

## The Relationship Between Self-Concept and Assertive Behavior of Students

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### Abstrak

Remaja dituntut untuk mampu bersifat terbuka dan tegas dalam menyampaikan pendapat, pikirannya terhadap orang lain tanpa kehilangan rasa percaya diri. Akan tetapi kenyataannya menurut data menunjukkan bahwa 3,69% masih berprilaku dan bertutur tidak jujur, 2,30% siswa merasa kesulitan dalam berkomunikasi. Tujuan penelitian ini yaitu menganalisis hubungan antara konsep diri dengan perilaku asertif siswa. Penelitian ini menggunakan kuantitatif dengan metode *ex post facto*. Jumlah populasi yang digunakan adalah 101 siswa. Instrument yang digunakan penelitian ini adalah skala konsep diri dan skala perilaku asertif peserta didik. Berdasarkan analisis realibilitas dengan menggunakan rumus Alpha Cronbach diperoleh dari skala perilaku asertif sebesar 0,864, skala konsep diri sebesar 0,894. Angka tersebut kemudian di konsultasikan dengan tabel product moment untuk  $N=34$ , dengan taraf signifikan 5% sebesar 0,339. Nilai koefisien determinasi  $R^2$  yang di hasilkan sebesar 0,284 yang berarti bahwa sebesar 28,4% perilaku asertif dipengaruhi oleh konsep diri, sedangkan sisanya 71,6% dapat dipengaruhi oleh variabel lain yang tidak diteliti. Guru BK hendaknya memberikan layanan bimbingan konseling yang sesuai dengan kebutuhan siswa. Siswa yang memiliki kategori tinggi hendaknya segera diberikan konseling individu. Sesuai dengan kebutuhan siswa saat itu.

**Kata kunci:** Konsep Diri, Perilaku Asertif, Siswa

### Abstract

Adolescents are required to be open and firm in expressing their opinions and thoughts to others without losing their self-confidence. However, the data shows that 3.69% still behave and speak dishonestly, 2.30% of students find it challenging to communicate. The purpose of this study is to analyze the relationship between self-concept and student assertive behavior. This study uses a quantitative *ex post facto* method. The total population used is 101 students. The instrument used in this research is the self-concept scale and the students' assertive behavior scale. The reliability analysis using Cronbach's Alpha formula was obtained from the assertive behavior scale of 0.864, the self-concept scale of 0.894. This figure is then consulted with the product-moment table for  $N=34$ , with a 5% significance level of 0.339. The value of the coefficient of determination  $R^2$  generated is 0.284, which means that 28.4% of assertive behavior is influenced by self-concept, while the remaining 71.6% can be influenced by other variables not examined. BK teachers should provide guidance and counseling services according to the needs of students. Students who have a high category should be given individual counseling immediately. According to the needs of students at that time.

**Keywords:** Self Concepts, Assertive Behavior, Student

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## Introduction

Humans are social creatures who cannot live alone (Chau & Lee, 2021; Diacopoulos & Crompton, 2020). Every individual cannot be separated from other people and desires to communicate and interact with other individuals. Along with the times, good communication and adjustment skills are needed for adolescent development, especially in education (Brown et al., 2021; Chan, 2021; Kim et al., 2012). This is because the world of education plays an essential role in shaping quality human resources and national character (Muhtar & Dallyono, 2020; Zhao et al., 2021). Youth is an essential asset for the future of the nation. Adolescence is a period of transition from childhood to adulthood. Hurlock divides adolescence into two parts, namely early and late adolescence. Early adolescence lasts from about 13 years to 16 or

17 years, and late adolescence starts from 16 or 17 years to 18 years, i.e., maturity (Breinholt & Holm, 2020; Plenty et al., 2021).

At this time, adolescents tend to experience various changes, both physical and psychological, so that adolescents are faced with many problems (Hysing et al., 2020; Miller et al., 2021). The condition of teenagers like this is in a period of self-discovery. Adolescents are required to be open and firm in expressing their opinions and thoughts towards others without losing their self-confidence (Fazria, 2016; Rahma, 2011). In addition, teenagers must be able to start getting used to socializing with other people. Adolescents as social beings are always in touch and interact with other people (Albanjari, 2018; Mirawati, 2015).

One of the social relationships experienced by adolescents is relationships with peers (Gurnita & Suwari, 2013; Sudarsana, 2017). One of the behaviors that need to be possessed by adolescents to establish relationships with peers is assertive behavior. The role of assertive behavior for adolescents is to make it easier to socialize with the environment, avoid conflict because of being honest and frank, and adolescents can solve problems effectively (Nikel, 2020; Ramadhan et al., 2019). Because there are so many people who want their opinions to be heard, be it opinions, suggestions, or even criticism, and without thinking about the feelings or responses of others.

