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Students' Assertive Behavior Differences Based On from Gender and Parenting Parents and Their Implications in Guidance and Counseling

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ABSTRACT

This research is based on the lack of development of assertive behavior of students in school. Students who have good assertive behavior can be seen from the ability of students to make decisions, able to express feelings of honesty and comfort, be able to defend themselves, be able to express opinions, and not ignore the rights of others. Factors that influence students' assertive behavior include gender and parenting parents. Assertive behavior of students in terms of male and female sex and parenting parents will be different, the difference in assertive behavior of students is influenced by several factors both internal factors and external factors. This study aims to describe and distinguish students' assertive behavior in terms of gender and parenting style and its implications in Guidance and Counseling services. The population in this study were all students in SMA N 1 Payung Sekaki Kabupaten Solok. The sampling technique uses stratified random sampling. The instrument used is a Likert scale model. Data analysis using two-way variance analysis (ANOVA) technique. The results of data analysis show that: (1) Assertive behavior of students in terms of gender, namely men and women are in the moderate category, there are significant differences where the average score of men is higher than women, (2) Assertive behavior students in terms of parenting, namely authoritarian, permissive, and authoritative parenting, are in the moderate category, but there are no significant differences, meaning there is no difference in assertive behavior of students in terms of parenting, (3) sex and parenting style in explaining the description of student assertive behavior. The implications of the results of the research for implementing guidance and counseling are as material for consideration of the preparation of BK service programs in developing and enhancing student assertive behavior.



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Introduction

According to Marini, L., & Andriani (2005), students need to behave assertively to reduce the stress or conflict experienced so as not to escape to negative things. The above statement is also supported by research conducted by Susilawati (2016), which states that the lower the assertiveness of a student, the higher the premarital sexual behavior, while according to Intan & Sidik (2011), which states that someone who has assertive skills if compared to those who do not have assertive skills then he will have a positive attitude to the teacher and assessment of learning outcomes.

The results of research conducted by Crassini (1979), explain that one of the factors that influence the development of assertive behavior is gender. Individuals who are female are generally more difficult to behave assertively such as expressing feelings and thoughts compared to men. Assertive behavior can be learned naturally from the environment. The environment referred to here is the family as the first social environment for children, besides that, there are also other factors such as culture, age, and gender. This is reinforced by the results of research Marini, L., & Andriani (2005) explains that students with parents who tend to apply authoritative parenting will have a high level of assertiveness, compared with parents who apply authoritarian parenting, permissive, and uninvolved.

Researchers interview results on January 4, 2017, with BK Teachers at Payung Sekaki N 1 High School, Solok Regency found several phenomena, namely students who are difficult to express opinions, ideas, and ideas in their minds, lack initiative, are less able to express themselves well, less able to express criticism, not confident, unable to say "no" if treated uncomfortable by others, such as students who find it difficult to express a refusal to ask for a boyfriend when they are busy working on assignments given by the school and always follow whatever their partner desires .

This study aims to 1) describe the description of students 'assertive behavior in terms of gender and parenting, 2) analyze differences in assertive behavior in terms of gender, 3) Analyze differences in students' assertive behavior in terms of parenting, 4) Analyze differences in students' assertive behavior in terms of gender and parenting, 5) Describe the implications in the guidance and counseling services.

Method

The study population was all students of SMA N 1 Payung Sekaki even semester of the academic year 2017/2018. The sampling method in this study was carried out using a stratified random sampling technique. Data collection techniques used in this study were through the dissemination of assertive behavioral instruments and parenting patterns. In this study, data will be collected using a Likert scale model. In this study using two ways Analysis of Variants (ANOVA).

Testing Requirements Analysis

Data Normality Test

Based on data processing using Kolmogorov-Smirnov with alpha (α) 0.05, the normality test results are obtained as follows:

Table 1. Normality Test of Assertive Behavior Data of Students Viewed from Gender and Parenting Parents

Variable	Kolmogorov-Smirnov			Significance	Description
	Statistic	Df	AsympSig.		
Perilaku Asertif Siswa	0,063	4,8	0,683	0,05	Normal
Pola Asuh Orang Tua	0,065	4,8	0,668		Normal

Based on Table 1 it can be concluded that the test for normality of assertive behavior data of students is normally distributed.

