



# Self-concept, emotional maturity and assertive behavior of adolescents

Fahrhun Nisak

Faculty of Psychology University of Muhammadiyah Malang, Indonesia,

## ARTICLE INFO

### Keywords:

Keywords:

Adolescent Assertive Behavior;  
Emotional Maturity;  
Self concept.

### Article history:

Received April 23, 2022;

Revised May 17, 2022;

Accepted June 26, 2022;

Online July 30, 2022.

## ABSTRACT

what you think, feel, and think about. Adolescent assertive behavior can be formed with good self-concept and emotional maturity in adolescents. This study aims to determine the relationship between the variables of self-concept, emotional maturity and assertive behavior of adolescents, by controlling for emotional maturity variables. The number of subjects in this study were 150 adolescents aged 13-18 years. This research is a quantitative study with a partial correlation design. The data collection used was a Likert Scale with pearson product moment correlation data analysis. The results showed that there was a relationship between self-concept variables and adolescent assertive behavior by controlling emotional maturity variables, with a value of  $r = .358$ ,  $p = .000 < .05$ . so that,

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.



## Corresponding Author:

Fahrhun Nisak,

faculty of Psychology,

University of Muhammadiyah Malang, Indonesia,

Jl. Raya Ngelo Tlogomas No. 246, Swipe, Tegalondo, Malang City, East Java 65144, Indonesia.

Email: fahrhunnisak333@gmail.com

## Introduction

Along with the development of the times until this year, the ability to communicate and good adjustment is needed for the life of adolescents, especially in the world of education. This is because the world of education plays an important role in forming quality, directed, integrated and comprehensive human resources through various proactive and reactive efforts by all components of the nation so that the younger generation can develop optimally. One of the human resources that plays an important role in determining the future of the nation is youth (Agustiani, 2006).

Adolescence is a period of transition or transition from childhood to adulthood. At this time adolescents tend to experience various kinds of changes, both physical and psychological which result in adolescents having many problems to face, both with themselves and with the surrounding environment. This is because the condition of adolescents is in a period of searching for identity. An individual who is in his teens in the world of education is required to be able to be open and assertive in expressing his opinions and thoughts to other people without losing self-confidence in order to be able to display behavior that is considered appropriate or in accordance with people of his age.

Students are "unique" individuals who have potential and experience a growing process. In the process of developing students need assistance whose nature and examples are not determined by the teacher but by the child himself, in a life together with other individuals. the developmental tasks experienced by students are achieving new, more mature relationships with peers and trying to achieve social roles in their environment (Harlock in Ali & Asrori, 2010). One of the social relationships experienced by students is the relationship with peers. By establishing relationships with peers, one of the important behaviors for students to have is assertive behavior (Fahrur Nisak).

This will happen because there is an attitude of mutual respect and respect by upholding the value of honesty, namely by expressing feelings firmly, broadly and not violating human rights, and without hurting the feelings of others when this is needed by an individual in an interpersonal relationship. In socialization, teenagers will meet and mingle with many people. In these situations, adolescents need the skills to express opinions assertively. According to Rakos in Amalia (2014) explains that there are factors that influence assertive behavior, namely gender, age, self-esteem, self-concept, personality type, and intelligence. One of the factors that influence assertive behavior is self-concept.

To be able to achieve the demands that exist in the world of education, teenagers are expected to behave assertively in their daily lives. A teenager can be said to be assertive if he is able to be sincere and honest in expressing his feelings, thoughts and views to other people so as not to harm the integrity of other parties. Meanwhile, a teenager can be said to be non-assertive if the teenager fails to express his feelings, thoughts and views on other people, so that other people tend to give unwanted or negative responses (Hergina, 2012).

Assertive behavior is behavior in which an individual is able to express his thoughts, feelings and desires appropriately, honestly, openly and responsibly and directly leads to the goals he wants with full confidence, firm in his convictions without feeling anxious about other people, without setting aside and hurt other people and without violating the rights of others (Abidin, 2011). Assertive behavior can basically be owned by all individuals, this is because assertive behavior is a behavior that can be formed from the individual learning process with the will within the individual supported by the circumstances and the surrounding environment.

