THE RELATIONSHIP BETWEEN SELF-ESTEEM AND EMOTION REGULATION ON ASSERTIVENESS OF PSYCHOLOGY STUDENTS AT UIN SUNAN GUNUNG DJATI BANDUNG

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ABSTRACT

Assertiveness refers to an individual's activity of expressing sentiments, ideas, and thoughts, and also defending personal rights. Assertiveness is essential for students, particularly those studying psychology. Self-esteem and emotional regulation are considered to contribute to increased student assertiveness. The purpose of this study is to examine at the relationship between self-esteem, emotional regulation, and assertiveness among psychology students at UIN Sunan Gunung Djati Bandung. The study included 245 psychology students between 18 to 21 years old. Data were obtained utilizing psychological assessment instruments such as the assertiveness scale, the state self-esteem scale, and the emotion regulation questionnaire. The data collected in this research was evaluated using correlational data analysis techniques. The findings of this study indicate that self-esteem and emotional regulation have an important relationship with assertiveness.

Keywords: Assertiveness, self-esteem, emotional regulation, psychology students.

INTRODUCTION

Indonesia's education system continues to improve at all levels. Education aims to create fully qualified individuals in areas such as intelligence, personality, and health. Education has an important role in defining a nation's future. The quality of a nation's human resources reflects its progress. Students are a valuable human resource.

Individuals who attend higher education institutions, whether private or public, are known as students. Students at the undergraduate level often range in age from 18 to 21, which is considered late adolescence (Hurlock, 1980). Adolescence is the normal process of physical and psychological changes that individuals experience as they transition from childhood into adulthood (Santrock, 2007). At this period, adolescents are heavily involved in peer connections. To create relationships with their classmates, teenagers must communicate with the aim of sharing or receiving information. Communication is a crucial activity for humans to engage in because it is an everyday need and can be utilized to share feelings of affection with others. However, because each person has different communication skills, it is possible for individuals to do things that may hinder information delivery, such as being reluctant or embarrassed, the mood used, ego, and the communication channels used (Perceka et al., 2019).

Psychology students require assertiveness skills because the learning curriculum includes a psychodiagnostics practicum course in which students must be able to convey and direct the subject in order to complete a psychological test properly and correctly. In various other courses, psychology students are tasked with conducting interviews. Some of these assignments need psychology students to be assertive. However, in actuality, the level of

assertiveness among psychology students at UIN Sunan Gunung Djati Bandung varies, with some even incapable.

Students were found to be passive in the organizational scope at the Faculty of Psychology, UIN Sunan Gunung Djati Bandung, in terms of being unable to communicate their opinions or tending to participate in, as well as being unable to be assertive in rejecting something that was uncomfortable or outside of their responsibilities. This demonstrates less assertive behavior. If current students exhibit low assertiveness, they may experience a number of negative consequences, including increased bullying behavior (Rozali, 2019), difficulty in problem solving (Yurtsal & Özdemir, 2015), decreased learning outcomes and achievements (Meli et al., 2019), and being trapped in sexual deviation (I. P. Ayu & Nila, 2019).

Some restricting variables may prevent individuals from communicating assertively. It can be caused by irritation, excessive worry, giving up too easily, difficulty communicating with others, and self-doubt (Fuspita et al., 2018). Individuals who struggle with assertiveness due to fear of negative reactions perceive hesitant behavior to be polite or natural (Zulkaida, 2005). The psychological word for an individual's resistance to communicate openly is unassertiveness. Assertive people can usually express themselves clearly, communicate well, and are receptive to others despite differing points of view (Perceka et al., 2019).

According to Lloyd et al., (2016) that an individual's self-esteem is a factor that affects their assertiveness. This approach is consistent with the results of Aryanto et al. (2021) research, which discovered a significant correlation between self-esteem and assertiveness. Heatherton and Polivy, (1991) provide a definition of self-esteem as the emotional reaction of an individual to how others see them.

Emotional management has the ability to impact student assertiveness, including self-esteem. Previously, the outcomes of student interviews exposed the reasons behind the significance of emotional regulation in determining assertiveness. The study conducted by Silaen and Dewi, (2015) revealed a significant correlation between emotional regulation and assertiveness. Individuals lacking sufficient emotional regulation will display aggressive behaviors, such as outbursts of anger, a diminished capacity to handle criticism, a decreased aptitude for problem-solving, and a low tolerance for frustration.