The problem often arises when someone tends not to fortify themselves with assertive behavior when communicating (Rivalina, 2014; Supriadi & Damayanti, 2016). Assertive behavior is the ability to communicate honestly and show expressions according to our feelings, thoughts, and needs (Korem et al., 2012; Pasquale et al., 2021). Assertiveness or assertive behavior is an interpersonal behavior that involves aspects of honesty and aspects of openness of mind and feelings. In other literature, assertiveness means the skill of enforcing rational individual rights in ways that help ensure that others cannot ignore that individual's rights (Amodeo et al., 2011; Parto, 2011).

This is reinforced in previous research on the relationship between assertive behavior and self-adjustment in first-year students (grade VII) at SMP Negeri 1 Banjarmasin. The higher the assertive behavior, the higher the self-adjustment of first-year students (grade VII) at SMP Negeri 1 Banjarmasin (Azhari et al., 2016). The influencing factors are that students have not been able to adjust well, including the difficulty of getting along with peers because they have a quiet nature, do not dare to ask the teacher when there is a lesson that is not understood, it is not easy to discuss and be active when in lessons and feel less understood. by the teacher (Azhari et al., 2016; Budiyo, 2018).

Facts that occur in SMK Negeri 9 Semarang based on the Student Needs Questionnaire (AKPD) result in as many as 3.69% of students still behaving and speaking dishonestly, 2.30% of students find it challenging to communicate, these problems have a high degree of problem. To strengthen the AKPD (Student Needs Questionnaire) above, the researcher conducted interviews and observations with BK teachers on December 12, 2019. The results were that in class XI, there were still students who communicated with their teachers or with their friends who were not polite. Some students were embarrassed to have opinions in class.

Self-concept is considered necessary because it aims to measure oneself so that students can compete positively in learning (Asy'ari et al., 2014; Setiawati et al., 2017). In addition, students can open themselves up in the school and community environment so that students are confident in their abilities (Rachmiati, 2016; Subaryana, 2015). Self-concept has an essential role in determining a person's behavior. The individual's perspective on himself will affect the individual's behavior (Rahmaningsih & Martani, 2014). If the individual sees himself unable to perform a task, then his behavior will show that inability (Ayulina et al., 2020; Hidayah, 2015). Just as students are taking an exam, but students see themselves as unable to do it, students will show their incompetence.

Previous research stated that one of the factors causing assertive behavior is self-concept (Hidayah, 2015; Rachmiati, 2016). A negative self-concept will result in non-assertive behavior (Ayulina et al., 2020; Magrifah, 2015). On the other hand, a positive self-concept will give birth to a positive interpersonal communication pattern by making a more careful perception so that other people interpret it carefully. Based on these problems, the purpose of this study is to analyze the relationship between self-concept and assertive behavior of class X students majoring in online business at SMK Negeri 9 Semarang. It is hoped that this research can help overcome the problems of students who find it challenging to communicate.

## **Methods**

This study uses a quantitative ex post facto method. The technique of collecting data is by dividing the scale, then compiling a psychological statement. The sampling technique uses saturated sampling (census sampling), all population members are used as samples. For research purposes, the population is class XI Online Business and Marketing (BDP) SMK Negeri 9 Semarang, namely XI BDP 1 with 34 students, XI BDP 2 with 32 students, and XI BDP 3 with 35 students. The total number of these three classes is 101 students. Of the three classes, one was used to try out using class XI BDP 1 with 34 students. Then the total population is 67 students from 2 classes, namely: XI Online Business and Marketing 2 and XI Online Business and Marketing 3.

Based on a population of 101 students, we took a sample of 1 class to try out in this study. Determination of the sample in this study using a saturated sampling technique because the population is relatively small. The instrument used is the Likers scale. Item analysis to determine whether or not the items in the assertive behavior instrument are valid using the scores in the questions correlated to the R product-moment price table, with a significance level of 5% with the number of students  $N = 34$ , the value obtained is 0.339. If  $r_{\text{Count}} > r_{\text{table}}$ , then the self-concept items are not valid with numbers 2, 4, 6, 13, 15, 22, 23, 36, and 40. While valid questions have 31 items, namely numbers 1, 3, 5, 7, 8, 9, 10, 11, 12, 14, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 37, 38 and 39.

Item analysis to determine whether or not the items in the assertive behavior instrument are valid using the scores in the questions correlated to the R product-moment price table, with a significance level of 5% with the number of students  $N = 34$ , the value obtained is 0.339. If  $r_{\text{Count}} > r_{\text{table}}$ , then the instrument item is declared invalid. Items or statements on the self-concept scale and assertive behavior that are declared valid are then tested for reliability. In testing and developing this research, an instrument was made on a psychological scale, namely the self-concept scale and the assertive behavior scale. The scale that has been developed is given to the research sample to be filled in via the google form.