But in reality there are still many individuals who have problems in terms of good assertive behavior, especially individuals who are in their teens. Individuals who are in their teens are generally not able to honestly communicate their feelings to others because they think that they do not have the right to do so.

Based on the results of observations that have been made in several schools, several cases were found that often occur in schools, including: students prefer to skip school because they are late for school and are unable to convey their reasons for being late, students procrastinate at school because they are unable to express the obstacles they experience when they want to doing assignments, then students carry out conformity behavior at school such as joining their friends to skip classes, smoking, and so on because they cannot refuse friends' invitations, students are not polite to teachers, this is evidenced when students are advised by the teacher students answer in a harsh tone, students are isolated because of differences in culture and economic status and the last is students become victims of bullying at school due to lack of confidence.

Based on the cases mentioned, it can be seen that most individuals who are in their teens are less able to interact with other people in their surroundings, and are less able to communicate and adjust well. This requires assertive behavior which is very necessary for teenagers so that teenagers remain consistent and are not easily influenced by a bad environment.

Based on the phenomena seen by researchers during the teaching and learning process in class. Some students cannot respond directly when the teacher asks about the lesson that has been explained. When group discussions are held or when given the opportunity to ask questions by the teacher, students tend to be silent and rarely express opinions rather than dialogue, arguing with the teacher or

friends, this occurs because of feelings of lack of confidence and feelings of fear of being wrong when answering questions from the teacher. There were also some students who were afraid, embarrassed and hesitant to speak or argue in front of the class during activities carried out at school, besides that the researcher also saw that there were some students who still hanging out in the canteen when recess is over. This shows that students still feel afraid, embarrassed to express their opinions openly and lack good self-awareness.

The world of adolescents is indeed very interesting to study. This is because there are many negative attitudes that are often shown by individuals who are in their teens, such as: anxiety, conflict, fantasizing, group activities and the desire to try everything. So this period is usually felt as a difficult time. both for the youth themselves and for the family or the surrounding environment. Age for adolescence lasts around the age of 13 years to 18 years. Changes in adolescence do not have to be in accordance with what is expected, but demands to change and develop towards independence and maturity are needed, because in adolescence it is necessary to discover self-identity and be able to prepare oneself for the future and be able to answer questions about oneself (Ali & Asori,

Seeing the problems that occur in adolescents above, it is hoped that adolescents will be able to behave assertively so that they are able to interact and communicate well and can adapt to the surrounding environment. Besides that, with assertive behavior, adolescents are more confident, not inferior, and do not feel weak. The importance of assertive behavior in adolescents is supported by previous research conducted by Agbakwuru & Stella (2012). The results of the study show that there is a positive effect of assertive training on increasing adolescent self-esteem. This means that assertive behavior is needed in the lives of adolescents in order to maintain the self-reliance possessed by adolescents.

Assertive behavior in adolescents can be formed by having a good self-concept in adolescents. This is because the self-concept that exists within adolescents can help the adolescents themselves to interact socially and adapt well to their surroundings, so that it can be seen that the self-concept that exists within adolescents is very important for individual success in building social relationships. This statement is in line with previous research conducted by Basleh, Tarkhan & Sheikmahmoudi (2011). The research results show that there is a very strong relationship between assertive behavior and self-adjustment.

Self-concept is a picture that is owned by a person about himself, which is formed through experiences obtained from self-interaction with the environment. self-concept is an important aspect of one's self because one's self-concept is a frame of reference in interacting with the environment (Fitts, 1971). Self-concept is not an innate factor, but develops from experiences that are continuous and differentiated. The basis of self-concept should be instilled early in a child's life so that it becomes the basis that influences his behavior in the future (Agustiani, 2006). In general, adolescents who have a positive self-concept can have high self-confidence, are not insecure and are not anxious when interacting with other people.