Based on the above explanation, it was seen that students exhibited a lack of assertiveness. Self-esteem and emotional regulation are believed to play a crucial role in enhancing student assertiveness. This research aims to investigate the correlation between self-esteem, emotional regulation, and assertiveness among Psychology students at UIN Sunan Gunung Djati Bandung.

LITERATURE REVIEW
Assertiveness
According to Rathus and Nevid (1980), assertiveness is an individual's willingness to express their feelings, desires, and views openly and honestly, as well as the ability to refuse demands that do not suit them and protect their personal rights.
Self-Esteem
According to Coopersmit (1967) defines self-esteem as an individual's review of self-esteem, expressing an attitude of agreement or disagreement, and demonstrating how individuals believe they are valued, capable, successful, and worthy. Rosenberg (1979) defines self-esteem as an individual's perceptions of other individuals in relation to self-assessment under particular

conditions. Individual experiences, whether positive or negative, can shape an individual's self-esteem. This occurrence will have an impact on how they feel later. Feelings will occur when an individual achieves success or fails, when an individual joins a specific group, and when an individual is appreciated or not appreciated.

Emotional Regulation

According to Thompson and Gross (2007) describes emotional regulation as an individual's ability to express emotions by regulating their feelings and actions in response to the situation or surrounding environment. Butler et al. (2007) defines emotional regulation as an individual's capacity to manage emotions while experiencing and expressing them, which determines their behavior in achieving goals.

METHODOLOGY

This research is categorized as quantitative research. The participants in this study consisted of 245 psychology students who were presently studying at UIN (Islamic State University) Sunan Gunung Djati Bandung during the 2021/2022 academic year. The data collection in this study was conducted by a survey using google form.

RESULTS

The objective of this study is to investigate the correlation between self-esteem and emotional regulation and assertiveness among Psychology students at UIN Sunan Gunung Djati Bandung. The study included a total of 245 participants, with 85 was male and 160 was female. The participants in this study consisted of Psychology students studying in the 2019 to 2021 class at UIN Sunan Gunung Djati Bandung, aged between 18 and 21 years.

Normality test

In normality testing, the one sample Kolmogorov-Smirnov test is used. Based on the calculation results, a significance level or Asymp Sig (2-tailed) value of 0.200 was obtained. The significance level or Asymp Sig (2-tailed) value obtained is more than 0.05, which means the data obtained is normally distributed. Therefore, it can be concluded that the data is normally distributed. This can be seen in table 1.

Table 1. Results of the One Sample Kolmogorov-Smirnov Data

	Statistic	N	Sig.
Unstandardized Residual	0.51	245	0.200

Linearity Test

The linearity test is conducted to determine the linear correlation between the dependent variable and the independent variable. The results of the linearity testing on the assertiveness and self-esteem data indicate that the significance deviation from linearity value was 0.621> 0.05. This suggests that there is a linear relationship between assertiveness and self-esteem. Similarly, the data on assertiveness and emotional regulation yielded a significant deviation from linearity with a value of 0.065 > 0.05. Assertiveness and emotional regulation have a linear correlation. Therefore, it can be concluded that there is a linear correlation between self-esteem and the ability to regulate emotions and express assertiveness. This can be seen in table 2.

Table 2. Linearity Test Results of Assertiveness, Self-Esteem, and Emotional Regulation

Deviation from linearity	Sig.
Assertiveness and Self-Esteem	0.621
Assertiveness and Emotion Regulation	0.065

Correlation Test

The correlation test aims to determine the level of similarity in the association between the dependent variable and the independent variable. The researchers employed the Pearson product moment correlation test. The maximum Pearson Correlation coefficient is +1, indicating an ideal positive correlation, while the minimum value is -1, indicating an ideal negative correlation. The presence of a plus sign (+) indicates a positive direction of the relationship, while the presence of a minus sign (-) indicates a negative direction. This can be seen in table 3.

