Assertivity Review from Self-Concept and Emotion Regulation in Student of the Faculty of Psychology, Prima Indonesia University

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Abstract

The purpose of this study was to examine and determine the effect of self-concept and emotion regulation on assertiveness. The sample of this study amounted to 198 students from the Faculty of Psychology, University of Prima Indonesia with the method of proportionate stratified random sampling. Collecting data in this study used an assertiveness scale consisting of 25 items, a self-concept scale consisting of 24 items, and an emotional regulation scale consisting of 23 items. The results of this study indicate that there is an influence between self-concept and emotional regulation on assertiveness with the test value of F = 45,153 and sig = 0,000. The results showed that there was a positive influence between self-concept and assertiveness which was supported by the beta coefficient value of 0,446 and sig. 0,000 (p < 0,01), and there is a positive influence between emotion regulation on assertiveness with a beta coefficient of 0,196 and sig. 0,004 (p < 0,01). The research data were analyzed using the correlation method of multiple linear regression analysis. The results showed that the effective contribution given by self-concept and emotional regulation to assertiveness was 31 percent and the remaining 69 percent was influenced by other factors not examined.

I. Introduction

Education is one of the basic capital as well as a valuable asset that a person can have. On the other hand, education also has a very important and influential role in maintaining and advancing a country. One of the essential functions of education for the state is to prepare human resources with high quality and intellectuals, for example, students(Agustiani, 2016).

Good quality education can occur through a variety of factors that are related toplanning, process, community support, and facilities in schools. Planning in this case means the readiness and strategy of what is done by the teacher through a design created by understanding the condition of the class. The process is aimed at how the classroom engineering is done by the teacher as well as in-depth understanding of the material so as to create conducive learning conditions. (Ainsyiyah, E. et al. 2020)

Students can be described as individuals who officially carry out learning activities and are enrolled in tertiary institutions, whether in the form of academies, polytechnics, high schools, institutes, and universities. In its complexity, students can be defined as students with an age limit of 18 to 30 years who have the highest level in the world of education who have intellectual, social, and psychological abilities in carrying out their roles and have much greater responsibilities.(Sarwono, 2011).

The intended responsibility is not only academic, but students are also asked to be critical of ongoing social developments, participate in controlling policies set by the government towards the community, and be a good example for the community. However, the reality is that there are still many students who have not been able to be critical in carrying out their daily lives. There are still many students who feel they lack the ability to make choices and are confused about how to behave. In addition, some students feel that they lack the skills to carry out what they have chosen and persist in their choices when receiving criticism or obstacles from other parties (Lange & Jakubowski inSaputri, 2019).

From a brief interview regarding assertiveness conducted by the researcher to the 2018 students of the Faculty of Psychology, Universitas Prima Indonesia on Monday, January 25, 2021, the subject with the initials "ST" stated that sometimes it can still be difficult to convey his choice such as an invitation to a friend to hang out. Even though "ST" personally prefers not to hang out, "ST" is reluctant and embarrassed to share his choice. This is because "ST" is afraid of being ridiculed and shunned by his friends.

As was the case last year, one of the Indonesian comedians named Tri Retno Prayudati or who is familiarly called as Nunung was arrested for drug abuse. In an interview conducted by Makdori with Nunung with Liputan6.com (26/7), Nunung stated that he was involved in drug abuse due to an invitation from a friend.(Makdori, 2019).

In another case, a junior high school student in Serang City with the initials "H" joined a demonstration at the invitation of a friend. The seventh grade junior high school student was invited by his friend to take part in a demonstration in front of the Banten Governor's office with the aim of rejecting the ratification of the Job Creation Act. "H" was forced to take part in the demonstration on Thursday (8/10) due to threats that he would be beaten, shunned until his life was taken.(Ridho, 2020).

Based on the cases that have been described previously, it is clear that one of the things that often becomes a problem is problems related to assertiveness such as being difficult to refuse a friend's invitation.

