

THE RELATIONSHIP OF EMOTIONAL INTELLIGENCE AND ASSERTIVE BEHAVIOR IN THE BRITZONE COMMITTEE ENGLISH COMMUNITY 2021

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ABSTRACT

In an organization, assertive behavior is very important, this has an impact on the quality of interpersonal relationships that exist. Good interpersonal relationships between individuals and between divisions will create a quality teamwork atmosphere. The purpose of this research is to find out whether there is a relationship between emotional intelligence and assertive behavior. Emotional intelligence is an individual's ability to recognize, understand and manage the emotions that occur within him. Assertive behavior is an individual's ability to express their thoughts and feelings honestly and openly without hurting other people's feelings. The respondents in this research were all active organizational committees, totaling 36 people (20 men and 16 women). The sampling technique used is a non-probability sampling technique with saturated sampling. Data analysis was carried out using descriptive data which showed mean, range, standard deviation, F test, correlation test. The results of this research show a correlation value of r 0.780 and a sign of 0.000. This shows that there is a strong relationship between emotional intelligence and assertive behavior on the 2021 Britzone English Community Committee. The hypothesis proposed can be accepted.

Keywords: Emotional Intelligence, Assertive Behavior, Organization.

INTRODUCTION

Britzone English Community is an English language community that has been established since 20 September 2003. This community has free classes that are open to the public on Tuesdays, Wednesdays and Saturdays. Behind the implementation of these activities, there is a committee dedicated to organizing each activity, namely the Britzone English Community Committee. This committee or organization consists of 12 divisions which undergo restructuring every year, starting from leadership positions to staff members. Each committee member has committed to work and is responsible according to their respective positions or positions.

In organizational life there are still members who are reluctant or do not dare to express their opinions. This is because they are worried about causing controversy, hurting other people's feelings or wanting the event to finish quickly and run smoothly. In fact, expressing a good and honest opinion can be an alternative in resolving conflicts.

Previous research conducted by Tri Widyastuti (2017) showed that assertive communication skills had an influence of 74.5% in conflict management, and other factors had an influence of 25.5%. This shows that assertive behavior has an important role in managing conflict and helps individuals understand each other's opinions and thoughts. Assertiveness itself is an individual's ability to convey everything he wants to say honestly, without hurting other people's feelings and not ignoring his own feelings (Jay, 2007).

Stenin and Bokk (2000) also revealed that the characteristics of individuals who have good assertiveness usually have a high level of sensitivity to the surrounding environment so that the individual can control and position themselves.

An individual's ability to express feelings openly and honestly and to position themselves in the environment is a form of emotional intelligence. In other words, emotional intelligence also plays a role in forming assertiveness. Research conducted by Akbari and Lengkong (2012) found that 30.3% of affective emotional intelligence contributed to the formation of individual assertiveness. Other research conducted by Anastasia Christie Silaen and Kartika Sara Dewi (2015) shows that emotional regulation and assertiveness have a strong and positive relationship.

Mayer & Salovey (2001) explain that emotional intelligence is the ability to process and manage emotional information well, enabling individuals to understand and manage their own emotions effectively. Individuals who have good emotional intelligence tend to be more sensitive to their own feelings and thoughts and can provide positive behavioral output to others.

From the results of unstructured interviews with three Britzone English Community committees, several statements were obtained such as showing negative prejudice towards the responses given by other members, wanting the discussion to run quickly and smoothly, and worrying about offending other people. These three points are a form of an individual's inability to manage emotions which can be one of the factors that makes it difficult for an individual to be assertive.

Based on the phenomena described above, it can be seen that there is a relationship between emotional intelligence and assertive behavior. This is also reinforced by the results of research conducted by Febiola and Alma Yulianti (2012) that there is a significant correlation between assertiveness and the expression of angry emotions in teenagers. Then research conducted by Desak Putu Sinta Mahadewi and Gusti Ayu Diah Fridari (2019), found that self-assessment or self-esteem and the ability to manage emotions are internal factors that can give rise to or encourage individuals to behave assertively. Through the explanations presented previously, researchers were inspired to conduct research on "The Relationship between Emotional Intelligence and Assertiveness in the Britzone English Community."

METHOD

The population in this study was the Britzone English Community Committee 2021. The number of samples used was 36 people consisting of 20 male and 16 female subjects. The sampling technique used is non-probability sampling technique with saturated sampling. Then the data collection technique used in this research is a psychological scale which consists of two scales, namely, the emotional intelligence scale and the assertive behavior scale. The scale model used in this research is a Likert scale with four answer choices.

The emotional intelligence scale consists of 57 valid items with a value of $\alpha = .93$ and the assertive behavior scale consists of 52 valid items with a value of $\alpha = .97$. The emotional intelligence scale is compiled based on aspects of emotional intelligence according to Goleman (1999), there are 5 aspects of emotional intelligence, namely, self-awareness, self-regulation, self-motivation, empathy and social skills. The assertive behavior scale is prepared based on aspects of assertive behavior proposed by Alberti and Emmons (1987), namely supporting equality in interpersonal relationships, acting according to interests and interests, being able to

defend personal rights, expressing feelings openly and comfortably, and not getting in the way of other people's rights. The data analysis technique used in this research is the product-moment correlation technique using Statistical Packages for Social Science (SPSS) 20.0 for Mac.Os software.