Table 3. Criteria of Correlation Coefficient

Correlation Score	Correlation Level
0,00 - 0,199	Very low
0,20 - 0,399	Low
0,40 - 0,599	Fair/Moderate
0,60 - 0,799	Strong
0,80 - 0.100	Very strong

Table 4. Correlation Test Results for Assertiveness, Self-Esteem, and Emotional Regulation

	Pearson Correlation	Sig.
Assertiveness and Self-Esteem	0.597	0.000
Assertiveness and Emotion Regulation	0.143	0.038

The correlation test conducted on the data of assertiveness and self-esteem revealed a Pearson correlation value (r value) of 0.597, with a Sig value (2-tailed) of 0.000 > 0.05. Therefore, there exists a connection between an individual's self-esteem and their level of assertiveness. Similarly, when examining the T_{count} of 0.597 compared to 0.138, it indicates a correlation between self-esteem and assertiveness. Upon examining the r_{value} of 0.597, it becomes evident that there is a positive correlation between self-esteem and assertiveness. This means that as self-esteem increases, assertiveness also increases. The strength of this correlation can be classified as sufficient or moderate.

The data on assertiveness and economic regulations showed a Pearson correlation value of 0.143, with a Sig. (2-tailed) of 0.038 < 0.05. This indicates a significant association between emotional regulation and assertiveness. Similarly, when compare the f_{count} of 0.143 to the f_{tabel} of 0.138, it could see a correlation between educational regulation and assertiveness. Upon examination of the r_{value} of 0.143, it becomes evident that there is a positive correlation between emotional regulation and assertiveness. Specifically, as emotional regulation increases, assertiveness also increases. It is important to emphasize that this correlation is classified as very low.

DISCUSSION

According to the findings of data analysis and processing, there is a correlation between self-esteem and assertiveness among psychology students. The study revealed a positive correlation coefficient of 0.597 between self-esteem and assertiveness. This indicates that as a student's self-esteem increases, their assertiveness also increases, and similarly, as their self-esteem decreases, their assertiveness decreases. The findings of this examination align with the outcomes of the study carried out by Mahadewi and Fridari (2019), indicating a significant relationship between self-esteem and assertiveness among students in Makassar City. A study conducted by Ginting and Masykur (2014) on high school students in Semarang found that there is a correlation between self-esteem and assertiveness. According to Townend (1991), assertiveness is related to self-esteem, which is seen through self-confidence, an authentic honest approach towards others, and a positive attitude towards oneself and others. This enables individuals to communicate openly.

Regarding the categorization scores of research participants based on self-esteem, out of the 245 respondents, 128 participants demonstrated a relatively high level of self-esteem. This indicates that these students believed in their own abilities, felt valued by others, and were able to accept their circumstances without being influenced by negative opinions from others. Meanwhile, 11 out of 17 respondents had a somewhat low level of self-esteem. This means that these students perceived themselves as less valuable or doubted their competency. They also viewed their body image as no more appealing than others and felt that they were not respected or ignored by others. The data indicates that a majority of the participants possess a strong sense of self-worth. This suggests that there is a correlation between achievement and recognition among students studying at the Faculty of Psychology, which is highly regarded at UIN Sunan Gunung Djati Bandung, where they pursue their education. The high demand for seats in the faculty is due to a significant level of interest in the Psychology study program. Students who succeed over numerous opponents in order to qualify or be accepted have a sense of satisfaction in their accomplishments. Individuals that successfully attain their aspirations will have a sense of self-worth

Positive self-esteem can be developed through feelings of worth. It also aligns with Tracy (2005) statement that self-worth, which refers to emotions of value and worthiness about themselves, is a significant role in determining an individual's sense of personal value. An individual's level of self-love and self-belief can be demonstrated by their ability to accept themselves as they are, hold themselves in high sense, and have faith in the value and purpose of their existence. Personal achievement in this context pertains to education, which serves as a significant asset for the future and fosters self-assurance in developing a good sense of self-worth. Individuals that achieve this accomplishment lack depressing feelings towards others and possess the capacity to engage in competition with others. Competence is a factor that can also impact one's self-esteem. According to Mruk (2006), self-esteem is comprised of two connected aspects: competence and worth. In addition, students possess the capacity to demonstrate care, concern, love, and affection towards others. Students can embrace their circumstances holistically and recognize that others too possess both positive and negative aspects. According to Coopersmit (1967), individuals with high self-esteem are more likely to be receptive to the values of others, resulting in reduced frustration. According to (Sandha et al. (2012), self-esteem also plays a crucial role in an individual's ability to effectively engage with their social surroundings.

