriptively, the results of this research show that there is a Dunning-Kruger Effect on members of the Indonesian Islamic Student Movement (PMII) organisation. Through data obtained cognitively, the aim is to see how the respondents' knowledge of the organisation and general knowledge is based on the learning outcomes they have received so far. However, looking at the results of the sample answers, the sample average was only correct for 3 out of 8 questions, and from the existing empirical data, 6 correct was the highest of all respondents for 8 questions. This means that of all the respondents, not even one answered the whole question correctly.

This is also in contrast to the average cumulative achievement index score of all samples participating in this study. Where the average cumulative achievement index score is 3.6 out of the 4 highest scores in tertiary institutions and there are samples that have a cumulative achievement index score of 4 out of the 4 highest scores in tertiary institutions. This means that with this evidence the sample has sufficient knowledge in their academics because normally they have grades above the average academic standard.

Meanwhile, in the confidence results, respondents have high confidence as seen from the confidence value in answering correctly of 7.7 out of the 10 highest values. This is not in accordance with the average respondent who was only able to answer 3 correctly with an average confidence in answering correctly of 7.7. In line with that, the maximum value is that there are only 6 questions that can be answered correctly out of 8, while for respondents' confidence in answering correctly, the maximum value detected is that there are those who are 100% sure that the sample answered correctly. This means that there are respondents who feel confident that all the answers are correct, while the average respondent is only able to answer 3 questions correctly.

According to Carver, Scheire, and Verhaeren states that people with high self-efficacy related to any type of skill and ability tend to contribute less of their effort to the task at hand, which can ultimately result in substandard performance. This overestimation of ability usually results in underestimating a given task, reducing one's input and resources to handle the task.

In line with this, the results of research conducted by Bos and Koc (2021) found that people who are less competent in terms of knowledge, skills and abilities in certain fields, may not only exaggerate their knowledge, skills and abilities (i.e. have confidence excessive self-efficacy), but also may not be very interested in engaging in learning and development activities in terms of allocating time, money and energy.

The Dunning-Kruger Effect is that people who are incompetent in a particular area tend to ignore their incompetence (Boz & Koc, 2021). This is because the person does not have the metacognitive ability to realise it. In accordance with the research results, respondents were unable to answer the questions given, but they rated their self-confidence highly in the answers they had given previously. Bayer also said the same thing which states that individuals are bad at predicting their own performance, they underestimate or overestimate their qualities.

Based on the analysis of self-awareness descriptions of contributions within the organisation, it can be explained that the sample feels that they have contributed to their organisation with a score of 7.8 out of 10, which is the highest answer score. So, this result can be interpreted as meaning that on average the sample feels that they have made a big contribution to their organisation. Meanwhile, to see how they compare to their friends, you can look at the next score, where on average the sample feels they have contributed more than their

friends with a greater score than they feel they have contributed to their organisation with a score of 8 out of a maximum of 10 existing scores. This value certainly explains that the sample on average feels that they have contributed more to the organisation than their friends in the organisation.

*Self-efficacy* can cause individuals to become too self-confident, this excessive self-confidence can cause people to evaluate themselves too highly and have no awareness of themselves. By not knowing yourself, you may believe in the illusion that you are above average and overestimate your skills. Scheiber (2023) assesses that one of the main problems behind a lack of self-awareness is the inability to assess one's own skills accurately. In accordance with the average value, the sample feels that they have contributed greatly to their organisation and feel that they have contributed more to the organisation than their friends in the organisation. Thus, a person who does not know his self-awareness will fill his mind with ideas, experiences, stories, facts, intuitions, theories in general,

The Dunning-Kruger Effect is a cognitive bias in which individuals who are unskilled in a particular area overestimate their abilities and are not aware of it. Dunning also states that people with substantial deficiencies in their knowledge or skills should not be able to recognise such deficiencies. Despite potentially making mistake after mistake, they tend to think that they are fine. In short, those who are incompetent, for lack of a better term, should have some insight into their incompetence.

As is known, people who experience the Dunning-Kruger Effect are people who experience cognitive bias where individuals experience illusory superiority, namely feeling that their abilities are greater than other people in general. Where people who experience superiority will exaggerate their abilities by expressing what they think through language. When speaking they will confirm what they think about themselves even though it is not actually true. This is because people who experience the Dunning-Kruger Effect experience a "double burden", because there are two burdens that appear in pairs, namely a lack of skills and ignorance of these deficiencies (Arroyo-Barrigüete et al., 2023; Boz & Koc, 2021; Scheiber et al., 2023).

