

Research Article

The Correlation Between Emotion Regulation and Assertiveness in Students at Senior High School X Jember Regency

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Abstract. This research aimed to determine the relationship between emotion regulation and assertiveness in students at Senior High School X Jember Regency. 154 students at Senior High School X Jember Regency participated in the study. Data were collected using an assertiveness scale and an emotion regulation scale. Pearson's product moment correlation was used to analyze the data, which resulted in a correlation coefficient of 0.246 with a p-value of 0.002 ($p < 0.05$). The findings therefore indicated that there was a significant positive relationship between emotion regulation and assertiveness in students at Senior High School X Jember Regency.

Keywords: assertiveness, emotion regulation, students

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1. Introduction

Humans are social creatures who need help to others. The differences on characters of every human being give an urge to interact with other people. Because with human interaction, people can communicate, develop potential and creativity, and exchange information with others[1].

However on interactions, sometimes there was disagreement so you have to negotiate. Assertiveness or not an individual was affects the results of desire a person [2]. A person's ability to express their mind and feelings honestly and clearly directly while respecting rights and feelings of others was assertiveness [3]. Assertivenees according to [4] is the ability to express feelings, the ability to express beliefs and mind openly, and the ability to defend personal rights.

If an individual is fighting for something of desire theirselves, so they get what their desire. On others, if you don't fight too much for something of your desire, so they will fail to get their needs and there was a risk of decreasing welfare [2]. The opinion of [5] that assertiveness promotes equality in human relationships, allows a person to act on their interests, develops the ability to defend oneself without shame, express

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one's true feelings boldly, and enjoy one's rights without violating the rights of others. Assertiveness causes individuals to be more control of their lives, develop self-esteem and self-confidence, and receive awards from their environment [22]. Adolescents with high assertiveness were able to defend themselves and others when they were treated unfairly, respond to a problem, and express their wishes firmly [6].

One form of low assertiveness is the fear of submitting requests or making claims, including proposing solutions that are not ambitious in their own needs. Another form was readiness to meet peer requests and coercion, and try not to make requests in advance [2]. Low assertiveness in an individual causes the emergence of irrational fears of anxious behavior and a person's inability to defend their personal rights [7].

Assertiveness was related to juvenile delinquency[8]. Low assertiveness makes individuals easily influenced by a negative surrounding environment or deviant behavior [6]. Assertiveness has a negative relationship with the use of cigarettes in students of Junior High School 2 Sleman. Teenagers are not assertive so they obey and follow the invitation of their peers to smoke [9]. If people have a high assertiveness, they will be better able to take care of themselves, not commit deviant behavior or juvenile delinquency, because they are able to respect and able to control themselves from the influence of others by saying not all things that are not an accordance to their values believes [8]. Assertiveness has an influence on bullying behavior on students of Elementary School State 11 Duri Kepa. For victims of bullying, low assertiveness was reflected in the difficulty of refusing when invited to violate the rules, difficulties in expressing feelings honestly, difficulties in asking for help, difficulties in starting conversations or reprimands when they are disturbed and don't have the initiative (Dewanto, 2019).

Data of juvenile delinquency in Indonesia, the first was a survey conducted by the National Narcotics Agency (2019) regarding drug use in adolescents reaching 24 to 28 percent. The number of drug use among students from 13 provincial capitals in Indonesia reached 2.29 million. Another survey was conducted by Susenas on 2019th regarding the use of cigarettes in the population aged 10-18 years. The result was 3.87 percent or 4 out of 100 people aged 10-18 years smoked in the last month. Furthermore, regarding bullying, KPAI data notes that within a period of 9 years from 2011 to 2019 there were 2,473 complaints of bullying both in education and social media and the trend continues to increase (Tim KPAI, 2020).

The problem of juvenile delinquency related to low assertiveness occurs in Senior High School X. Based on interviews conducted juvenile delinquency that occurs is smoking, truancy and fights between groups in one school [10]. The reasons that they want to be accepted in their group were a solidarity, a sense of loyalty from friends,

they want to be considered, and not getting reproach from the group so that students accept the invitation to commit juvenile delinquency. These reasons were a form of low assertiveness.

