



Analysis of the Level of Assertive Behavior among 9th Grade Students in Vocational High School

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ABSTRACT

Assertive behavior is a person's ability to communicate in an equal relationship through feelings, opinions, thoughts and ideas directly, openly, without feelings of anxiety, being firm in rejecting requests that are unclear while still respecting the rights of others and being able to communicate with everyone. People without hurting their feelings. This background was carried out by the author because there was low assertive behavior in students. The aim of the research is for researchers to determine the level of assertive behavior in class XI students at SMK Negeri 7 Semarang. This research takes a quantitative approach using the scale method. In this study, we used a probability sampling strategy based on simple random sampling to select 138 class XI students. Research on the level of assertive behavior of class XI students at SMK Negeri 7 Semarang showed an average of 58% of These students are in the medium category, while 19% are in the low category and 24% are in the high category.

KATA KUNCI

Perilaku Asertif;
Siswa;
Sekolah Menengah
Kejuruan

ABSTRAK

Perilaku asertivitas merupakan suatu kemampuan seseorang berkomunikasi dalam hubungan yang setara melalui perasaan, pendapat, pemikiran serta gagasan secara langsung, terbuka, tanpa perasaan cemas, bersikap tegas dalam menolak permintaan yang sekiranya tidak jelas dengan tetap menghargai hak-hak orang lain serta dapat berkomunikasi dengan semua orang tanpa menyakiti perasaannya. Latar belakang ini di lakukan penulis dikarenakan terdapat perilaku asertivitas yang rendah pada siswa. Tujuan dari penelitian yaitu agar peneliti mengetahui tingkat perilaku asertivitas pada siswa kelas XI di SMK Negeri 7 Semarang. Penelitian ini mengambil pendekatan kuantitatif dengan menggunakan metode skala. Dalam penelitian ini, kami menggunakan strategi pengambilan sampel probabilitas berdasarkan simple random sampling untuk memilih 142 siswa kelas XI. Penelitian mengenai tingkat perilaku asertif siswa kelas XI di SMK Negeri 7 Semarang menunjukkan rata-rata 58% siswa tersebut masuk dalam kategori sedang, sedangkan 19% berada pada kategori rendah dan 24% berada pada kategori tinggi.

1. INTRODUCTION

One of the key developmental tasks for adolescents is undergoing significant changes in attitudes and behavior patterns, which can be challenging to navigate. These changes often involve social adjustments, particularly in relationships with peers, which become more complex during this stage. Adolescents may also face difficulties, such as experiencing rejection from others in a group or a new environment. In social situations, teenagers may often remain quiet due to anxiety about not being accepted by their peers. According to Calhoun (1990), individuals who

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behave assertively are able to express, "This is who I am. I need to be acknowledged. I have the right to be myself, and I will make my own decisions." Assertiveness is essential for students because without it, they may become overly compliant, constantly under the influence or pressure of others, and unable to act independently. Pearson (as cited in Sofah, 2017) defines assertive behavior as the ability to communicate one's thoughts, feelings, and desires honestly and directly, while also encouraging others to share theirs. Similarly, Vagos & Pereira (2010) describe assertive behavior as the ability to express feelings and thoughts in a socially acceptable and constructive manner. It involves expressing personal opinions, needs, and desires while considering and respecting the perspectives of others. Assertive behavior plays a crucial role in helping adolescents navigate the increasing social demands placed on them by both adults and their peers.