Various elements, such as social status and environment, can influence the categorization scores of self-esteem levels (Emanza, 2008). Social class can influence an individual's level of self-esteem, which can be shown through differences in educational accomplishment, parental occupation, and income. Individuals with low self-esteem are prone to being targeted as victims of bullying within their peer group. The environment encompasses the influence of parents in giving care at home, the behavior of lecturers at school or university, and the social circle individuals choose. Therefore, it is crucial for individuals to possess high self-esteem (Emanza, 2008).

According to the categorization scores of research participants on assertiveness data, 116 respondents exhibited assertiveness at a relatively low and low level. This indicates that these students are highly sensitive to insults, readily yield to pressure, and exhibit a lack of openness or difficulty in social interactions. Meanwhile, 129 other students exhibited assertiveness at a moderately high and high level. This implies that students are resistant to separation, do not readily yield to pressure, and possess the ability to communicate their thoughts and feelings effectively and candidly with others. Townend (2007) proposes that individuals who possess

strong assertive abilities are more likely to exhibit adequate self-assurance and self-worth. These skills include having respect for oneself and others, being open and accountable, being receptive to others' views and emotions, and anticipating feedback from others individuals. In addition, a strong degree of assertiveness categorization indicates that students may effectively utilize assertiveness in their everyday tasks. According to (Rees, 1991), assertiveness refers to a person's ability to effectively communicate their thoughts and achieve desired outcomes while also preserving their self-worth and earning the respect of others.

In order to be assertive, an individual must possess the ability to effectively communicate their emotions and perspectives, express their beliefs and thoughts truthfully, and demonstrate a dedication to preserving their own rights while also respecting the rights of others (Stein et al., 2000). Self-esteem can have an impact on various degrees of assertiveness (Rathus & Nevid, 1980). Rathus and Nevid (1980) found that individuals with high self-esteem have reduced levels of social anxiety, enabling them to express their thoughts and emotions without posing a threat to themselves or others. Moreover, individuals are more likely to exhibit aggressive behavior when they possess a strong sense of self-esteem (Firdaus, 2015). Assertiveness in individuals arises from a strong sense of self-esteem, which leads to the perception that one's actions hold significant value. Rakos (1991) defined assertiveness as the act of expressing one's opinions and resolving interpersonal issues without causing harm to relationships with others.

In addition to that, gender and family are additional characteristics that can enhance assertiveness (Alberti & Emmons, 2002). The study's categorization of assertiveness based on gender reveals that men exhibit a higher average level of assertiveness compared to women. Men tend to exhibit higher levels of assertiveness compared to women in social settings because to the greater expectations placed on them to be independent, proactive, and cooperative. These expectations lead to more interaction and assertive communication among men (Aryanto et al., 2021). In addition, it is worth noting that at the Faculty of Psychology at UIN Sunan Gunung Djati Bandung, there is a significant underrepresentation of male students. Consequently, male students are frequently chosen as class presidents or class leaders, resulting in their heightened level of engagement and enhanced assertiveness compared to their female counterparts.

Based on the findings of the correlation test between emotional regulation and assertiveness, a positive correlation value of 0.143 was obtained. The correlation analysis indicates a significantly weak relationship. However, due to the positive value of the correlation coefficient exceeding the critical value, it can be inferred that there is a positive association between emotional regulation and assertiveness in students. Specifically, higher levels of emotional regulation are associated with higher levels of assertiveness, while lower levels of emotional regulation are associated with lower levels of assertiveness. The low association is attributed to the researcher's choice of a four-point Likert scale, which was intended to mitigate respondents' inclination to select neutral positions. According to Garland (1991), using a four-point Likert scale or a scale that doesn't have a middle point helps minimize social bias and the tendency of respondents to give positive responses in order to please the researcher. The findings of this study align with the findings of research by Dewi and Savira (2021).