Homogeneity Test

The results of homogeneity testing using the Bartlett test, this test is used as a condition of the hypothesis test that will be used in Anava, the results of the homogeneity test can be seen in the following table:

Table 2. Homogeneity Test Score of Student Assertive Behavior

Variable	Levene Statistic	f1	f2	Asymp Sig.	Significance	Description
Perilaku asertif siswa	0,459	5	19	0,806	0,05	Homogen

Based on Table 2, it can be concluded that the homogeneity test of assertive behavior data of students with parenting styles has the same or homogeneous variance.

Results and Discussions

Data Description

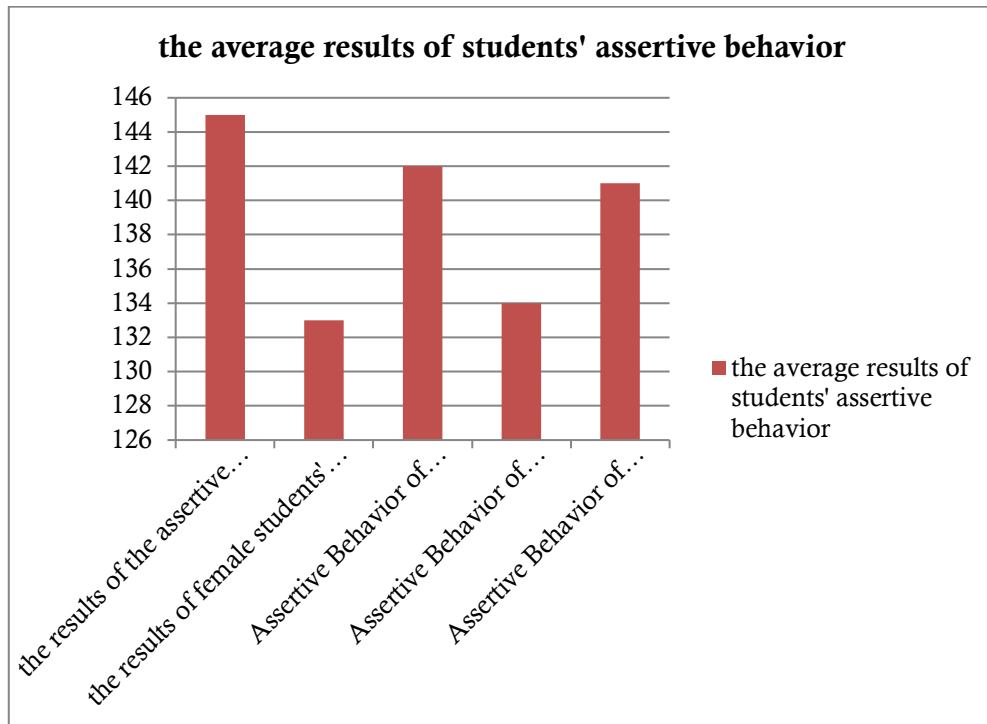


Figure 1. Results of students' assertive behavior

Hypothesis testing

In this study, the first hypothesis to be tested is "there are differences in students' assertive behavior between male and female students". Hypothesis testing using two-way Anava with the help of the SPSS version 20 computer program. In the gender variable, the Fcount value obtained was 15.91 with a P-value of 0.000 known to be smaller than the significance level of 0.05, based on the results of the processing, Ho was rejected and H1 accepted result that is "there are differences in assertive behavior of male students and female students. While the second hypothesis to be tested is "there are differences in students' assertive behavior in terms of parental care", the parenting variable Fcount value obtained was 2.026 with a P-value of 0.136 known to be greater than the 0.05 significance level based on the results of the processing are then Ho is accepted and H1 is rejected then it shows there is no difference in students' assertive behavior in learning in terms of parenting authoritarian, permissive and authoritarian parents. And in the third hypothesis to be tested, namely "the interaction between parenting variable variables and gender", the Fcount result obtained was 4.97 with a P-value of 0.008 known to be smaller than the 0.05 significance level, which indicates an interaction between parenting and gender in influencing students' assertive behavior.

