Assertiveness and Self-Concept of Interpersonal Competence in Students

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ARTICLE INFORMATION	ABSTRACT
	The wider the social environment in life as social beings, the greater the challenges faced by each individual to present himself as a person who can adapt well. Individuals who can adapt well are said to have good interpersonal competence. Interpersonal competence is said to be related to assertiveness as well as self-concept. This research method uses a quantitative approach. The subjects of this study were 100 students of the Faculty of Mathematics and Natural Sciences, Mulawarman University, who were selected using simple random sampling techniques. The data collection method used a scaling instrument with a Likert scale of five answer choices for the three variables. The study results prove that there is no influence of assertiveness and self-concept on interpersonal competence in students. With an F value of 0.564 (p>0.05). The effective contribution is 1.1%, while the remaining 98.9% is influenced by other factors not examined in this study.

1. Introduction

Humans are born as social beings who need to establish relationships with other individuals. Human life on this earth is not necessarily lived by one human being alone, but with many other humans around and far away. In living with other humans, one thing is needed to be useful as a medium so that every human being is connected, namely communication. Communication must be present so that we as social beings can socialize well, bringing us to the point of understanding. Good communication skills are an essential component in creating good understanding. Without good and appropriate communication and adjustment skills, difficulties in building connections with others will be created (Andayani & Mardianto, 2015). Good at communicating is known as interpersonal competence.

Nimas and Indrawati (2017) expressed an opinion about interpersonal competence, namely the ability of individuals to create and maintain long-term relationships that lead to interactions in the social realm and effective communication, which then creates valuable contacts among individuals. Good interpersonal communication is essential for every individual at every level of society, including students. According to Sampairdipta and Ariati (2015), interpersonal competence is the ability to create communication which includes several things, namely the capability to open interpersonal relationships, the capability to open up, the capability to be assertive, the capability to be empathetic, and the capability to manage and resolve conflicts. Based on interviews with a student, the researcher found that good interpersonal competence can bring oneself to adapt well too because, in activities, good interpersonal competence is needed, so that self-determination is also good. The intended self-carriage can be interpreted as assertive behavior or assertiveness in an individual.

Sriyanto, Abdulkarim, Zainul, and Maryani (2014) explain that assertiveness or assertive behavior is the capability that exists in an individual to be able to express and express views, desires, and feelings honestly and directly, without causing any harm to themselves or others. Other people's property. Assertiveness is a social skill that plays a good role in dealing with difficulties in establishing relationships and interacting between individuals. So, individuals can create communication if they feel they disagree with what is expressed by others through assertiveness (Andayani & Mardianto, 2015).

This is reinforced by the research of Sampairdipta and Ariati (2015), which states that interpersonal competence includes the ability to be assertive, and this is one of the supporting factors for students to be able to build good relationships with others, as well as to be able to assist in adjusting to changes that occur there is. The ability to express oneself is also classified as an essential component that needs to be present in students. Self-expression means expressing opinions about what they think and also feel to achieve a good understanding of socializing in the environment.

According to Desmita (2014), beliefs and beliefs about oneself are referred to as self-concept, namely thoughts about oneself. In addition, according to Djali (2013), self-concept is an individual's opinion about himself which includes what he knows, the feeling of the individual's attitude and thoughts, and how his behavior affects others. Students can own self-confidence if they also have good views and concepts towards both themselves and others. How to look at the inner self is also around, including how to deal with identity.

A person who has a good self-view also has a good self-concept. If a student owns this, it can spur self-confidence to express what they think and feel free. The ability to express oneself well will bring one to having good interpersonal skills or competencies. This is reinforced by Sampairdipta and Ariati's (2015) research, which states a significant relationship between self-concept and interpersonal competence, where if the self-concept is positive, so is interpersonal competence. The urgency of this study is because the author wants to know more deeply whether this interpersonal competence exists among students, then whether it is related to assertiveness and self-concept. Based on the description of the problem, the author was compelled to conduct a research entitled "The Influence of Assertiveness and Self-Concept on Interpersonal Competence in Students of the Faculty of Mathematics and Natural Sciences, Mulawarman University."

2. Methodology

The type of research used is quantitative research, where there will be statistical data analysis to test hypotheses. The results will be interpreted in order to obtain a conclusion (Sugiyono, 2014). In this study, the research subjects were students of the Faculty of Mathematics and Natural Sciences, Mulawarman University. The sampling technique used is simple random sampling.

The data collection method in this study was a questionnaire. Three research questionnaires were used, namely for the variables of interpersonal competence, assertiveness, and self-concept. This study uses a type Likert Scale. To measure reliability, Cronbach's Alpha is a measuring tool. Azwar (2016) states that the measurement results can be called reliable if the value is Cronbach's Alpha at least 0.600 so that in this study, the Cronbach's Alpha used is 0.600. The data analysis technique in this research is multiple linear regression analysis. Regression analysis is a mathematical instrument that states the functional relationship between the independent and dependent variables (Wibowo, 2017).