After conducting interviews with the Guidance Counseling teachers of Senior High School X, it was explained that most of the problems of delinquency or violations that occurred in students of Senior High School X were group violations. The first was drinking alcohol that deliberately brought during an event at school (eg. during camp). Liquor was purchased by raising funds from each of the students involved. However, there were students who just join in without knowing the intent and purpose of collecting these funds. The second delinquency was a fight between groups. And there were students who actually have no problems but participate on it fight because of a sense of solidarity. The third problem was bullying. The problem of it was students who are victims of bullying don't report to the Counseling Guidance teacher, so the Counseling Guidance teacher waits for a report from the homeroom teacher or friend of the victim. Based on the description above, juvenile delinquency occurs because of the desire for acceptance in group, the inability of students to express opinions and ask for help which are forms of low assertiveness.

One that affects assertiveness was emotion regulation. It accordance with research that emotion regulation has a positive and significant effect on assertiveness [11]. Give a definition of emotion regulation as intrinsic and extrinsic processes possessed by individuals to monitor, evaluate and modify emotional reactions to achieve goals [12]. There were three aspects of emotion regulation according to such as monitoring emotions, evaluating emotions and modifying emotions[12].

Conducted a research of the relationship between emotion regulation and coping with stress with the assertive behavior of Korean-pop fans in the face of cyberbullying which has the result that emotion regulation has a positive relationship with assertive behavior[13]. From these results, if the regulation has increased, it has increased, then assertive behavior has increased and vice versa.

Another research regarding the relationship of emotion regulation and self-concept with assertive behavior on class XI students at Senior High School State 3 Temanggung has a result that emotional regulation and assertive behavior have a positive and significant relationship [14]. In other words, if there is an increase in emotional regulation, there will be an increase in assertive behavior and vice versa.

Based on the description of the background above, researchers were interested in studied the relationship between emotional regulation and assertiveness in Students of Senior High School X, Jember Regency. The objectives of this research were (1)

knowing the description of the assertiveness in students of Senior High School X Jember Regency (2) knowing the description of the emotional regulation in students of Senior High School X Jember Regency (3) knowing whether or not there is a relationship between emotional regulation and the assertiveness in students of Senior High School X Jember Regency.

2. Literature Review

Assertiveness is the ability to communicate clearly, specifically and unambiguously, and at the same time be sensitive to needs of others and their responses in certain encounters [4]. Assertiveness is the ability to express feelings, the ability to express beliefs and thoughts openly, and the ability to defend personal rights[4]. An example of the ability to express feelings is to accept and express anger, warmth, sadness and sexual feelings. An example of the ability to express beliefs and thoughts openly is being able to voice opinions, disagree and take a firm stand even if it is emotionally difficult to do. An example of the ability to stand up for personal rights is not allowing others to harass or take advantage of us.

Definition of emotion regulation as intrinsic and extrinsic processes possessed by individuals to monitor, evaluate and modify emotional reactions to achieve goals [12]. There were three aspects of emotion regulation according, such as monitoring emotions, evaluating emotions and modifying emotions[12]. The ability to monitor emotions was a person's ability to be aware and understand the things that happen to him, his feelings, thoughts and underlying behavior. The ability to evaluate emotions, such as the ability to manage and balance the emotions experienced, especially negative emotions like anger, sadness, disappointment, resentment and hatred, which makes individuals able to think in a healthy and rational manner. The ability to modify emotions, namely the ability of a person to change emotions in such a way that the individual is able to survive and face the problems that were being faced.

3. Method

This research used a quantitative approach to the type of correlational research. The population of this research were all students on class X, XI, and XII at Senior High School who actively participated in teaching and learning activities in the 2021/2022 academic year. Total samples used in accordance with the provisions of the calculation of total samples by Arikunto (2014) was 10-50% or 20-25% of the total population were

TABLE 1: Empirical Data Assertiveness Score.