Lange and Jackubowski (1978) define assertiveness as the behavior of defending one's individual rights and expressing beliefs, feelings, and desires directly and honestly in an appropriate manner, while respecting the rights of others. It is understood as the ability to communicate personal thoughts, desires, and emotions freely and honestly, without harming oneself or violating the rights of others. According to Corey (as cited in Ratna, 2013, p. 35), assertiveness involves expressing thoughts, feelings, needs, or rights in a direct, honest, and appropriate way without unnecessary anxiety. "Direct" means communicating a message clearly and reasonably while respecting others. "Honest" implies that all aspects of the message, including words, gestures, and feelings, align. "In place" means balancing respect for both one's own rights and the rights of others. A person with assertiveness considers others' feelings and welfare, demonstrating the ability to maintain healthy interpersonal relationships. In summary, assertiveness is the ability to express opinions and feelings freely and communicate effectively with others. It involves communicating openly, directly, and confidently while respecting the rights of others, including the ability to decline unclear requests. Galassi (as cited in A'yuni, 2010) identifies three key characteristics of assertiveness: (1) expressing positive feelings, such as asking for help, showing appreciation, and engaging in conversations; (2) self-affirmation, such as defending one's rights, refusing requests, and expressing opinions; and (3) expressing negative feelings, such as conveying displeasure or anger.

Albert and Emmons (2002) outline aspects of assertive behavior as: (1) acting according to personal desires, (2) expressing feelings honestly and comfortably, (3) standing up for oneself, (4) sharing opinions, and (5) respecting others' rights. Rakos (as cited in Amalia, 2014) highlights four aspects: (1) self-expression, meaning the ability to express emotions openly and without anxiety; (2) exercising basic human rights while respecting others; (3) freedom of opinion and response; and (4) giving reasonable responses based on the situation.

In summary, assertiveness is characterized by an individual's ability to express both positive and negative opinions and feelings, communicate honestly and directly without causing harm, respect others, express disagreement, and make firm decisions. According to Rathus and Nevid (1995), a key factor influencing assertiveness is education, with higher education levels leading to broader thinking and greater openness, which in turn promotes assertive behavior. Albert & Emmons (2002) add that self-esteem also plays a crucial role, as individuals with a positive self-concept—characterized by self-acceptance, positive self-evaluation, and high self-esteem—tend to feel more secure and confident in social situations. This allows them to express their thoughts and feelings clearly without fear and to appreciate others' viewpoints. Additionally, family upbringing influences assertiveness, as the family is the first environment where individuals learn social interaction and effective communication, shaping how they respond to challenges later in life. In conclusion, the factors contributing to an individual's assertive behavior include education, self-esteem, and family upbringing. These influences, combined with life experiences, help individuals develop assertiveness, which aids in social interactions and conflict avoidance by allowing honest communication while respecting others (Wahyu & Muslikah, 2019).

Research by Akhmad Rifqi Aziz (2015) found that factors contributing to low assertiveness among students who are victims of bullying include difficulties in expressing negative feelings, self-affirmation, and positive emotions. After five assertiveness training sessions, these students showed improvement in these areas. In an assessment of students' needs at SMK Negeri 7 Semarang, 21 out of 40 students (2.69%) reported difficulty in displaying assertive behavior. Observations in the school revealed that some 11th-grade students would follow their peers in making decisions—such as skipping school after internships, choosing extracurricular activities, or engaging in unproductive behavior like skipping prayers or using phones when unsupervised. These students were also less active in classroom activities and reluctant to ask questions when unclear about the material.

The purpose of this study is to assess the level of assertiveness among 11th-grade students at SMK Negeri 7 Semarang. Understanding their assertiveness levels will help counseling teachers provide appropriate and effective support.

2. METHOD

2.1 Research Approach

The research method used in this study is to use a descriptive quantitative approach because the numerical data used in this study will be analyzed statistically with SPSS version 26. The data collection technique used is the assertive behavior scale. While the data analysis technique uses a three-category interval class percentage calculation. According to Sugiyono (2012, p. 13) states that descriptive research is research that is used to determine the value of an independent variable, either a single variable or more (independent), namely without making comparisons, or relating to other variables. Quantitative research is research that presents data in the form of numbers as the result of its research. The descriptive method is used to create a systematic, factual and accurate picture or description of existing phenomena.