## **Results and Discussion**

### **Results**

A normality test is used to determine whether the data population is normally distributed or not. The rule of significance used is  $p > 0.05\%$ , then the distribution of subject scores in the population distribution is expected and vice versa if  $p < 0.05$ , then the distribution is said to be abnormal. The significance value of the self-concept variable is 0.602, and the significance value of the student's assertive behavior variable is 0.647. The significance value of the two variables has a value of more than 0.05, so it can be concluded that the data on the self-concept and assertive behavior variables are both normally distributed.

The homogeneity test was conducted to determine whether the variation in the data from the samples in each group was the same or not. Both variables are more than 0.05 or

$0.196 > 0.05$ . By the rules of significance, with a level of 0.05, if  $F_{count}$  is more than 0.05, then  $H_0$  is rejected, meaning  $H_0$  is homogeneous data.  $H_0$  reads: there is no difference between assertive behavior and self-concept. So it can be concluded that the two data are homogeneous.

The linearity test aims to determine the correlation of two variables that have a linear relationship or not. Whether or not a relationship is linear can be seen from the results of the linearity test. The relationship between the two variables can be linear if  $p > 0.05$  and vice versa if  $p < 0.05$ , then the two variables are not linear. The value of the linearity test of assertive behavior with self-concept is 0.694, which is greater than 0.05. So it can be concluded that the two variables are linearly related. Thus  $H_0$  is accepted, or there is a linear relationship between assertive behavior and self-concept. The hypothesis is a temporary answer to the formulated problem. Therefore, this provisional answer must be tested for the hypothesis testing in this study using a simple regression analysis technique for the first hypothesis while testing the second hypothesis using the product-moment correlation test. Moreover, to strengthen the hypothesis, the researcher uses the determinant test as the third hypothesis.

Simple linear regression analysis was conducted to determine the level of relationship between two variables, namely the dependent variable on the independent variable. Simple linear regression test using SPSS 16 program. The value of the self-concept variable regression coefficient (X) of 0.381 (with a positive sign) indicates that if the self-concept variable increases, then assertive behavior increases. This means that every good self-concept will increase the assertive behavior of class XI students of the Department of Online Business and Marketing at SMK Negeri 9 Semarang by 38.1%. The hypothesis proposed in this study is a relationship between self-concept and assertive behavior in class XI students of the Department of Online Business and Marketing at SMK Negeri 9 Semarang. The correlation in this study was calculated using the product-moment correlation using the help of the SPSS 16 program. There is a relationship between self-concept and assertive behavior in class XI students of the Department of Online Business and Marketing at SMK Negeri 9 Semarang is 0.533 with a significance value of  $0.000 > 0.005$ , then  $H_0$  is rejected, and  $H_a$  is accepted. So it can be said that there is a relationship between self-concept and assertive behavior in class XI students of the Department of Online Business and Marketing at SMK Negeri 9 Semarang.

The coefficient of determination is used to determine the percentage change in the independent variable. The greater the  $R^2$  of an independent variable, the more dominant the influence of the dependent variable is, and the independent variable has the most independent  $R^2$  indicating the dominant influence on the dependent variable. The coefficient of determination test uses the SPSS 16 program. The R Square value is 0.284, which means that 0.284% of assertive behavior is influenced by self-concept, while the rest can be influenced by other variables not examined.

## Discussion

Based on the study results, it shows that there is a relationship between self-concept and assertive behavior in class XI students majoring in Online Business and Marketing at SMK Negeri 9 Semarang. Thus, it shows that the higher the self-concept of students, the higher the assertive behavior of students. Self-concept helps students interact with the surrounding environment (Juniarti et al., 2020; Kiling & Kiling, 2015). If students have a low self-concept, they can become introverted and less confident about their abilities (Leonard & U.S., 2010; Putri, 2017). It makes it difficult for students to behave assertively. For example, students do not dare to express opinions in public, do not dare to speak frankly, and do not

participate in activities both at school and in the surrounding environment (Mazaya & Supradewi, 1970; Setiadewi et al., 2019).

*Self-concept* is the picture that a person has of himself as a whole. A positive self-concept will lead a person to be assertive, whereas a negative self-concept will make a person tend to have feelings of inferiority and less assertiveness (Hidayati, 2016; Setiadewi et al., 2019). Several factors that influence self-concept are parenting, failure, c) depression, and internal criticism (Juliyanti & Pujiastuti, 2017; Usfandi, 2019). Assertive behavior is a communication ability in an equal relationship through feelings, opinions, thoughts, and ideas directly, openly, without feelings of anxiety, being firm in refusing requests that are not clear while respecting the rights of others, and being able to communicate with all people (Azhari et al., 2016; Santosa & Andean, 2021). There are several characteristics of assertive behavior, including being able to express opinions and feelings, both positive and negative, communicating well and not hurting others or themselves, and expressing disagreements with opinions.

## Conclusion

Based on the study results, it was found that there was a relationship between self-concept and assertive behavior in class XI students majoring in Online Business and Marketing at SMK Negeri 9 Semarang. Thus, it shows that the higher the self-concept, the higher the assertive behavior.

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