Alberti and Emmons (2017) state thatAssertiveness is a form of one's ability to communicate one's desires, feelings, and thoughts to the interaction partner on the condition that they respect each other and maintain the rights and feelings of the other interacting. In line with that, Lange and Jakubowski (inSaputri, 2019) defines assertiveness as a form of behavior related to interpersonal involving the ability to express feelings, thoughts, and beliefs appropriately, honestly and directly while respecting and respecting the rights of other parties.

In research conducted by Krisnawati (2018)Behaving assertively is certainly not as easy as imagined. From his research, it is known that until now there are still many students who feel reluctant to behave assertively. In fact, this reluctance arises due to fear in students. This fear is in the form of fear of being the cause of the emergence of disappointment in others, fear of being shunned, not liked, until no longer accepted in the association. These reasons are then used to maintain or maintain the continuity of a relationship with another party. In addition, another reason that is most often used is the fear of causing hurt. In fact, if a person is often not assertive, such as being reluctant to express differences in opinion or harboring his own feelings,

Important factors that can affect assertiveness according toAlberti and Emmons (2017) is self-esteem. In the implicit self-esteem factor there is a term called self-concept. Self-concept is an essential factor in the formation of assertiveness(Anfajaya & Indrawati, 2016).

According to Zulkarnain, et al. (2020), Self-concept is a concept that is central (central construct) which can be used to understand humans both from behavior, interactions with oneself, people around, and the real environment.

In line with the self-concept theory expressed previously, Riswandi (in Widiarti, 2017)argues that self-concept is a form of self-image obtained from interactions with other people. In short, self-concept is a psychological, physical and social view and feeling towards oneself. Self-concept is a determining factor in communicating with others. A positive self-concept is needed especially for students. This is useful for forming an assertive attitude so that students are able to carry out healthier social interactions both in the surrounding environment and face the strong influence that is not good from peers.

Based on previous research conducted by Anfajaya & Indrawati (2016)it can be seen that there is a positive relationship between self-concept and assertive behavior. The more positive the student's self-concept, the higher the assertive behavior of organizational students. Conversely, the more negative the self-concept, the lower the assertive behavior of organizational students.

Self-concept is a form of understanding about oneself which consists of several aspects such as physical, psychological, social, emotional, aspirations, and achievements. Understanding the concept in terms of the emotional aspect is a form of understanding about the ability to control emotions, such as sadness, joy, anger, revenge, and others. This ability has another name, namely emotional intelligence. Furthermore, this emotional intelligence consists of several parts where one part can be trained and developed which is called emotion regulation(Hurlock, 2013).

Emotion regulation is a very complex process in which the process is responsible for initiating, inhibiting or adjusting one's emotions when faced with various situations. Emotion regulation can also be interpreted as forming and expressing one's emotions. Therefore, emotion regulation has a relationship with how emotions are controlled, not how emotions control them(Gross, 2014).

Individuals who have good emotional regulation can certainly behave properly and bring benefits to themselves and those around them, such as making friends, sharing, being able to work together, helping each other, and others. However, it is different for individuals with poor emotional regulation. Poor emotional regulation can cause harm not only to him but to the environment as well. This is due to the individual's inability to control the emotions he feels and capture what events are being experienced so that the individual is difficult to modify emotions in solving the problems they are experiencing (Roberton, Daffern & Bucks inYusuf & Kristiana, 2017).

In line with the previous opinion, Ayu (2020) state that individuals with good emotional regulation must do something positive in life so that, if something goes wrong with their expectations, the individual will accept and appreciate it instead of blaming himself.

Based on previous research conducted bySilaen and Dewi (2015) It can be seen that there is a positive relationship between emotion regulation and assertiveness. The higher the emotional regulation, the higher the assertiveness of students, on the contrary, the lower the emotional regulation, the lower the assertiveness of the students.

