



Relationship between Peer Interaction and Assertive Behavior of Student at SMPN 8 Maja

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Abstrak

Penelitian ini bertujuan untuk mengetahui adanya hubungan antara interaksi teman sebaya dengan perilaku asertif siswa SMPN 8 Maja pada kelas VIII tahun ajaran 2022/2023. Metode penelitian yang digunakan adalah metode penelitian kuantitatif korelasional untuk dapat melihat hubungan antara variabel x dan y. Populasi yang digunakan dalam penelitian ini adalah siswa kelas VIII SMPN 8 Maja. Sampel yang digunakan terdiri dari 31 sampel dengan teknik pengambilan sampel jenuh. Pada uji hipotesis menggunakan analisis data parametrik dengan metode Korelasi Product Moment diperoleh nilai Sig 0,003. Pengambilan keputusan berdasarkan kriteria uji korelasi *product moment* adalah jika nilai Sig. < 0,05 maka berkorelasi. Berdasarkan hasil uji korelasi *product moment* diperoleh nilai Sig. 0,003 < 0,05 yang berarti bahwa variabel interaksi teman sebaya dengan variabel perilaku asertif berkorelasi. Sedangkan untuk nilai Pearson Correlation diperoleh sebesar 0,521. Dengan taraf signifikansi 5%. Sehingga dapat diketahui bahwa antara variabel interaksi teman sebaya dengan variabel perilaku asertif memiliki korelasi positif yang sedang. Sehingga dapat disimpulkan bahwa semakin tinggi interaksi teman sebaya yang dimiliki siswa, maka semakin tinggi pula perilaku asertifnya. Begitu juga sebaliknya, semakin rendah interaksi teman sebaya maka semakin rendah pula perilaku asertif siswa.

Kata Kunci: Perilaku Asertif, Interaksi Teman Sebaya, Siswa

Abstract

This study aims to determine whether there is a relationship between peer interaction with the assertive behavior of students of SMPN 8 Maja in class VIII of the 2022/2023 academic year. The research method used is a correlational quantitative research method to be able to see the relationship between the x and y variables. The population used in this study was students of class VIII SMPN 8 Maja. The sample used consisted of 31 samples with saturated sampling technique. In testing the hypothesis using parametric data analysis with the Product Moment Correlation method, a Sig value of 0.003 is obtained. Decision making based on product moment correlation test criteria is if the Sig. < 0.05 then correlated. Based on the results of the product moment correlation test, it can be seen that the value of Sig. 0.003 < 0.05 which means that peer interaction variables with assertive behavior variables are correlated. Meanwhile, the Pearson Correlation value was 0.521. With a significance level of 5%. So it can be seen that between peer interaction variables and assertive behavior variables have a moderate positive correlation. So it can be concluded that the higher the

peer interaction that students have, the higher their assertive behavior. Vice versa, the lower the peer interaction, the lower the assertive behavior of students.

Keywords: Assertive Behavior, Peer Interaction, Student

Introduction

Adolescence is a transitional period that begins around the age of 10 or 11, or even earlier, and extends until the late teens or early twenties. This period is characterized by significant changes in physical, cognitive, and psychosocial aspects that are interconnected (Hadori, 2015).

During adolescence, individuals generally search for their true identity and have a desire to belong to a group. Therefore, teenagers need to have the ability to socialize, interact, and communicate in order to express their desires and feelings to others in a positive manner. Hence, it is important for teenagers to understand the importance of applying assertive behavior.

According to Alberti and Emmons as cited in Kristanti et al., assertive behavior is a way to establish equal relationships between individuals, enabling them to act in their own interests without unnecessary anxiety and to exercise their personal rights by expressing their feelings honestly and comfortably without denying the rights of others (Kristanti & Lasi, 2018).