RESULTS AND DISCUSSION

The hypothesis proposed in this research is that there is a relationship between emotional intelligence and assertive behavior on the 2021 Britzone English Community Committee. To see the results of the correlation test, you can look at the Pearson correlation score. When the calculated $r > r$ table or the sig or p value $<$ the level of significance 0.05 then the variables can be declared correlated. In this study, the sample used was 36, so the r table value was 0.3291. The results of data processing show that the correlation value between variables is 0.780 with a significance of 0.000. This shows that there is a strong relationship between emotional intelligence and assertive behavior on the Britzone English Community Committee. Thus, the hypothesis proposed by the researcher can be accepted. Apart from testing the correlation between the variables of emotional intelligence and assertive behavior, researchers also tested the correlation of 5 indicators of emotional intelligence with assertive behavior. This correlation test was carried out with the aim of deepening and enriching the discussion in this research. Based on the results of the hypothesis test, the correlation between 5 indicators of emotional intelligence and assertive behavior can be seen as follows:

1. There is a correlation between self-awareness and assertive behavior, this is shown based on the calculated r value of 0.691 $>$ from the r table of 0.329 and a sig value of $0.000 < 0.050$.
2. There is a correlation between self-regulation and assertive behavior, this is shown based on the calculated r value of 0.344 $>$ from r table 0.329 and the sig value of $0.020 < 0.050$.
3. There is a correlation between self-motivation and assertive behavior, this is shown based on the calculated r value of 0.770 $>$ from r table 0.329 and the sig value of $0.000 < 0.050$.
4. There is a correlation between empathy and assertive behavior, this is shown based on the calculated r value of 0.537 $>$ from r table 0.329 and the sig value of $0.000 < 0.050$.
5. There is a correlation between social skills and assertive behavior, this is shown based on the calculated r value of 0.580 $>$ from r table 0.329 and the sig value of $0.000 < 0.050$.

Internal factors can influence assertive behavior. As stated by Alberti & Emmos (2002) and Rathus & Nevid (2004), age, gender, self-concept and level of education are internal factors that can influence assertiveness. Based on demographic data, it can be seen that most of the samples in this study were early adults, namely 94% and 6% were middle adults. The age factor in the sample greatly influences the research results, because age is one of the factors that influences assertive behavior in individuals (Burhmester, 2009).

Another internal factor is the level of education. Demographic data shows that the majority of the sample are undergraduate level graduates with a number of 75%, 17% at the SMA/SMK equivalent level and 8% at the Master's level. Individuals with a high level of education have greater opportunities to have broad insight and mindset. The majority of the sample are undergraduate graduates, where in the process of studying at a university individuals have great opportunities to develop themselves and interact socially in various forums, this is able to encourage individuals to have an assertive attitude. As explained by Onyeizugbo (2003), in his research individuals who have a high level of education are more able to work together and be

assertive, and individuals who have a lower level of education find it more difficult to be assertive.

Another factor is gender, most of the samples in this study were men, namely 56% and 44% women. As stated by Alberti & Emmons (2002) and Rathus & Nevid (2004), gender is one of the internal factors that can influence assertive behavior. In research, Septyadi (2004) explains that women are considered more difficult to behave assertively because it is more difficult for them to express their thoughts and feelings compared to men. Assertiveness in men tends to be higher than in women, this is because men are more masculine, competitive, strong and unemotional, while women are considered to be more shy than men and find it more difficult to be frank. These character differences are also influenced by cultural guidance and stereotypes from society.

This is different from the results of other research conducted by Yuke Hasnabuana and Dian Ratna Sawitri (2015) with the title "Assertiveness in View of Independence and Gender in Early Adolescents in Class VIII at SMPN 1 Semarang" showing the results of a simple linear regression analysis of the influence of gender on assertiveness with a value of ($t = -1.20$; $p > 0.05$), this means that there is no difference in the level of assertiveness based on gender.

Then the researchers also grouped the subjects based on their level of emotional intelligence. The majority of subjects fell into the high category, namely 67%, while 33% were in the medium category. Then the level of assertive behavior shows that the majority of subjects fall into the high category, namely 61%, while 39% fall into the medium category and 0% fall into the low category. These data show that gender has no effect on individual assertiveness. Based on the results of the processed data, this research shows that the relationship between the two variables is a positive relationship. According to Prasetyo & Jannah (2008), the two variables can be said to have a positive relationship if there is an increase and decrease in the value of one variable, then the increase and decrease in value is followed by another variable.

CONCLUSION

Based on the results of the correlation test on the two variables, namely emotional intelligence and assertive behavior, it shows that there is a positive relationship between emotional intelligence and assertive behavior, with an r value of 0.780 and a sign of 0.000. Thus, it can be concluded that if an individual has a high level of emotional intelligence then the individual's level of assertive behavior will also be high. Vice versa, if an individual has a low level of emotional intelligence then the individual's level of assertive behavior tends to be low.

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