From the explanation above, it can be seen that there is a relationship between self-concept and assertiveness. In addition, in the self-concept there is a part called emotional regulation which also has a relationship with assertiveness. This relationship is supported by research that has been done byAyu (2020) that student assertiveness can be influenced by self-concept and emotion regulation. Students with good self-concept will have good assertiveness. By having a good attitude of assertiveness, it is likely that students will be able to regulate their emotions well as well.

Based on the theoretical description and the above phenomena, the researcher is interested in conducting research on assertiveness in terms of self-concept and emotional regulation. Therefore, the hypothesis proposed, namely the major hypothesis, is that there is a

relationship between self-concept and emotional regulation on assertiveness. The first minor hypothesis is that there is a positive relationship between self-concept and assertiveness, with the assumption that the more positive the self-concept, the higher the assertiveness, on the contrary, the more negative the self-concept, the lower the assertiveness. The second minor hypothesis is that there is a positive relationship between emotion regulation and assertiveness, with the assumption that the higher the emotion regulation, the higher the assertiveness, and conversely, the lower the emotion regulation, the lower the assertiveness.

II. Research Method

The research method used in this study is a quantitative research method with the aim of knowing the relationship between self-concept and emotional regulation on assertiveness, the relationship between self-concept and assertiveness, and the relationship between emotional regulation and assertiveness. The variables involved in this study are assertiveness as the dependent variable, and self-concept and emotion regulation as independent variables. The population used in this study consisted of 386 students from the 2018 class, 2019, and 2020 Faculty of Psychology, Universitas Prima Indonesia.

In determining the size of the sample size, the researcher uses the Slovin formula (in Sugiyono, 2013)with an error rate of 5% so that it is known that the number of samples to be studied is 196.4 which is then rounded up to 198 students provided that they are active students from the 2018, 2019, and 2020 Faculty of Psychology, Universitas Prima Indonesia. The sampling technique of this research isproportionate stratified random sampling. The reason for using this technique is that the sample to be studied is in the form of strata, namely the 2018 2019 and 2020 batches.

The existing research scale was tested with the help of IBM SPSS Statistics version 25.0 for windows to see the index of validity and reliability of the scale. The trial was conducted on 70 respondents who are students of the Faculty of Psychology, University of Medan Area with the criteria that they are students of the 2018 2019 and 2020 batches. This study uses a Likert scale as a data collection tool. The scale used is the self-concept scale, the emotional regulation scale, and the assertiveness scale. The scales consist of 36 items on the assertiveness scale, 36 items on the self-concept scale, and 32 items on the emotion regulation scale. The format used in the Likert scale is a four-choice format which consists of Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

Based on the validity and reliability testing of the three measuring instruments, it is known that on the assertiveness scale which amounts to 36 items, there are 25 valid items and 11 items that fall out where the validity index is in the range 0.327-0.550 and the reliability index of the assertiveness scale based on Cronbach's alpha value is 0.867. . On the self-concept scale, it is known that from 36 items, there are 24 valid items and 12 dropped items with a validity index in the range of 0.348-0.664 and a reliability index based on Cronbach's alpha value of 0.928. Meanwhile, on the emotional regulation scale, it is known that from 32 items there are 23 valid items and 9 items dropped with a validity index in the range of 0.343-0.633 and a reliability index based on Cronbach's alpha value of 0.901. The greater the value of the reliability coefficient,(Azwar, 2014).

The data analysis method used in this study is multiple linear regression analysis with the aim of knowing the relationship between the three variables with the help of IBM SPSS Statistics version 25.0 for windows. Before analyzing the data, it is necessary to test the assumptions first to determine whether there are deviations in the data obtained from the data

collection tool. The assumption test used is normality test, multicollinearity test, heteroscedasticity test, and autocorrelation test.

III. Result and Discussion

Based on the descriptive analysis, the data obtained are as in table 1 below.