Partowisastro as mentioned by Kadir states that during adolescence, a significant amount of time is spent at school, approximately seven to nine hours a day. This leads to increased interaction among peers. Peer interaction involves close relationships among peers and interactions between individuals or group members with openness, cooperation, and frequency of interactions (Kadir, 2020).

Desmita as cited in Ervin (Affrida, Ervin Nurul, 2022) states that during adolescence, 40% of their time is spent with peers, which means that peers can quickly influence them. This is consistent with Hurlock's statement as cited in Adhitama (Adhitama, 2013) that the influence of peers on attitudes, conversations, appearance, interests, and behavior tends to have a greater impact than the influence of family. Miasari also explains that peer groups can have both positive and negative influences. Positive influences have positive impacts, while negative influences have negative impacts. Therefore, to overcome negative influences from peers, teenagers need the willingness and ability to express their feelings and desires honestly to others by practicing assertive behavior (Wiki Aryanto, Cucu Arumsari, 2020).

Individuals who demonstrate assertive behavior in their daily lives establish good and effective relationships with others. This is achieved through mutual respect, honoring each other, and upholding the value of honesty without violating human rights (Hasanah et al., 2015).

However, based on an interview conducted by the researcher with one of the teachers at SMPN 8 Maja, it is stated that currently students tend to have minimal assertive behavior. They tend to remain silent in class during lessons, with only a few students actively participating. Furthermore, they tend to engage in aggressive behaviors such as hitting, cursing, communicating their desires,

thoughts, and feelings rudely, and lacking in manners. Students in the school also interact more with peers from the same village, while having little interaction with peers from different villages, resulting in the formation of various cliques among the students, and they do not mingle with each other. These behaviors deviate from the assertive behavior described by Alberti and Emmons, where someone can be considered assertive when they can express their desires, thoughts, and feelings while respecting their own rights and the rights of others.

There are many factors that underlie the differences in assertive behavior among individuals, especially among students in adolescence. These factors include family and school, as well as internal and external factors. Internal factors include age, gender, and self-concept, while external factors include parenting styles and socio-cultural conditions. Based on the issues mentioned above, this research focuses on the relationship between peer interactions and assertive behavior among early adolescent students at SMPN 8 Maja. The objective of this study is to determine the relationship between peer interactions and assertive behavior among students at SMPN 8 Maja. (Afif & Listiara, 2020).

Method

The research method employed in this study is quantitative correlational research. Quantitative research is an approach that utilizes numerical data throughout the research process, from data collection to interpretation and presentation of results (Arikunto, 2012). Quantitative research involves the use of

numbers to provide information about the desired outcomes.

This study aims to examine the relationship between peer interactions and assertive behavior. Therefore, it can be determined that this research falls under the category of quantitative correlational research. Correlational research is conducted to compare the measurements of two different variables and determine the relationship between them.

The population of this study consists of all eighth-grade students at SMPN 8 Maja, totaling 31 students. Since the population size is 31 and less than 100, the entire population is used as a sample, employing the technique of saturated sampling or total sampling.

The instrument used in this study is a questionnaire with closed-ended questions, where respondents are asked to select one of the predetermined alternative choices. The Likert scale (summated-rating scale) model is used as it accurately represents the condition under investigation. The statements provided are both favorable and unfavorable, and respondents have four answer options: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The scale is modified by eliminating the "undecided" option to avoid subject bias towards selecting the undecided response.

The data analysis technique involves conducting tests to meet the analysis requirements, including tests for normality and linearity. Hypothesis testing is performed using the product-moment correlation formula.

Results and Discussion

Research Results Assertive behavior was measured using a scale developed by

the researcher, consisting of 28 statement items with a lowest score of 1 and a highest score of 4. Based on the calculations, it was found that the eighth-grade students at SMPN 8 Maja had an average (mean) assertive behavior score of 74.00. Additionally, other data points were obtained, such as the minimum score of 59, the maximum score of 88, and the standard deviation of 5.916. The categorization of students' assertive behavior can be seen in Table 1.