Another thing that can shape assertive behavior in adolescents is good emotional maturity in adolescents. This is because adolescents who have good emotional maturity can control themselves and are able to express their emotions well, think objectively, be tolerant and accept the situation of themselves and others, and are not impulsive and responsible well and can adapt to the environment. This is supported by previous research conducted by Chibuike & Chimezie (2013). The results of the study show that the focus on self-control has an effect on assertive behavior. So that emotional maturity is needed in shaping assertive behavior, so that individuals, especially teenagers, can control themselves.

Maturity is a process of organ growth. An organ in a living thing can be said to have matured, if it has reached its ability to carry out its respective functions (Jahja, 2011). Emotion is every agitation of thoughts, feelings and passions in every violent and overwhelming mental state. Emotional aspects that appear during adolescent development include: emotional instability, easily showing overflowing

emotional attitudes such as crying easily, getting angry easily and even laughing out loud, and being able to control oneself (Ali & Asrori, 2012).

Every individual who is at the stage of development during adolescence is required to be able to control and control their feelings in the process of developing towards emotional maturity. This does not mean that a teenager must control all the emotional upheavals that arise. Adolescents are expected to be able to understand and master their emotions, so they can achieve adaptive emotional conditions (Paramitasari & Alvian, 2012). The emotional maturity that exists in adolescents makes them able to develop healthy relationships with their social environment. In this healthy relationship, adolescents will be able to manage their emotions, adjust to the atmosphere of other people, and seek harmony in relationships with other people (Mahmoudi, 2012).

Research that supports that emotional maturity can shape assertive behavior is research conducted by Agestin (2006) which shows that there is a significant contribution between emotional maturity and assertive behavior. Furthermore, research conducted by Kumar (2014) showed that emotional maturity affects individual relationships with family interactions. This can prove that emotional maturity also has a relationship with individual interactions and the surrounding environment. Furthermore, based on previous research that supports that there is a relationship between emotional maturity and self-concept is research conducted by Roja, Sasikumar & Fathima (2013) with research results showing that there is a significant relationship between emotional maturity and self-concept.

Based on the above review, it can be seen that assertive behavior can be formed when a teenager has a good self-concept and emotional maturity in him. This makes researchers have an interest in examining the relationship between self-concept, emotional maturity and adolescent assertive behavior by controlling or controlling one of the independent variables, namely the variable emotional maturity.

The purpose of this study was to find out how much the relationship between self-concept, emotional maturity and assertive behavior of adolescents is when one of the independent variables, namely emotional maturity, is controlled or controlled. The importance of this research is because if a teenager cannot behave assertively it can have a negative impact on the teenager, the negative impact that can be caused is that adolescents tend to be shy, introverted, and unable to express their desires.

They always do what others like and order without asking too many questions and without paying attention to what is best for themselves. then in the future the teenager will feel inferior and do not dare to express his feelings to others. This is because teenagers feel that what they convey is always ignored by other people. People who are not assertive are usually anxious in social situations and tend to have low self-esteem (Devito, 1990). In addition, adolescents who cannot behave assertively tend to feel pressured in their lives so that if these depressed feelings last a long time it can allow depression to occur in adolescents (Khan, 2012).

### **method**

This research is a quantitative research with partial correlation design. In this quantitative research, emphasizing its analysis on numerical data (numbers) processed by statistical methods in order to test the hypothesis between the variables studied. Researchers use quantitative research, to find out whether there is a relationship between the variables studied and if there is, how close the relationship is and whether or not the relationship is meaningful (Azwar, 2007; Arikunto, 2010). The subjects of this study were teenagers who had an age range of 13-18 years. The number of subjects amounted to 150 teenagers. In this study the researcher used quota sampling to determine the sample, which means that the researcher can determine the sample from the population that has certain characteristics and is in accordance with the characteristics of the subject that has been determined by the researcher until the desired quota is full (Sugiyono, 2016). Self-concept is a person's ability to provide an assessment of himself with a comprehensive description so that he understands and understands what he owns. Emotional maturity is a general trait possessed by individuals who have been able to control themselves