Table 1. Calculation Results of Assertiveness Scale Category

Category	Frequency	Percentage (%)
Currently	108	54.5%
Tall	90	45.5%
Total	**198**	**100.0%**

Table 1 shows that of the 198 research respondents, 108 respondents or 54.5 percent had moderate assertiveness and 90 respondents or 45.4 percent had high assertiveness. Thus, the majority of respondents have assertiveness in the moderate category. This can be interpreted that most respondents are able to express their opinions in sentences that are quite precise so that the information to be conveyed can be received well with others and is able to establish good relationships and communication with others.

Table 2. Calculation Results of Self-Concept Scale Category

Category	Frequency	Percentage (%)
Currently	64	32.3%
Tall	134	67.7%
Total	**198**	**100.0%**

Table 2 shows that of the 198 research respondents, 64 respondents or 32.3 percent had moderate self-concept and 134 respondents or 67.7 percent had high self-concept. Thus, the majority of respondents have a high self-concept. This can be interpreted that most respondents have the ability to understand and understand everything about themselves and the ability to build good relationships with others such as behaving assertively in dealing with other people. On the other hand, respondents with low self-concept are less able to understand and understand themselves and are less able to build good interpersonal relationships.

Table 3. Calculation Results of Category Emotion Regulation Scale

Category	Frequency	Percentage (%)
Currently	36	18.2%
Tall	162	81.8%
Total	**198**	**100.0%**

Table 3 shows that of the 198 research respondents, 36 respondents or 18.2 percent had moderate emotion regulation and 162 respondents or 81.8 percent had high emotion regulation. Thus, the majority of respondents have high emotional regulation, which means that most respondents have the ability to assess, manage, cope, and express emotions appropriately. In contrast, respondents with low emotion regulation are less able to assess, manage, cope, and express emotions appropriately.

Table 4. Calculation of the Self-Concept Scale Category by Force

force	Category	Frequency	Percentage (%)
2018	Currently	12	21.4%
	Tall	44	78.6%
Total		**56**	**100.0%**
2019	Currently	23	35.9%
	Tall	41	64.1%
Total		**64**	**100.0%**
2020	Currently	29	37.2%
	Tall	49	62.8%
Total		**78**	**100.0%**

Based on data from table 4 of the calculation of the self-concept scale category, it can be seen that in the 2018 batch of students there were 44 respondents or 78.6 percent in the high category. Then, in the class of 2019 who had a high category self-concept as many as 41 respondents or 64.1 percent, and in the 2020 class who had a high category self-concept as many as 49 respondents or 62.8 percent. Thus it can be concluded that most respondents have a high self-concept, meaning that most respondents have the ability to understand and understand everything about themselves and the ability to build good relationships with others such as behaving assertively in dealing with others. And vice versa,

Table 5. Calculation of Emotion Regulation Scale Category by Force

force	Category	Frequency	Percentage (%)
2018	Currently	19	33.9%
	Tall	37	66.1%
Total		**56**	**100.0%**
2019	Currently	5	7.8%
	Tall	59	92.2%
Total		**64**	**100.0%**
2020	Currently	12	15.4%
	Tall	66	84.6%
Total		**78**	**100.0%**

From the data from table 5 of the calculation of the emotional regulation scale category, it can be seen that in the 2018 batch of students there were 37 respondents or 66.1 percent in the high category. Then, in the class of 2019 who had emotion regulation in the high category as many as 59 respondents or 92.2 percent, and in the class of 2020 who had emotion regulation in the high category as many as 66 respondents or 84.6 percent. Thus it can be concluded that most respondents have high regulation, meaning that most respondents have the ability to assess, manage, cope, and express emotions appropriately. And conversely, low emotion regulation is defined as someone who is less able to assess, manage, cope, and express emotions appropriately.