4. Results

Before testing the hypothesis as data analysis, an assumption test was carried out, consisting of five kinds of tests: normality test, linearity test, multicollinearity test, heteroscedasticity test, and autocorrelation test.

a. The Normality Test

A normality test is used to see the deviation of the observed frequency from the theoretical frequency. The rule, if p> 0.05, then the distribution is normal, and vice versa (Santoso, 2012). The test results are listed in the following table. Based on the normality test results in table 1, the data distribution of the three variables studied was normal.

Table 1: **Normality Test Results**

Variables	KSZ	p	Subjects
Interpersonal Competence	0.072	0.200	100
Assertiveness	0.080	0.109	100
Self-concept	0.079	0.128	100

b. Linearity Test

The linearity test is used to see the linearity of the relationship between the dependent and independent variables. As a rule, the relationship is linear if the deviation *from linearity* p > 0.05. The test results are listed in the following table. Based on the linearity test results in Table 2, it was concluded that a linear relationship between the variables.

Table 2**: The Linearity Test Results**

Y	X	F	p
Interpersonal Competence	Assertiveness	0513	0977
	Self-Concept	1183	0295

c. Multicollinearity Test

The multicollinearity test was used to determine the significant correlation between the independent variables. As a rule, the distribution of data is said to be multicollinear if the coefficient *tolerance* < 1 and the VIF value coefficient < 10, and vice versa (Gunawan, 2013). The test results are listed in the following table. Based on the results of the multicollinearity test in table 3, it is concluded that there is no multicollinearity between variables.

Table 3: **Multicollinearity Test Results**

Y	X	Value	
		Toll.	VIF
Interpersonal Competence	Assertiveness	1,000	1,000
	Self-Concept	1,000	1,000

d. Heteroscedasticity Test

The heteroscedasticity test is used to see if there is an inequality of variance from the residuals of one observation to another observation. If the variance of one observation remains, it is called homoscedasticity; otherwise, it is called heteroscedasticity. A good regression model is homoscedasticity. The test results are listed in the following table. Based on the results of the heteroscedasticity test in table 4, it is concluded that there are no symptoms of heteroscedasticity in this study.

Table 4**: Heteroscedasticity Test Results**

X	T	P
Assertiveness	-0.177	0.860
Self-Concept	-0.705	0.483

e. Autocorrelation Test

The autocorrelation test is used to see the symptoms of autocorrelation on the independent variables. The test results are listed in the following table. The results show the Durbin Watson value of 2,282 which is between dU and (4-dU), namely dU < d < 4-dU (1,715 < 2.275 < 2,282). Based on the results of the autocorrelation test in table 5, it is concluded that there is no autocorrelation.

Table 5**: Autocorrelation Test Results**

DW	dL	dU
2,282	1,633	1,715

f. Hypothesis Testing

Hypothesis testing is used to determine the effect between the independent and dependent variables. The analysis technique used is multiple linear regression analysis. The test results are listed in the following table.

Table 6: **Results of Full Regression Analysis of**

Variables	F	R^2	P
Interpersonal Competence			
Assertiveness	0.564	0.011	0.571
Self-Concept			

Based on the results of the entire regression analysis test in table 6, it was found that F count < F table which means there is no significant effect between assertiveness and self-concept on interpersonal competence. This means that the significant hypothesis in this study is rejected. Then, the results of the stepwise regression analysis test are listed in the following table.

Table 7: **Results of Gradual Regression Analysis**

Y	X	Value		
		B	t	P
Interpersonal Competence	Assertive	0.107	1.061	0.292
	Self-Concept	0.003	0.034	0.973

The stepwise regression analysis results in Table 7, obtained the T count < T table, which means there is no significant effect between assertiveness to interpersonal competence. Then, on the self-concept of interpersonal competence, T count < T table, which means no significant effect.

5. Discussion

This study was conducted to look further at the influence of assertiveness and self-concept on interpersonal competence in students. Based on table 6, the results of the entire regression analysis hypothesis test obtained results that mean no significant effect between assertiveness and self-concept on interpersonal competence. This means that the significant hypothesis in this

study is rejected. The contribution of the influence (R2) of assertiveness and self-concept to interpersonal competence is 0.011; this indicates that 1.1 percent of interpersonal competence can be explained by assertiveness and self-concept. Meanwhile, the remaining 98.9 percent is explained by other reasons not examined in this study.

Yaqin and Santoso (2016) argue that the factors that can affect interpersonal competence, namely internal and external factors. Internal factors in the form of gender, personality type, maturity, and self-concept. Meanwhile, external factors are contact with parents, interaction with peers, activities, and social participation. In research conducted by researchers, it can be seen that the highest frequency for the high category is owned by the interpersonal competence scale, which means that respondents have high interpersonal competence. The high interpersonal competence possessed by the subject may be influenced by the factors previously described but do not significantly influence the interpersonal competence of the research subject.

Based on the interpersonal competence factor described by Yaqin and Santoso (2016), there is a self-concept that is classified as an internal factor. However, it is not sufficient to explain the influence of research on the subject. This means that perhaps other factors in this theory play a more critical role in students' interpersonal competence. Khotimah (2020) mentions aspects of interpersonal communication, namely the capability of initiative, the capability to be open, the capability to grow assertiveness, the capability to provide emotional support, and the capability to solve problems. The ability to grow assertiveness is included in interpersonal competence, but it is not enough to explain the influence on the research conducted on the subject. This means that perhaps other aspects of this theory play a more critical role in students' interpersonal competence.