Individuals need to understand themselves because it has a huge influence on impression management and how people present themselves in social environments, both verbally and non-verbally, consciously or unconsciously. Self-understanding not only influences impression management and self-presentation but also influences how others treat and are treated. The treatment of other people is influenced by perceptions of that person, and perceptions of oneself influence perceptions of that person. Canady and Larzo (2023) explain that this understanding of oneself can be a source of information, evaluation standards, and moral standards in understanding and treating other people.

### **Interpretative and Theoretical Discussion**

Based on the presentation of the quantitative data above, it can be concluded that the students at the North Sumatra State Islamic University who are members of the Indonesian Islamic Student Movement (PMII) organisation on the cognitive aspect obtained the results that 39.3% of the 56 samples only got 3 out of 8 questions correct and only 5.3 % of 56 samples who managed to answer 6 of 8 questions correctly. This means that of all the samples, no one answered the whole question correctly. The self-efficacy aspect shows contradictory results with the cognitive aspect where 25% of the 56 samples believe that they are able to answer all questions correctly. This means that 25% of the 56 samples felt confident that all the answers were correct, while the average sample was only able to answer 3 questions correctly. And in the self-awareness aspect, it is known that 21.4% of the 56 samples felt they really contributed to their organisation. Furthermore, 32.1% of the 56 samples felt that they themselves contributed more than their friends. So that results were obtained from 56 student samples, 4 of which were declared to have experienced the Dunning-Kruger Effect.

As social creatures, we need an interaction or relationship between one another, namely by means of communication, both direct communication and indirect communication. Interpersonal communication is communication between people face to face, which allows each participant to capture other people's reactions directly, both verbal and nonverbal.(Mulyana., 2010). One of the most important things in communication is openness. By being open in communicating, the level of closeness between an individual and another individual becomes



closer. Self-disclosure is a way to obtain information about other people. Opening up is also a way to learn about what other people feel and think.

Openness can be understood as the desire to open oneself to interact with other people. The quality of openness refers to at least three aspects of interpersonal communication, namely the communicator must be open to the communicant and vice versa, the communicator's willingness to testify honestly to the stimulus that comes, and acknowledge feelings, thoughts and take responsibility for them.

Students have the characteristics of thinking broadly and complexly, thinking critically, being able to balance cognition and emotions, building relationships based on values and stronger bonds, respecting differences, taking risks, making decisions based on future consequences, and considering the impact of their decisions on other people around them (Dogan et al., 2023). make students' interpersonal communication skills perform well. With these characteristics, students can make decisions with careful consideration. Students are expected to be able to consider how their decisions impact other people in the surrounding environment, this includes more effective interpersonal communication when dealing with other people (Arroyo-Barrigüete et al., 2023; Dunkel et al., 2023).

However, this is inversely proportional to students who experience the Dunning-Kruger Effect where they feel they are the most knowledgeable in a field and experience illusory superiority, considering their abilities to be better compared to other people so that students with the Dunning-Kruger Effect cannot make informed decisions, mature, and think about the impact on other people in the surrounding environment so that good interpersonal communication cannot be established.

Furthermore, in interpersonal communication, one of the underlying aspects is empathy. Empathy is defined as the ability to know what other people feel. The importance of empathy in communication is related to perception and listening skills. In this study, respondents did not empathise with other people. In line with what Carl Rogers expressed, the main obstacle to interpersonal communication with each other is our natural tendency to judge, agree or refute other people's statements or group questions (Susilo, 2022). Lack of empathy can be related to misperceptions of the message symbols used, creating estrangement and even disconnection in social relationships. The Dunning-Kruger Effect is when people have high self-confidence which can result in excessive judgment in assessing themselves. This creates a misperception by feeling that they are confident about themselves, creating a lack of empathy in communication.

The third aspect of interpersonal communication is that support is an open situation to support effective communication (Adler et al., 2001). In this study, the respondents felt defensive, whereas people who support them should be open in conveying their feelings and not defensive, that is, people will not feel that they are the subject of criticism. As is known, the Dunning-Kruger Effect is a confirmation of internal biases, especially when these biases are related to assessing our own work and abilities. When individuals are faced with challenges that confront their skills and abilities, they feel that they do not accept the criticism given and dictate to others (Huda et al., 2019; Hutagaol & Agustin, 2012; Putri & Putro, 2020).

Positive feelings in interpersonal communication are a person's ability to view themselves positively and respect other people. People with the Dunning-Kruger Effect, when corrected, will still stick to their stance. So the respondent behaves positively defensively and does not respect the person he is talking to.

Lastly, the aspect of equality, interpersonal communication will be more effective if the atmosphere is equal. With an interpersonal relationship characterised by equality, disagreements and conflict are seen more as an attempt to understand the differences that inevitably exist than as an opportunity to bring down the other party. In Carl Rogers' terms, equality requires us to give "unconditional positive regard" to others. This means that respondents in this study were negative towards other people and saw disagreements as an opportunity to distance themselves from other people. This is because individuals who experience the Dunning-Kruger Effect feel that they are superior, more competent, and that they are more expert than other people, so they evaluate themselves highly and view other people lowly.