Table 6. Calculation of Assertiveness Scale Category by Force

force	Category	Frequency	Percentage (%)
2018	Currently	25	44.6%
	Tall	31	55.4%
Total		**56**	**100.0%**

2019	Currently	30	46.9%
	Tall	34	53.1%
Total		**64**	**100.0%**
2020	Currently	53	67.9%
	Tall	25	32.1%
Total		**78**	**100.0%**

From the data from table 6 for the calculation of the assertiveness scale category, it can be seen that in the class of 2018 students there were 31 respondents or 55.4 percent in the high category. Then, in the class of 2019 who have assertiveness in the high category as many as 34 respondents or 53.1 percent, and in the class of 2020 who have assertiveness in the medium category as many as 53 respondents or 67.9 percent. Thus it can be concluded that most of the respondents have the ability to express their opinions in sentences that are quite precise so that the information to be conveyed can be well received by others and is able to establish good relationships and communication with others.

The next step before the researcher conducts hypothesis testing is to test the assumptions to ensure that the data is free from all classical assumptions. Assumption testing methods are normality test, multicollinearity test, autocorrelation test, and heteroscedasticity test. All assumption testing using IBM SPSS Statistics version 25.0 for windows program.

In the normality test using the One-Sample Kolmogorov Smirnov Test, the results of the Kolmogorov Smirnov significance value (sig. 2-tailed) are 0.200 (sig. > 0.05), which means that the residual value is normally distributed. Because the data is normally distributed, a multicollinearity test using Variance Inflation Factor (VIF) can be performed.

Furthermore, in the multicollinearity test using the variance inflation factor (VIF) test, the VIF value for the self-concept variable is 1.260 and the VIF value for the emotion regulation variable is 1.260. Each VIF value obtained is not greater than 10, so it can be said that there are no severe symptoms of multicollinearity. Thus, it can be concluded that the self-concept variable and the emotional regulation variable have no significant correlation between independent variables.

In autocorrelation testing, data were analyzed using the Durbin-Watson method. From this analysis, it is obtainedDurbin-Watson statistical value is du (1.788) < dw (1.860) < 4 − du (2.212), then the non-autocorrelation assumption is fulfilled.

The last assumption test that was carried out was the heteroscedasticity test. Based on the results of heteroscedasticity testing, the significance value of the self-concept variable is 0.350 and the emotion regulation variable is 0.588. Because the significance value is greater than 0.05, it can be concluded that there is no heteroscedasticity problem.

The last step in this research is to test the hypothesis proposed by the researcher. The hypothesis testing method used is multiple linear regression analysis. The results of the major hypothesis testing obtained an F value of 45.153 with $p = 0.000$ ($p < 0.05$), meaning that there is a relationship between self-concept and emotional regulation on assertiveness. However, the value of Adjusted R Square is 0.310, which means that the effective contribution of the self-concept variable and emotion regulation variable to the assertiveness variable is 31 percent and the remaining 69 percent comes from other factors not examined in this study.

The results of testing the first minor hypothesis obtained a p value of 0.000 ($p < 0.01$) and a value of 0.446, meaning that there is a positive relationship between the self-concept variable and the assertiveness variable, so it can be concluded that the first hypothesis is accepted.

Then, the results of testing the second hypothesis obtained a p value of 0.004 ($p < 0.01$) and a value of 0.196, meaning that there is a positive relationship between regulatory

variables and assertiveness variables, so it can be concluded that the second hypothesis is accepted.

Referring to the research that has been conducted on 198 students of the Faculty of Psychology, University of Prima Indonesia, the results show that there is a relationship between the self-concept variable and the emotional regulation variable on the assertiveness variable with an F value of 45.153 and a p-value of 0.000, meaning high or low self-concept and regulation. Emotions have a relationship with high or low assertiveness. This research is in line with the research that has been done by the researcherAyu (2020) which states that self-concept and emotional regulation simultaneously have a significant effect on assertiveness with a significance value of 0.000 (p <0.05).

The coefficient of determination of Adjusted R Square in this study has a value of 0.310. Based on these results, it can be concluded that the effective contribution of 31 percent of self-concept and emotion regulation affects assertiveness and the remaining 69 percent is influenced by other factors not examined, such as age, gender, education level, and personality type.