Variable	Empirical Data				
	N	Mean	SD	Min	Max
Assertiveness	154	60,3	4,9	47	71

TABLE 2: Empirical Data Emotion Regulation Score

Variable	Empirical Data				
	N	Mean	SD	Min	Max
Emotion Regulation	154	71,13	7,12	52	90

154 (15% of the population. The sampling technique in this research used proportional random sampling. The total sample used 154 students were involved in this research. The research instrument were constructed by the author, such as: (1) Assertiveness Scale, used to measure the level of students assertiveness. After going through the content validity stage of expert judgment, a trial were conducted on 40 subjects, obtained results from 32 there were 21 valid items. Realibility was done using the Alpha Cronbach formula, obtained a reliability coefficient of 0.856 (included in the reliable category), (2) Emotion Regulation Scale, used to measure the level of students emotion regulation. After going through the content validity stage of expert judgment, conducted trials on 40 subjects, the results obtained from 36 items there were 27 items that valid. Reliability calculations were performed using Cronbach’s Alpha formula, obtained a reliability coefficient of 0.868 (including reliable). Data analysis in this research used Pearson product moment correlation.

4. Result and Discussion

The tables bellow are the descriptive analysis of the assertiveness and emotion regulation data. The first is the descriptive analysis of the assertiveness data.

Then the second table is the descriptive analysis of the emotion regulation data.

Then the Third table is the categorization of assertiveness data.

TABLE 3: Categorization Result Of Assertiveness Score

No	Category	Frequence	Percentage	Cumulative Percentage
1.	Low	24	15,6	15,6
2.	Moderate	107	69,5	85,1
3.	High	23	14,9	100
Jumlah		154	100	

TABLE 4: Categorization Result Of Emotion Regulation Score

No	Category	Frequence	Percentage	Cumulative Percentage
1.	Low	25	16,2	15,6
2.	Moderate	104	67,5	83,8
3.	High	25	16,2	100
Jumlah		154	100	

Then the last table is the categorization of emotion regulation data.

After the normality test using the Kolmogorov-Smirnov Test, it can be seen that the data on each variable in this research was normal. It was evidenced by the results of the significance of each variable more than 0.05. So it can be concluded that the Assertiveness and Emotion Regulation data were normally distributed. Then test of hypothesis. The result of the correlation coefficient of emotional regulation and assertiveness was 0.246 with a significance or p value of 0.002. From these results it can be concluded that the hypothesis of this research has been fulfilled ($p < 0.05$). The correlation value obtained was positive, meaning that the relationship between emotional regulation and assertiveness shows that the higher the emotional regulation in students of Senior High School X, the higher of the assertiveness in students of Senior High School X and vice versa, if emotional regulation of students at Senior High School X was low, so the assertiveness of students at Senior High School X also tends to be low. Thus, it can be concluded that there was a positive relationship between emotional regulation and assertiveness of students in Senior High School X, Jember Regency.

After calculating, it was known that the majority of students at Senior High School X have a moderate level of assertiveness. The assertiveness of students at Senior High School X who fall into the medium category shows that most of students at Senior High School X including students were able to express their feelings, opinions, views, desires and hopes honestly and spontaneously without harming themselves and others but haven't consistent. There were times when the students wasn't assertive.

The factor that causes level of assertiveness in students of Senior High School X to be at a moderate level was social situations. Social situations like family, school, work and culture were one of the factors that affect assertiveness [5]. Social situations were not fixed. The difference of situation one gets is likely to occur. For example at school, students difficult to be assertive because silent and obedient children were more appreciated or they have difficulty expressing opinions to their teachers but students were in a comfortable situation when at home, students can be assertive. So, the existing

assertive behavior was not fully developed. That's why students assertiveness was at a moderate level.

The lack of maximum student assertiveness was caused by Javanese cultural values. One of the Javanese cultural values is harmony, which means there was a demand to prevent behavior that causes conflict with the aim of maintaining social harmony. There was a principle of respect, such as the way a person speaks and carries their self must show respect for others according to their degree and position. The form of adjustment were adjusted to familiarity, official relations, age, social distance, age, mutual expectations, obligations and rights [15]. So that students cannot express something more freely because there were many rules that come from values and principles about how someone behaves and interacts with other people.