Table 1. Categorization of Assertive Behavior

Category	Formula	Result
Tall	$X > (M+1 \text{ SD})$	$X \geq 80$
Currently	$(M-1 \text{ SD}) \leq X \leq (M+1 \text{ SD})$	$68 < X < 80$
Low	$X < (M-1 \text{ SD})$	$X \leq 68$

Based on Table 1, assertive behavior is categorized as high if the score is 80 and above; categorized as moderate if the score is higher than 68 and lower than 80; and categorized as low if the score is 68 and below. The presentation of data results based on these categories can be seen in Table 2.

Table 2. Assertive Behavior Data Categorization Results

NO	INITIAL	AMOUNT	CATEGORIES	NO	INITIAL	AMOUNT	CATEGORIES
1	AZ	82	Tall	16	MW	72	Currently
2	AA	80	Tall	17	NS	77	Currently
3	DK	67	Low	18	NH	63	Low
4	D	88	Tall	19	NL	78	Currently
5	ES	73	Currently	20	NA	81	Tall
6	FI	75	Currently	21	R	72	Currently
7	H	59	Low	22	RI	78	Currently
8	IS	78	Currently	23	S	82	Tall
9	ISN	72	Currently	24	SA	69	Currently
10	IM	72	Currently	25	SAM	71	Currently
11	J	79	Currently	26	SM	73	Currently
12	M	79	Currently	27	SU	68	Low
13	MJ	72	Currently	28	SUM	73	Currently
14	MY	74	Currently	29	UH	74	Currently
15	MRR	71	Currently	30	YR	74	Currently
				31	ZR	68	Low

Based on Table 2, the frequency of students with low assertive behavior is 5. The moderate category has a frequency of 21, while the high category has a frequency of 5. Furthermore, for peer interaction, the calculated data shows that students in Class VIII SMPN 8 Maja have a mean peer interaction score of 67.13.

Additionally, other information can be obtained, such as the minimum value of 52, the maximum value of 81, and the standard deviation of 5.608. The categorization of student peer interaction can be seen in Table 3.

Table 3. Categorization of Peer Interaction

Tall	Formula	Result
Currently	$X > (M+1 \text{ SD})$	$X \geq 72$
Low	$(M-1 \text{ SD}) \leq X \leq (M+1 \text{ SD})$	$61 < X < 72$
Tall	$X < (M-1 \text{ SD})$	$X \leq 61$

Based on table 3, peer interaction will be categorized as high if you get a score of 72 and above; categorized as being if you get a score of more than 61 and less than 72; and categorized as low if it gets a value of 61 and below. Presentation of data results based on this categorization can be seen in table 4.

Table 4. Results of Categorization of Peer Interaction Data

NO	INITIAL	AMOUNT	CATEGORIES	NO	INITIAL	AMOUNT	CATEGORIES
1	AZ	78	Tall	16	MW	70	Currently
2	AA	66	Currently	17	NS	66	Currently
3	DK	67	Currently	18	NH	69	Currently
4	D	67	Currently	19	NL	67	Currently
5	ES	67	Currently	20	NA	72	Tall
6	FI	61	Low	21	R	65	Currently
7	H	52	Low	22	RI	69	Currently
8	IS	81	Tall	23	S	72	Tall
9	ISN	62	Currently	24	SA	71	Currently
10	IM	66	Currently	25	SAM	61	Currently
11	J	68	Currently	26	SM	58	Low
12	M	74	Tall	27	SU	63	Currently
13	MJ	68	Currently	28	SUM	63	Currently
14	MY	71	Tall	29	UH	67	Currently
15	MRR	70	Currently	30	YR	68	Currently
				31	ZR	62	Currently

Based on table 4, the frequency of student peer interaction in the low category is 3. The medium category is 22 while the high category is 6.