Based on the analysis of the first minor hypothesis, the results obtained in the form of a positive relationship between self-concept and assertiveness with a value of 0.446 and p of 0.000, it can be said that the first minor hypothesis is accepted. These results are in line with research conducted byAnfajaya and Indrawati (2016)that the more positive the self-concept, the higher the assertive behavior of organizational students. And conversely, the more negative the self-concept, the lower the assertive behavior of organizational students.

The results obtained from the second minor hypothesis that there is a positive relationship between emotional regulation and assertiveness with a value of 0.196 and p of 0.004, it can be said that the second minor hypothesis is accepted. Research conducted bySilaen and Dewi (2015) stated that there is a positive relationship between emotion regulation and assertiveness.

Based on the results of assertiveness categorization, it can be seen that 108 students or 54.5 percent of students have a moderate level of assertiveness and 90 students or 45.5 have a high level of assertiveness. Assertiveness has a very important influence for students in establishing relationships and communicating with others(Alberti & Emmons, 2017). This is because with good assertiveness, students are able to express their opinions with the right sentences so that the information they want to convey can be well received by others. In addition, students who have good assertiveness are also able to be more open to others(Dhikran, 2018).

The results of observations and interviews with students from the Faculty of Psychology, Universitas Prima Indonesia, show that some students have moderate assertiveness. This can be seen based on aspects of eye contact, gestures, and facial expressions, where during the interview process, the subject stood up straight and occasionally made eye contact with the researcher. In addition, when answering the researcher's questions, the subject also included hand signals and smiling facial expressions.

From the results of self-concept categorization, there were 134 students or 67.7 percent in the high category and 64 students or 32.3 percent in the medium category. A positive self-concept is defined as a person's ability to understand and understand everything about oneself, both strengths and weaknesses(Acocella & Calhoun, 2013).

Students of the Faculty of Psychology, University of Prima Indonesia have a high self-concept. This can be seen from the psychological aspect and is supported by the results of interviews conducted on several students of the Faculty of Psychology, University of Prima Indonesia who stated that they felt able to realize their own abilities and inadequacies. As in

doing group assignments, students prefer workloads that are appropriate for their own abilities.

The results of the categorization of emotion regulation showed as many as 162 students or 81.8 percent were in the high category and as many as 36 students or 18.2 percent were in the medium category. Gross (2014) states that high emotional regulation ability is defined as a person's ability to assess, manage, cope and express emotions appropriately.

Emotional regulation of the students of the Faculty of Psychology, Universitas Prima Indonesia, is in the high category. This can be seen through the goals aspect and is supported by the results of student interviews which state that they are able to manage their emotions even though the coursework is piling up.

Based on the explanation above, it can be concluded that self-concept and emotion regulation are related to assertiveness. This study also proves that students who have a positive self-image tend to show high assertiveness, meaning that the more positive the self-concept, the higher the assertiveness and conversely, the more negative the self-concept, the lower the assertiveness. Good emotional control in students also tends to show high assertiveness, meaning that the higher the emotional regulation, the higher the assertiveness. And conversely, the lower the emotion regulation, the lower the assertiveness.

V. Conclusion

Based on the results of the study, it can be concluded that there is an influence between self-concept and emotional regulation on assertiveness. This can be seen from the value of F = 45,153 and p = 0.000 (p < 0.05). The coefficient of determination of Adjusted R Square in this study has a value of 0.310, which means that 31 percent of the contribution of self-concept and emotion regulation affects assertiveness and the remaining 69 percent is influenced by other factors not examined. The results of the correlation analysis of the first minor hypothesis indicate that there is an influence between self-concept on assertiveness (β = 0.446, p = 0.000). The second minor hypothesis also shows that there is an influence between emotion regulation on assertiveness (β = 0.196, p = 0.004).

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