In research conducted by Sampairdipta and Ariati (2015), there are findings that the ability to provide emotional support is a factor that plays a vital role for subjects to build relationships with other individuals and adapt to changes and demands in social life. Then, Nurmalita and Hidayati's (2014) research also revealed individual openness to be a helpful component in self-adjustment. Individuals who can adapt will have the opportunity to be accepted by the group. Then, in a study conducted by Hartati and Respati (2012), it was found that emotional support, which includes the ability to calm and provide comfort when others are in a bad state, is instrumental in optimizing interpersonal competence. Then, the research subjects conducted by Hartati and Respati (2012) were better able to manage problems between them so that they were not prolonged. When viewed fundamentally, problems between humans will always exist in relationships; they can increase or decrease. Therefore, credibility in managing and solving problems is very useful in maintaining interpersonal competence, so that the results of the study explain that there is a possibility that other aspects besides assertiveness influence interpersonal competence.

Based on table 7, the hypothesis test results of the stepwise regression analysis, assertiveness on the subject shows no significant effect, where assertiveness is not one of the causes that make students have good interpersonal competence scores. According to Sanjaya (2018), two factors influence the development of assertiveness, namely internal factors (a person's gender, level of education taken, and self-esteem possessed by a person) and external (parenting patterns in the family, environment, the emergence of behaviour due to the belief that they are the same, freedom in making decisions, able to try something).

In research conducted by researchers, it can be seen that the highest frequency for the high category is owned by the assertiveness scale, which means that respondents have high assertiveness. The high assertiveness possessed by the subject may be influenced by internal and external factors previously described but do not significantly influence interpersonal competence on the subject. Based on this description, it can be explained that assertiveness does not affect interpersonal competence. However, if students can position themselves well in the environment, they will lead to good interpersonal competence.

Then, based on table 7, the results of the hypothesis test of the gradual regression analysis model, the self-concept of the subject's interpersonal competence shows no significant effect, meaning that self-concept is not one of the causes that make students have good interpersonal competence scores. Self-concept can be a positive self-concept and a negative self-concept (Mazaya & Supradewi, 2020). A person with a positive self-concept will always be confident in his abilities, always be open to his social environment, and confident in his physical condition to help himself increase motivation. Someone who has a negative self-concept will always feel pessimistic about what he has, which will significantly affect his motivation. The person will feel that he is always wrong.

In research conducted by researchers, it can be seen that the highest frequency for the high category is owned by the self-concept scale, which means that respondents have a high self-concept. The high self-concept possessed by the subject may be influenced by the factors previously described but do not have a significant influence on the subject's self-concept. The results of this study were also found in the research by Puspitasari and Laksmiwati (2012), where the results showed no relationship between self-concept and interpersonal competence in out-of-school adolescents. This is possible because, in addition to self-concept, there could be other variables that affect an individual's personal, interpersonal competence as the results of research

conducted by Irawan (2017), where it was concluded that self-concept only has an influence of 4.8% on interpersonal competence, while other factors influence the remaining 95.2%.

Self-concept can be an influence on interpersonal competence. Many factors affect interpersonal competence, such as expertise, attractiveness, intellectuality, behaviour, trust, sensitivity in the social environment, and psychological conditions (Suranto, 2011). Based on this description, it can be explained that self-concept does not influence interpersonal competence. However, if students can position themselves well in the environment, they will lead to good interpersonal competence.

Based on the measurement results of the interpersonal competence scale, assertiveness, and self-concept, along with their frequency distribution, it can be explained that the subject has a high value of interpersonal competence, assertiveness, and self-concept. However, the three do not influence each other. Previous studies with the same variables have different findings. Some of the results affect, some do not affect. These different results can occur due to other things, such as the state of the subject being the target of research, including internal and external factors such as the environment, personality, and others.

5. Conclusion

Based on the results of research that has been carried out with statistical calculations to see the effect of assertiveness and self-concept on interpersonal competence, some conclusion were drawn. First, there is no significant effect between assertiveness and self-concept on interpersonal competence in students of the Faculty of Mathematics and Science Mulawarman University Nature. Second, there is no significant effect between assertiveness and interpersonal competence in students of the Faculty of Mathematics and Natural Sciences, Mulawarman University. Finally, there is no significant effect between self-concept on interpersonal competence in students of the Faculty of Mathematics and Natural Sciences, Mulawarman University.

Based on the results above, the researcher gives several points of advice that are expected to be of benefit to the parties involved in the research that the researcher is doing, namely for students. It is hoped that they can have good interpersonal competence. This can help students survive in the social world, both in the social, educational, and so on. This can be realized by increasing the assertive side of oneself and having a good view of oneself and others.

For further researchers interested in researching interpersonal competence, it is better to examine more broadly the factors that can affect interpersonal competence because researchers believe further researchers can find other factors to produce then better research than what has been done

Conflicts of Interest: The authors declare no conflict of interest.

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