Table 5. Normality Test Results

Shapiro-Wilk			
	Statistic	df	Sig.
Peer Interaction	.966	31	.423
Assertive Behavior	.976	31	.708

Based on the results of the prerequisite analysis using the Shapiro-Wilk normality test, the Sig. value is 0.423

for peer interaction and 0.708 for assertive behavior. The decision criterion for the Shapiro-Wilk normality test is that if the Sig. value > 0.05 , the data is normally distributed. Based on the normality test results in Table 5, the Sig. value of $0.423 > 0.05$ and the Sig. value of $0.708 > 0.05$, indicating that the data is normally distributed.

Table 6. Linearity Test Results

ANOVA-Table						
		Sum of Square	df	Mean	F	Sig.
Assertive Behavior*	Deviation From Linearity	309,337	14	22.096	.728	.721
Peer Interaction						

Based on the results of the linearity test above, the Sig. value for Deviation from Linearity is 0.721. The decision criterion for the Deviation from Linearity linearity test is that if the Sig. value > 0.05 , there is a linear relationship between the independent variable and the dependent variable. Based on the linearity test results in Table 6, the Sig. value of $0.721 > 0.05$, indicating that there is a linear relationship between peer interaction and assertive behavior variables

Table 7. Product Moment Correlation Test Results

	Correlations	
	Sig	df
Peer Interaction Assertive Behavior	0,003	0,521

Based on the hypothesis test using the product-moment correlation above, the Sig. value is 0.003. The decision criterion for the product-moment correlation test is that if the Sig. value < 0.05 , it is considered correlated. Based on the results of the product-moment correlation test in the table above, we can see that the Sig. value of $0.003 < 0.05$, indicating that there is a correlation between peer interaction and assertive behavior variables.

Table 8. Relationship Degree Guidelines

Pearson Correlation value 0,00 s/d 0,20	Tidak ada korelasi
Pearson Correlation value 0,21 s/d 0,40	Korelasi lemah
Pearson Correlation value 0,41 s/d 0,60	Korelasi sedang
Pearson Correlation value 0,61 s/d 0,80	Korelasi kuat
Pearson Correlation value 0,81 s/d 1,00	Korelasi sempurna

Based on the results of the product moment correlation test in the previous table, the Pearson correlation value is 0.521. Referring to table 8 for the guideline of the degree of relationship, it can be determined that there is a moderate positive correlation between peer interaction and assertive behavior variables. It can be concluded that the higher the level of peer interaction among students, the higher their level of assertive behavior. Similarly, the lower the level of peer interaction, the lower the level of assertive behavior exhibited by students.

Discussion

Level of Students' Assertive Behavior

Based on the research analysis results, it was found that the majority of students at SMPN 8 Maja have a moderate level of assertive behavior. This means that the majority of students at SMPN 8 Maja have not yet developed the ability to express their thoughts, feelings, and desires honestly, directly, openly, in an appropriate manner without fear or personal interest, while still respecting and honoring the rights of others. This can be seen from the categorization results, where out of 31 students, 5 students have a high level of assertive behavior, indicating that they have the ability to express their thoughts, feelings, and desires honestly, directly, openly, in an appropriate manner without fear or personal interest, while still

respecting and honoring the rights of others. The remaining 21 students have a moderate level of assertive behavior, while 5 students have a low level of assertive behavior, indicating that they have not yet developed the ability to express their thoughts, feelings, and desires honestly, directly, openly, in an appropriate manner without fear or personal interest, while still respecting and honoring the rights of others. Students with high assertive behavior tend to establish equal relationships among individuals, allowing them to act in their own interests without undue anxiety, and to exercise their personal rights by expressing their feelings honestly and comfortably without denying the rights of others (Kristanti & Lasi, 2018).

