

The Contribution Of Self-Determination, Social Anxiety, And Agreeableness To Assertiveness In College Students

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Abstract

Individuals are social beings who must have the ability to socialize. One of the tasks of students as individuals and social beings is to be able to express opinions, be able to be more open in discussions but put ethics first. However, most students today are not carrying out their duties properly, one of which is their lack of assertive abilities. The purpose of this study was to empirically test self-determination, social anxiety, and agreeableness towards assertiveness in students Respondents to this study were 1,130 people 236 men and 894 women. The research technique is qualitative, and the analysis used is Multiple Regression. The results of the analysis show that self-determination, social anxiety, and agreeableness have an effect of 35.9% on assertiveness, while the remaining 64.1% is influenced by other variables not included in this study, such as self-concept, emotional regulation, and self-confidence.

Keywords: Assertiveness, Self-Determination, Social Anxiety, Agreeableness.

I. Introduction

A student is someone who is in the process of acquiring knowledge or learning and is attending a form of higher education that includes academies, polytechnics, academies, and universities. (Hartaji, 2012). Students also function for social control which is expected to be able to control the social environment around them (Sarwono, 2004). Students are generally required to be more independent, initiative, mature in thinking and behaving, and able to communicate properly and effectively (Ayu, 2020). Students in their association do not dare to express their feelings or thoughts and are less able to ask assertively in rejecting something inappropriate to others, students feel unable to express ideas for fear of being wrong or not being accepted (Tatus, 2018).

Students should be assertive for a variety of reasons, namely assertive attitudes and behaviors that will enable them to socialize and relate effectively to their age and beyond their environment. The ability to express what they feel and want directly and frankly means that students can avoid the stress and discomfort of withholding and withholding what they want to say. (Anfajaya & Indrawati, 2016). Students who have an assertive attitude, can easily find solutions and resolve the various difficulties or problems they face effectively.

Assertive is expressing needs, wants, and feelings directly and honestly, not assuming you are right or everyone has the same assumptions, and allowing others to have a different point of view without ignoring or offending Surname (Paterson, 2000).

Surya (2003) reveals that assertiveness is an act of responding to the actions of others in the form of defending one's human rights without violating the human rights of others. Meanwhile, according to Gunarsa (2007), assertiveness is the behavior between individuals that involves aspects of honesty and openness of mind and feelings.

According to Verina (2019), the factors affecting whether students behave assertively or assertively include external and internal factors. External factors include organizational factors, culture, human resources, concerns related to the social environment, organizational experience and support from family and organizational environment. While the internal factors are self-concept, self-determination, self-esteem and ability.

Self-determination is one of the internal factors that make students behave assertively. Soenes and Vansteenkiste (2010) assert that self-determination includes those who feel the need to realize their potential independently without being unduly influenced by their relationships with others. Students with good determination will have a good assertive attitude, so students will strive to appreciate thoughts and feelings in order to achieve their goals without being influenced by their surroundings.

Apart from self-determination, Misnani (2016) stated that to reduce the level of social anxiety is to behave assertively. Social anxiety (Greca and Lopez, 1998) is a persistent fear of social situations related to the ability to express oneself and cope with the judgment of others, being observed, and fear humiliated and humiliated. Meanwhile, according to Butler (2008), social anxiety is a term that refers to the fear, stress and anxiety that a person feels during social interactions with others. Social withdrawal and feelings of depression are experienced in general or with familiar people, such as viewing the individual's ability to form relationships. In addition, individuals will also feel uncomfortable inviting others and will feel awkward when working in groups.

The effect of other assertive attitudes or behaviors is a pleasant one as individuals will tend to be more docile towards other individuals and will want to avoid conflict so that the influence will be less willing to express their opinions. their opinion than. McCrae & costa (in Bagherian, & Adis, 2016), divided personality into five major factors: neuroticism, extraversion/introversion, agreeableness, conscientiousness, and openness.

Agreeableness (Ivancevich, Robert, and Michael, 2007), is a dimension that can make a person an effective team member and can get achievements at work were developing and maintaining good interpersonal relationships is important. According to Atashruz, Pakdaman, Asgari, and Rezaeghi (in Bagherian, & Adis, 2016), Agreeableness causes individuals to make better use of their emotions in interpersonal interactions and to adopt a more relaxed attitude.

Based on the description above, the researcher intends to examine how the contribution between self-determination, social anxiety, and agreeableness will affect assertiveness in students. The purpose of this study was to empirically test self-determination, social anxiety, and agreeableness toward assertiveness in students.