From the explanation above, respondents experienced *Dunning-Kruger Effect* and poor interpersonal communication. Poor interpersonal communication can cause errors or inaccuracies when they express opinions or make decisions in the organisation. So, it is not an

exaggeration to say that misunderstandings often occur when expressing opinions within the organisation. In line with that, someone who is categorised as experiencing the Dunning-Kruger Effect is someone who is at an ignorant stage and is reluctant to continue or increase their understanding of the field more deeply and broadly because they feel they are quite an expert in that field even though they do not have a clear basis to support his argument.

Correct communication requires honesty. Honesty is conformity between what is said and actual events and saying the truth when dealing with expected people (Mujib, 2017). Honest communication is conveying messages correctly and based on facts and data. And communication will be effective if the communicator uses words that are simple, targeted, communicative, easy to understand, straight to the point, and not complicated. For communication to be appropriate, the style of speech and message conveyed should be adapted to the period of development of the communicant. Thus, reducing interference when communicating within the organisation.

Based on the results of quantitative research, it can be shown that the students of the North Sumatra State Islamic University who are members of the Indonesian Islamic Student Movement (PMII) organisation on the cognitive aspect showed that 39.3% of the 56 samples only got 3 out of 8 questions correct and only 5.3% of 56 samples who managed to answer 6 of 8 questions correctly. This means that of all the samples, no one answered the whole question correctly. The self-efficacy aspect shows contradictory results with the cognitive aspect where 25% of the 56 samples believe that they are able to answer all questions correctly. This means that 25% of the 56 samples felt confident that all the answers were correct, while the average sample was only able to answer 3 questions correctly. And in the self-awareness aspect, it is known that 21.4% of the 56 samples felt they really contributed to their organisation. Furthermore, 32.1% of the 56 samples felt that they themselves contributed more than their friends. So that results were obtained from 56 student samples, 4 of which were declared to have experienced the Dunning-Kruger Effect. Interpersonal communication for PMII members who experience the Dunning-Kruger Effect is classified as poor interpersonal communication, which can cause errors or inaccuracies when they express opinions or make decisions within the organisation. So, it is not an exaggeration to say that misunderstandings often occur when expressing opinions within the organisation. 1% of the 56 samples felt that they themselves contributed more than their friends. So that results were obtained from 56 student samples, 4 of which were declared to have experienced the Dunning-Kruger Effect. Interpersonal communication for PMII members who experience the Dunning-Kruger Effect is classified as poor interpersonal communication, which can cause errors or inaccuracies when they express opinions or make decisions within the organization. So, it is not an exaggeration to say that misunderstandings often occur when expressing opinions within the organisation. 1% of the 56 samples felt that they themselves contributed more than their friends. So that results were obtained from 56 student samples, 4 of which were declared to have experienced the Dunning-Kruger Effect. Interpersonal communication for PMII members who experience the Dunning-Kruger Effect is classified as poor interpersonal communication, which can cause errors or inaccuracies when they express opinions or make decisions within the organisation.

## **CONCLUSION**

This research highlights the substantial influence of the Dunning-Kruger Effect on interpersonal communication within the organisation, specifically among members of the PMII (Islamic Student Movement) at the State Islamic University of North Sumatra. Individuals affected by the Dunning-Kruger Effect often demonstrate inadequate interpersonal communication abilities, resulting in frequent misunderstandings, errors, and inaccuracies when expressing opinions and making organisational decisions. This phenomenon emphasises a crucial area of worry, as efficient communication is fundamental to successfully attaining organisational objectives. The frequent recurrence of misunderstandings not only hinders the decision-making process but also can impact the organisation's cohesion and its ability to uphold and disseminate Islamic teachings effectively.

Based on these discoveries, there is a distinct opportunity for additional investigation into tactics and interventions that could reduce the influence of the Dunning-Kruger Effect on interpersonal communication within student organisations such as the PMII. Future research could investigate the effectiveness of targeted training programmes or educational interventions

designed to improve self-awareness among individuals in organisations regarding their cognitive biases and enhance their communication skills. Furthermore, conducting comparative studies that involve student organisations from diverse cultural or religious backgrounds could offer a more comprehensive understanding of how the Dunning-Kruger Effect affects communication and performance in organisations, and whether its impact is universal. This research would not only contribute to the scholarly discussion on cognitive biases and organisational behaviour, but also provide practical solutions to improve the effectiveness of student organisations in fulfilling their roles and objectives.

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