Level of Peer Interaction among Students

Based on the research analysis results, it was found that the majority of students (as peers) at SMPN 8 Maja have a moderate level of peer interaction. This means that, in terms of peer interaction, the majority of students have not yet developed openness, cooperation, and a strong frequency of relationships. This can be seen from the categorization results, where out of 31 students, 6 students have a high level of peer interaction, while 22 students have a moderate level of peer interaction, and 3 students have a low level of peer interaction. This indicates that students have not yet developed openness, cooperation, and a strong frequency of relationships with their peers. In peer interaction, openness, cooperation, and frequency of relationships are required. Openness is a state in which there are no secrets, one is able to accept external influences, and able to communicate with the environment beyond oneself. From this

statement, it can be understood that openness to each other will help achieve good and positive interactions for the individuals involved. Furthermore, peer interaction requires cooperation. Generally, individuals begin to interact or form friendships when they realize that they have common interests or goals, which will lead to cooperation. In line with Pamudji's opinion (Novitri, 2019), cooperation also has three main elements: individuals, interaction, and shared goals.

From this statement, it can be understood that there is a connection between interaction and cooperation, as interaction leads to cooperation and cooperation requires interaction to achieve the desired goals within a group. Furthermore, in peer interaction, the frequency of relationships is also important. This is related to the intensity of individuals meeting and talking with group members or others in close relationships. One of the requirements for good social interaction is communication, both verbal and nonverbal communication (Novitri, 2019). From this statement, it can be understood that building good interaction with someone requires communication or talking to each other with good communication intensity. Because the more intense the communication, the more it can influence the information or messages conveyed by someone to others, thus establishing a good reciprocal relationship.

Relationship Between Peer Interaction and Students' Assertive Behavior

Based on the data analysis of 31 students in grade VIII at SMPN 8 Maja, it was found that there is a relationship between peer interaction and students' assertive behavior. This can be seen from the research results, where the correlation

test using the product-moment correlation coefficient showed that the Sig. value is 0.003, which is less than 0.05, indicating a significant correlation between the variables of peer interaction and assertive behavior. The Pearson Correlation value is 0.521, indicating a moderate positive correlation between peer interaction and assertive behavior, as seen from the guideline table for the degree of relationship.

The interaction among students as peers influences their assertive behavior because there is a process of perception involved in the interaction. Perception is an integrated process in which individuals perceive and interpret stimuli received by them. Integrated here means that perception is a process of organizing and interpreting stimuli that have meaning for the individual. Since perception involves integration, everything within the individual, such as feelings, experiences, thinking abilities, reference frames, and other aspects, also plays a role in perception. Therefore, individuals should provide positive perceptions to others because by giving positive perceptions, they can influence good assertive behavior in students or others who are their peers (Hasanah et al., 2015).

Conclusion

Based on the research conducted at SMPN 8 Maja, it can be concluded that this study shows a moderate positive correlation between peer interaction and students' assertive behavior at SMPN 8 Maja. The data analysis using the product-moment correlation technique yielded a correlation coefficient or Pearson Correlation value of 0.521 with a significance level of 5%. This relationship falls into the moderate category. This

means that the higher the level of peer interaction among students, the higher their assertive behavior. Similarly, the lower the peer interaction, the lower the assertive behavior of the students.

Furthermore, the research indicates that the level of assertive behavior of Grade VIII students at SMPN 8 Maja falls into the moderate category. This is based on the data collected from 31 students who completed the questionnaire. Out of these, 5 students exhibited a high level of assertive behavior, while 21 students had a moderate level, and 5 students had a low level of assertive behavior. This implies that students in the latter category do not yet possess the ability to express thoughts, feelings, and desires honestly, directly, openly, in an appropriate manner without anxiety or personal interest while still respecting and honoring the rights of others.

The study also reveals that the level of peer interaction among Grade VIII students at SMPN 8 Maja falls into the moderate category. Based on the data collected from 31 students who completed the questionnaire, 6 students exhibited a high level of peer interaction, while 22 students had a moderate level, and 3 students had a low level of peer interaction. This indicates that students in the latter category do not have a strong level of openness, cooperation, and frequency of interaction with their peers.

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