2.2 Place of Research

This study was conducted in the even semester of the 2023/2024 academic year in February 2024. The population in this study amounted to 142 students (minus 40 for instrument testing) from class XI of SMK Negeri 7 Semarang. This study was taken from 102 students. This study used a probability sampling strategy based on simple random sampling for its sampling procedure. According to Soegeng (2017, pp. 109-110) probability sampling is a sampling method that explains the same allegations for all members of the population to be selected as sample members in a study. According to Sugiyono (2017, p. 82), the basic random sampling method is easy to understand because it involves random selection of samples from a population without considering pre-existing equations or stratification. So, in the implementation of this research, all grade XI students at SMK Negeri 7 Semarang have the same opportunity to be selected as research samples.

2.3 Data Collection

Data collection is a systematic standardized procedure or procedure in the process of collecting research information (data) (Utomo et al., 2024). Data collection in this study researchers used Questionnaires / Scales. The questionnaire is a data collection technique that provides several written statements to be answered by respondents who are considered efficient so that researchers can know exactly the variables to be measured and know what the respondents want. In this study, researchers used the Likert Scale where according to Syarifuddin (2021, p. 55) the Likert Scale is a scale used to measure the attitudes, opinions, and perceptions of a person or group of people towards social phenomena.

2.4 Data Analysis

According to Sugiyono (Mukhtazar, 2020, p. 87) quantitative research data analysis is an activity of grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, making data for each variable studied, performing calculations to answer problem formulations, and performing calculations to test hypotheses that have been proposed. According to Novianti (2019, p. 18) data analysis is defined as an effort to process data into information, so that the characteristics or properties of the data can be easily understood and useful for answering problems related to research activities. This research data analysis method uses Excel assistance by finding the Mean value, Standard Deviation then grouping the data results into 3 categories, namely High, Medium, Low.

Based on the results of the Likert scale on class XI students of SMK Negeri 7 Semarang conducted by researchers for students to fill in on February 23, 2024, it shows that out of 102 students in the sample, 58% of these students are in the medium category, while 19% are in the low category and 24% are in the high category. So it can be concluded that most students have assertive behavior in the moderate category.

3. RESULTS AND DISCUSSION

3.1 Results

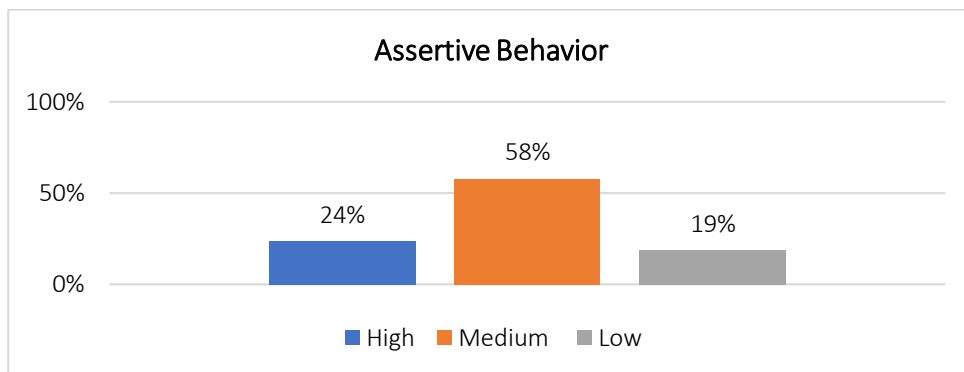
Based on the results of the assertive behavior scale that has been tested for validity and reliability, it shows that as many as 59 students (58%) fall into the moderate category which indicates a low level of assertiveness behavior in students. Among the 11th grade students of SMK Negeri 7 Semarang who have assertiveness behavior category (S) is most prominent. However, not all students have the ability to behave assertively. A total of 24% of students have high assertiveness behavior (T), and 19% of students have low assertiveness behavior (R). The

results of this analysis use the Excel application. The following is a further explanation of the results of this research analysis.