Then, the results of the calculation of emotion regulation can be seen that the majority students of Senior High School X have a moderate level of emotional regulation. Then it can be concluded that the assertiveness students of Senior High School X who fall into the medium category shows that most of students in Senior High School X were quite capable of processing their emotions starting from identifying emotions, monitoring emotions to modifying emotions in such a way that the emotions shown become more controlled.

Emotion regulation refers to the ability to identify, experience, regulate and express emotions, which is very important for adaptive function [16]. It means that people with high emotional regulation were able to process their emotions in such a way that something was done afterwards it something that wasn't detrimental to both themselves and others. For example, when we feel sad, we identify what feelings are coming, then after that the feelings were accepted and lived. The existing sadness was processed that it didn't drag on and after that expresses the sadness according to the results of the arrangement.

After doing the correlation analysis, the results in Table 4.12 were obtained, such as a significance value of $0.002 < 0.05$ ($p < 0.05$) with a Pearson correlation of 0.246. The significance value of 0.002, it can be interpreted that the possibility of an error in the study was 0.2%. The Pearson correlation value of 0.246, it can be interpreted that the existing correlation was positive and according to table 4.11, it was included in the low correlation. From the explanation above, it can be concluded that there was a positive relationship between emotional regulation variables and assertiveness variables in students of Senio High School X Jember Regency. A positive correlation can be interpreted as the higher the emotional regulation possessed, the higher the

assertiveness of students in Senior High School X. On the other hand, the lower the emotional regulation, the lower the assertiveness of students in Senior High School X.

The results of this research strengthen by the research of [17]. It was a significance of 0.022 with a Pearson correlation of 0.298. From these results, it can be interpreted that there was a positive relationship between emotional regulation and assertiveness in students of Junior High School. Emotion regulation allows individuals to better express their feelings or emotions according to the conditions they were experiencing. It because in the presence of emotion regulation, there were a process of recognizing emotions, evaluating emotions and monitoring emotions. So through this process, the delivery process will be more focused.

Assertiveness is a behavior that has cognitive and emotional aspects and reflects a person's ability to deal effectively with the demands of the environment[18]. Emotions can influence a person's goals, attitudes, and someone's decision. Negative emotions were associated to low self-esteem, more alertness and a tendency to avoid risk. In contrast, positive emotions were associated to higher self-confidence, are more optimistic and more cooperative [16]. So, when someone experiences negative emotions, it was more difficult for someone to be assertive, because there were more consideration when they should express something honestly. Assertiveness is the integration of the four intelligences, such as physical, intellectual, emotional and spiritual awareness. The components of emotional intelligence include the heart, awareness of others [19].

The low correlation coefficient means that emotion regulation wasn't a strong predictor or factor for assertiveness. Another correlation value of 0.754 was factors that haven't been revealed and weren't examined in this research. The factors of influence assertiveness were age and gender, self-esteem, social situations, and education level [20]. Parenting was one of the other factors that affect assertiveness [21]. Adolescents who have an authoritative parenting style have the highest assertiveness, while adolescents with an authoritarian parenting style have the lowest assertiveness. Another opinion was forward that self-concept was one of the factors that affect assertiveness [1]. Self-concept can also be equated with a good self-evaluation. If the self-concept was positive, the individual will be able to accept their strengths and weaknesses. So that it makes individuals more open to express what they feel to other individuals.

The explanation above, it can be seen that the assertiveness of students in Senior High School X Jember Regency was included in the medium category. This means that students of Senior High School X were able to be assertive. It was known that the emotional regulation of students in Senior High School X Jember Regency was included in the medium category. It can be interpreted that students in Senior High School X were

able to recognize, regulate and modify their emotions. From this research, it can be seen that there was a positive relationship between emotional regulation and assertiveness in students of Senior High School X Jember Regency, which means that the higher of the emotional regulation, so the higher of the assertiveness in students. For students, to be more brave to convey something, to seek help and clear in rejecting something

The suggestion from this research were first for parents, to give a good respon when the son/daughter being assertive and give a encouragement to son/daughter to convey something. Then for teachers, to give a good respon when the students being assertive and hold an assertive training program to maintain and increase the assertiveness of students. And the last is for the next researchers, to diversify the variable and subject for the research, and conduct in-dept research about assertiveness.

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