Based on the outcomes of this classification, it can be inferred that there is a dominant tendency for the answers of the majority of respondents to either concur (3 points) or dissent (2 points). This phenomenon can be attributed to the implementation of the four-point Likert scale. Preston and Colman (in Budiaji, 2013) argue that using a Likert scale with fewer than five points increases the likelihood of subjects answering questions fast due to limited choice

variation. However, this scale fails to accurately represent the subjects' true answers. Budiaji (2013) proposes that a scale with seven points is optimal due to its favorable indicators of reliability, validity, discrimination, and stability, as well as its positive reception by the participants. In addition, the subjects' low response rate further confirms the presence of a tendency to answer.

However, the findings of this study demonstrate a clear association between emotional regulation and assertiveness, which aligns with Gross (2013) argument that emotions have the capacity to impact individual objectives, attitudes, and judgments. The capacity to regulate emotions can guide individuals towards aggressive action. Multiple investigations have yielded consistent findings, including W. T. Ayu (2020) research which demonstrated a correlation between emotional regulation and assertiveness. Dewi and Savira (2021) did a study that provided similar results, showing a substantial correlation between emotional management and assertiveness.

Emotion regulation refers to an individual's capacity to effectively control and regulate their emotions in accordance with the specific feelings they are experiencing (Gross, 2013). Out of the 245 research respondents, 88 of them demonstrated a significant level of emotional regulation. This means that these individuals were able to effectively manage their emotions by understanding, comprehending, and controlling them. As a result, they were able to adapt their goals and appropriately utilize their emotions in different situations. Meanwhile, the remaining 157 participants exhibited a relatively low level of emotional regulation. This indicates that they lacked the ability to effectively manage their emotions due to a limited understanding and control of their emotional experiences. Consequently, these individuals were prone to using inappropriate emotions in certain situations, leading to undesirable or harmful behavior.

According to Salovey et al (1993), families can influence variations in levels of emotion regulation. The parents, being the closest individuals to the child, have a significant impact on the child's ability to manage themselves. Therefore, the parents' influence plays a crucial role in shaping the child's character. According to Thompson (in Gross, 2013), the family plays a role in regulating a child's emotions from birth to childhood. Moreover, Thompson clarified that a child's capacity to manage emotions will mirror the parents' tendency to act as an external regulator of emotions. Providing parental support to children in dealing with emotional issues can empower children to effectively manage their emotions (Dewi & Savira, 2021). Having the capacity to regulate emotions is crucial as it can guide persons towards assertive behavior (Ayu, 2021). Individuals with poor emotional regulation are prone to becoming easily offended, using high-pitched voices to express anger, and engaging in physically intimidating behavior, all of which might worsen the situation (Dewi & Savira, 2021).

From psychological perspectives, the examination of emotions encompasses more than only anger. It is further categorized into two distinct types: positive emotions and negative emotions. Examples of positive emotions, such as pleasure, joy, and love. Negative emotions encompass anger, sadness, disappointment, and worry. Anger is a necessary emotion that individuals experience when they dislike something. However, it is important to successfully regulate anger in order to generate the right action in each situation (Dewi & Savira, 2021). Chapman and Gratz (2015) suggest that anger can be effectively conveyed and validated by articulating its underlying needs, capturing them, and rehearsing their expression. By identifying particular concerns and requirements, individuals can regulate their anger in a more effective and healthy

manner, enabling them to express their emotions more constructively (Chapman & Gratz, 2015).

CONCLUSIONS

The research conducted on psychology students at UIN Sunan Gunung Djati Bandung indicates a significant correlation between self-esteem and assertiveness, as well as emotional regulation and assertiveness. The hypothesis in this research has been confirmed. The study revealed a significant correlation of 0.597 between self-esteem and assertiveness among psychology students. This indicates that as self-esteem increases, so does assertiveness. Similarly, there is a positive correlation of 0.143 between emotional regulation and assertiveness. This suggests that as emotional regulations increase, so does assertiveness. Similarly, conversely, students with lower self-esteem and emotional regulation will have lower levels of assertiveness.

ACKNOWLEDGEMENTS

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