Table 1. Analysis of Assertiveness Behavior of XI Students of SMK Negeri 7 Semarang

Variable	N	Percentage	Category
Assertiveness Behavior Level	102	24 %	High
	102	19%	Low
	102	58%	Medium

In addition to the table, researchers provide data in the form of bar chart graphs so that it can be seen more clearly.



Graph 1. Condition of Assertiveness Behavior of 9th Grade Students

Based on the table and bar chart graph above, it can be concluded that the level of assertiveness behavior of class XI students of SMK Negeri 7 Semarang is in the moderate category because it has the highest percentage level of 58% with a frequency of 59 students. In analyzing the data, the author uses the Excel application to determine the data. The author looks for the Mean value and obtains a result of 20 from the results of the data obtained then determines the profile with the formula:

Table 2. Interval Reference Criteria

Interval Reference Criteria 3 Data Categorization	
Low	$x < 35$
Medium	$35 < x < 72$
High	$x > 72$

3.2. Discussion

Table 1 presents the results of the analysis of assertiveness levels among 11th-grade students at SMK Negeri 7 Semarang. It shows that 58% of the students, totaling 59 individuals, demonstrated moderate assertiveness. Additionally, 24% (24 students) exhibited moderately high assertiveness, while 19% (19 students) displayed moderately low assertiveness. The data analysis indicates that the overall assertiveness behavior of these students falls within the moderate category. This aligns with observations made by researchers during classroom activities and around the school. The findings reveal instances where students failed to return to school after finishing tasks at their internship sites because they followed their peers instead of declining invitations. Some students also followed their friends when selecting extracurricular activities, going to the canteen during independent study time, or skipping group prayers and using their phones when unsupervised by teachers.

These observations correspond to research by Siti et al. (2022), which explains that students with lower levels of assertiveness are more likely to engage in negative behaviors at school, such as skipping class, arriving late, or smoking, often due to peer influence. The root of this issue is a lack of assertiveness, as these students are often passive in expressing their feelings and hesitant to stand up against negative invitations.

Further supporting this, a study by Kirst (2011) found that individuals with strong assertiveness are more likely to voice disagreements, maintain high self-esteem, and manage their anxieties, leading to greater self-acceptance. In contrast, individuals with low assertiveness often feel ashamed or fearful of being perceived negatively when taking action.

Research by Rathus and Nevid (1995) also emphasizes that higher education levels can contribute to greater assertiveness. As education increases, individuals tend to develop broader thinking and the ability to express themselves more openly, which, in turn, fosters higher assertiveness.

4. RESEARCH IMPLICATIONS

The implications of this research are expected to be a reference and new knowledge about assertiveness behavior in students. Which later can help BK teachers to carry out counseling guidance services that are in accordance with the circumstances of existing students.

5. CONCLUSIONS

Based on the results of research and data analysis as well as the results of observations made by researchers, it can be concluded that students of SMK Negeri 7 Semarang who have assertiveness behavior are in the moderate category with a percentage of 58% where the frequency is 59 students out of 102 students. Students who have moderate assertiveness behavior are characterized by those who do not dare to refuse their friends' invitations in the form of bad actions such as being invited to the canteen during independent class hours, invited not to return to school after taking care of internships. The results of this study are expected as input to guidance and counseling teachers in schools as an effort to provide guidance and counseling services to students in order to improve assertiveness behavior in class XI students at SMK Negeri 7 Semarang.

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AUTHOR CONTRIBUTION STATEMENT

The roles of those of us involved in the process of making this scientific article are as follows: JA is to make observations to the school that will be used for research so that information is obtained related to the problems faced by students. In addition, the author distributed an instrument which then the results were used as a reference for the preparation of the article. Furthermore, DA is the supervisor who helps conduct initial communication at the research site, guides, directs and evaluates the author in the process of making articles. SG is the counseling teacher at the school where the research was conducted who helped the author to obtain data from the results of distributing the instrument as well as organizing and coordinating the time when the research was carried out.

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