2. Literature Review

Assertiveness

Alberti and Emmons (2017) revealed that assertiveness is direct, decisive, and positive action intended to support equality in human relations, act in the best interest, defend oneself without feeling anxious, use personal rights without prejudice to the rights of others, and express feelings honestly and comfortably. Erickson and Noonan (2018) argue that assertiveness is defined as expressing personal desires, needs, and thoughts while respecting others, even if it is difficult.

Alberti and Emmons (in Hargie & Dickson, 2004), revealed four aspects of assertive behavior, namely: acting following interests and desires, being able to express honest and

comfortable feelings, being able to defend oneself without feeling anxious, and being able to express opinions without ignoring other people's rights.

Self-Determination

Self-determination is a theory that explains or discusses an individual's motivation and personality in human development in personality and self-regulation that occurs (Ryan and Deci, 2006).

Ryan and Deci (2006) describe that in self-determination three needs characterize it, namely Competence is described as a person's need to have great experiences that allow them to relate effectively to their environment. To what extent do students feel that the experience they have makes them able to relate effectively in their environment, Relatedness is a person's need to support each other in interpersonal relationships and Autonomy is a person's need to make independent decisions about life things that are important to him.

Social Anxiety

Garcia and Lopez (1998) social anxiety are a persistent fear of social situations related to the ability to express oneself and face the judgment of others, observation, and fear of humiliation and dishonor. Meanwhile, according to Butler (2008), social anxiety is a term that refers to the fear, stress and anxiety that a person feels during social interactions with others. Greca and Lopez (1998) highlighted three aspects of social anxiety, the first being the fear of being judged negatively such as anxiety about doing or saying something embarrassing or feeling humiliated. In addition, individuals will feel like others are carefully watching their every move. Individuals also tend to focus on themselves and adjust their abilities when interacting with others. Second, avoids society and feels depressed in new situations or when dealing with strangers or new people. When individuals feel anxious to speak and do not understand why this may be happening. Individuals will also feel shy around others and nervous when meeting new people.

Furthermore, individuals will also feel nervous when doing something new in front of others. This causes people who experience it to avoid eye contact and social situations. Third, social withdrawal and feelings of pressure are experienced in general or with known people, such as seeing how the individual's ability to form relationships is. In addition, individuals will also feel uncomfortable inviting others and will feel awkward when working in groups.

Agreeableness

McCrae and Costa (1987) state that agreeableness is a personality characterized by openness to agreement. Robbins and Judge (2013) stated that individuals with agreeableness personality characteristics refer to the tendency to obey others, and have cooperative, warm, and trusting traits. Individuals with high agreeableness personality factors are gentle, friendly, trustworthy, easy to help, easy to forgive, easy to persuade, and don't beat around the bush (Costa & McCrae, 1992 in Pervin et al., 2010). Individuals with low agreeableness are known as rude, suspicious, uncooperative, vindictive, angry, and manipulative (Costa & McCrae, 1992 in Pervin et al., 2010).

3. Method

The type of research used is quantitative research method, which is a type of analysis that uses data in numerical form collected by measurement process and processed by statistical analysis method (Azwar, 2017). The data analysis technique used is multiple regression, which is an analysis technique with one dependent variable and many independent variables. Therefore, the researchers wanted to examine the contribution between self-determination, social anxiety and ease of assertiveness in college students. The sampling technique used in this study is a non-probability sampling technique with purposeful sampling. This type of purposeful sampling is a sampling technique with special considerations that make it suitable for use as a sample (Noor, 2011). The sample for this study

included students between the ages of 18 and 25, both men and women.

4. Results and Discussion

4.1. Results

A total of 1,130 respondents were obtained in this study. Details of the demographic characteristics of the respondents can be found in Table 1.

Table 1. Respondent characteristics

Gender	Number Of Respondents	Percentage of Respondents
Men	236	20,9%
Women	894	79,1%
	1130	100%

From the table, we can see that the average age of the respondents is between 18 and 25 years old. Respondent Characteristics by Gender: Men 20.9%, Women 79.1D44 This test was performed to determine the overall effect of the independent variables on the dependent variable. Based on the results of the hypothesis test, we find that the value of $F = 210.520$ has a significant value of 0.000 ($p \leq 0.01$). This means that self-determination, social anxiety, and the drive to assert oneself can have a huge impact on students. Relationship intimacy was also determined based on regression testing. In section R of the

Summary Model table, we find a score of 0.599 , indicating a close relationship between self-determination, social anxiety, and agreement to assert ourselves. On the other hand, the R-squared is 0.359 (35.9%). This means that the variables self-determination, social anxiety, and agreeableness influence assertiveness 35.9%, and the remaining 64.1% are influenced by other variables not considered in this study, such as Self-concept, emotional regulation, and self-confidence (Town, 1991; Ayu, 2020). The results of multiple regression tests are shown in Table 2 below.