Overview of Student Assertive Behavior in Terms of Gender of Men and Women and the Difference

The research findings show that there are differences between assertive behavior of male and female students, meaning that the hypothesis is accepted. In this case assertive behavior of male students is higher than that of assertive female students. The results of the study illustrate that there are significant differences in assertive behavior of students in terms of gender, meaning that gender influences students' assertive behavior. In accordance with the research conducted by Crassini (1979) entitled "Sex Differences in Assertive Behavior". The results showed that men had higher levels of assertive behavior than women. Trust so far has developed to explain what men are like and what women will certainly influence assertive behavior that is raised and other aspects in boys and girls.

Leaper, C., & Ayers (2007) states that women tend to have low assertiveness than men. Women have a tendency towards more affiliative communication, while men tend to be more talkative and assertive. Women tend to be quiet and succumb when they argue. Constraints to assertive behavior are felt by many women also because women always rely on their feelings compared to reason when solving problems.

Description of assertive behavior of students Viewed from the parenting style of Authoritarian, Permissive, and Authoritative parents and their differences

Based on the results of data analysis, it shows that there is no difference between assertive behavior of students in terms of parenting, meaning the hypothesis is rejected. So that we can see the results of data analysis show that assertive behavior of students in terms of parenting parents, namely students are given authoritarian, permissive, and authoritative parenting in the medium category.

The results of the study illustrate that there is no significant difference in assertive behavior of students in terms of parenting, namely students patterned authoritarian, permissive, and authoritative likely to be related to the standard conditions that parents have in educating their children. Ahmad, M. S., Ali, F., & Jamil (2015) states parents have a clear set of goals, rules and standards for their children to follow, and parents pay attention to children's behavior. According to Steinberg (2002) parents who apply authoritative parenting provide a balance for children to develop self-awareness when parents provide standards or values that are believed to direct children to the importance of developing individuality, providing opportunities for children to talk to parents involving children in discuss, and establish a warm relationship between children and parents.

Kurniawan (2001) states that a child will learn about the reality of life through two ways, namely: first learning through the consequences of response (learning by response consequences) and the second through imitation (learning through modeling). It can be concluded that children will learn from imitating parents, when children rarely meet parents because of the busyness of their parents, this will make children away from parents and cause whatever parents do to children, children will ignore it.

Description of Assertive Behavior of Students Viewed from Parenting Parents and Gender

Based on the results of the research findings, it can be concluded that the combination of variables of parenting and gender shows a significant interaction in determining students' assertive behavior in learning. The average results of assertive behavior of students can be obtained information that describes the highest student assertive behavior achieved by assertive behavior of male sex students with authoritarian parenting. And the results of data analysis illustrate that at the lowest average value achieved by female sex students with permissive upbringing, the results give the conclusion that all combinations of variables between parents and gender parenting have interaction or cooperation in determining student assertive behavior . It can be concluded that there are several factors that influence the assertive behavior, which include the factors of gender, age, parenting, and self esteem.

Implications For Money and Construction Services

1. Information Services

According to Tohirin (2007), information service is a service that seeks to meet the student's shortage of information that is being needed. With the information allows students to find out the information that is needed to develop the effectiveness of their daily lives.

2. Individual Counseling Services

According to Nurihsan (2005), Individual counseling service is a learning process that is obtained through an interview process between a counselor and a (student), which discusses the problems that are being faced, such as problems in education, work, and social.

3. Group Guidance Services

According to Nurihsan (2005), Guidance group services that are a BK service that aims to prevent the development of problems or difficulties in a student, the contents of this activity is the delivery of information related to educational problems, work, personal and social problems, which are not presented in the form of lessons

Conclusions

1. Assertive behavior of students in terms of gender, namely men and women are in the moderate category, there are significant differences where the average score of male scores is higher than the score of women.
2. Assertive behavior of students in terms of parenting style, namely authoritarian parenting is in the medium category, there is no significant difference meaning there is no difference in assertive behavior in terms of parent patterns, namely authoritarian, permissive, and authoritative.
3. There is an interaction between the variables of parenting and gender in explaining the description of students' assertive behavior means that there is a possibility of a significant interaction between assertive behavior and gender and parenting parents.

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