Table 2. Multiple Regression Hypothesis Test Results Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,599 ^a	0,359	0,358	4,59191

a. Predictors: (Constant), conformity

ANOVA^a

Model		Sum of Square	Df	Mean Square	F	Sig
1	Regression	13316,841	3	4438,947	210,520	0,000 ^b
	Residual	23742,434	1126	21,086		
	Total	37059,275	1129			

a. Dependent Variable: Assertiveness

b. Predictors: (Constant), self-determinate, social anxiety, agreeableness

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		

1	(Constant)	21,772	1,202		18,116	0,000
	Self Determination	-0,449	0,056	-0,196	-8,049	0,000
	Social Anxiety	0,275	0,014	-0,496	20,334	0,000
	Agreeableness	0,187	0,036	0,128	5,196	0,000

Based on the research results, the social anxiety variable has a very significant influence on assertiveness with a large influence of 49.6%. Meanwhile, the influence of self-determination on assertiveness is 19.6% and the effect of agreeableness on assertiveness is 12.8%. So, it can be concluded that of the three independent variables that have the greatest influence on assertiveness, namely social anxiety.

4.2. Discussion

The results of empirical tests of 1130 students show that the hypothesis in this study is accepted, that there is a very significant contribution between self-determination, social anxiety, and agreeableness towards assertiveness in students with a significant level of 0.000. The results of this study also have the influence of self-

determination, social anxiety, and agreeableness on assertiveness by 35.9% while the remaining 64.1% are other variables outside the research variables. In this study, social anxiety has a greater influence than self-determination and agreeableness on assertiveness. The highest contribution details are from social anxiety ($\beta = 0.496$), self-determination ($\beta = 0.196$), and agreeableness ($\beta = 0.128$).

In social anxiety behavior, there is an attitude of Agreeableness which will influence assertiveness. Following the results of Edwina's research (2012) shows that a person with high Agreeableness will tend to like interacting, like live in groups, behaving assertively, being full of enthusiasm in speaking and acting, and like to express opinions.

Calculation of the description of respondents based on gender results in Table 3. as follows:

Table 3. Data Description of Respondents by Gender

Gender	N	%	Mean			
			Assertiveness	Self Determination	Social Anxiety	Agreeableness
Men	236	20,9%	29,54	11,81	35,75	22,02
Woman	894	79,1%	31,83	11,63	39,62	22,25
Total	1130	100%				

Based on Table 3, the results show that the assertiveness of women is higher than that of men. According to Vantika, (2015), who revealed that women are more assertive than men because women have the same education and opportunities in various aspects as men. Today, women have the same position and opportunity, for example, women can work and are no longer underestimated.

The data in Table 3 show that men and women genders are the same for self-determination and agreeableness. Consistent with research by Munfarida (2017), the results show

no difference in self-determination between men and women. Therefore, the ability of a person's men and women genders to choose or have multiple options makes no difference whether it determines behavior or counts as a goal to be achieved.

Results for social anxiety disorder are shown in Table 3. The results showed that women had higher levels of social anxiety than men. As a result of research, Myers (1983) found that women are more afraid of their disability than men. This is because men are more active and inquisitive and women are more sensitive.

While the data description of respondents based on age is obtained in Table 4. as follows

Table 4. Data Description of Respondents by Age

Age	N	%	Mean			
			Assertiveness	Self Determination	Social Anxiety	Agreeableness
18 – 20 Year	1087	96,2%	31,42	11,67	39,30	22,22
21 – 25 Year	43	3,8%	29,58	11,62	33,32	21,62
Total	1130	100%				

Based on descriptive data according to age categories, it is divided into two, namely 18 to 20 years in the late adolescent category and 21 to 25 years in the early adult category (WHO). According to Table 6, it can be seen that assertiveness, social anxiety, and agreeableness are higher in late adolescents than in early adults. According to Buhrmester (1990), age is a factor that also determines the emergence of assertive behavior, whereas in adolescence assertive behavior becomes more developed. Adolescents are more able to behave assertively than young children because during adolescence the cognitive structure has been formed. As teenagers get older, the experience gained by these teenagers will be more and more. Adolescents will learn with peers and with older people how to behave in a good assertive manner. Late adolescence enters a phase where cognitive thinking abilities have been formed to influence the subject to behave assertively.

5. Conclusion

Based on the results of the data analysis and discussion above, self-determination, social anxiety, and agreeableness contributed significantly to 35.9% of students' self-assertion, with the remaining 64.1% attributed to factors other than themselves. can conclude. They are research variables such as self-regulation, emotion regulation, and the concept of trust. Social anxiety is the most influential variable: assertive behavior.

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