and suppress extreme emotional reactions. The data collection method in this study used a Likert scale instrument consisting of three scales. Likert scale, which is a scale in the form of statements in the form of positive and negative sentences with the answer choices SS (Strongly Agree) = 4, S (Agree) = 3, TS (Disagree) = 2, STS (Strongly Disagree) = 1. The procedure in this study consisted of three stages, namely the research planning stage, the research implementation stage, and the research report writing stage. The research planning stage is a prepared research stage. At this stage all matters related to research are prepared, namely formulating problems, finding theoretical foundations, developing a framework for thinking, determining hypotheses, determining populations, determining samples, determining instruments to be used and determining the type of research data analysis. Furthermore, the research implementation phase, namely the research stage carried out. At the research stage, data collection was carried out by spreading the scale used on the determined subject. Then collecting the filled scale,

## Results and discussions

### 1. Research Results and Discussion

#### A. Description of Research Subjects

The subjects in this study consisted of 50 male subjects with a percentage of 33% and 100 female subjects with a percentage of 67%, while if seen from the age range there were 8 subjects aged 13 years with a percentage of 5%, 43 subjects aged 14 years with a percentage of 29%, 40 subjects aged 15 years with a percentage of 27%, 18 subjects aged 16 years with a percentage of 12%, 23 subjects aged 17 years with a percentage of 15% and 19 subjects aged 18 years with a percentage of 12 %.

Table 1. Description of Research Variables (N = 150)

Variables	intervals	M(SD)
Assertive Behavior (Y)	39-62	50.92(4.513)
Self Concept (X1)	49-86	69.25(7.668)
Emotional Maturity (X2)	80-119	99.37(8.396)

Based on table 1, it is known that the Assertive Behavior Variable (Y) has a minimum and maximum value of 39-62 with M(SD) = 50.92(4,513) while the Self-concept variable (X1) has a minimum and maximum value of 49-86 with M (SD) = 69.25 (7.668) and the emotional maturity variable (X2) has a minimum and maximum value of 80-119 with M (SD) = 99.37 (8.396)

#### B. Assumption Test

Before testing the data hypothesis, it is necessary to test the normality and homogeneity of the data. Based on the data normality test, it can be seen that the assertive behavior variable (Y) has a  $p=.050$  value, self-concept variable (X1) has a  $p=.200$  value, while the emotional maturity variable (X2) has a  $p=.200$  value. This means that the p value of the three variables is  $> .05$  so that the data is said to be normal. Meanwhile, based on the homogeneity test, it can be seen that the assertive behavior variable (Y) has a value of  $p = .586$ , while the value of self-concept variable (X1) has a value of  $p = .871$  and the emotional maturity variable (X2) has a value of  $p = .932$ . This means that the significant value of the three variables is  $> .05$ , so the data is said to be homogeneous.

It is known that the results of the simultaneous bivariate correlation test show that there is a significant relationship between assertive behavior (Y), self-concept (X1) and emotional maturity (X2) with a value of  $R(148)=.596$ ,  $P= .000 < .05$ . While the relationship between each variable (X) and (Y) can be seen that there is a significant relationship between self-concept variable (X1) and assertive behavior variable (Y) with a value of  $r(148) = .553$ ,  $p= .000 < .05$  and there is also a significant relationship between the variables of emotional maturity (X2) and assertive behavior (Y) with a value of  $r(148) = .510$ ,  $p= .000 < .05$ . Furthermore, it can also be seen that the relationship between the two variables (X) is that there is a significant relationship between the self-concept variable (X1) and the emotional maturity variable (X2) with a value of  $r(148)=.603$ ,  $p=.000 < .05$ .

Based on the results of data analysis and hypothesis testing that has been carried out, using bivariate correlation and partial correlation statistical tests, it can be seen that when self-concept, emotional maturity and assertive behavior of adolescents are tested simultaneously or together using the bivariate correlation test it can be seen that there is significant positive relationship between self-concept, emotional maturity and assertive behavior of adolescents. This means that when a teenager has a high emotional maturity score and a high self-concept score, he tends to have a high assertive behavior score as well.

The relationship between self-concept and adolescent assertive behavior before being tested by controlling emotional maturity obtained a higher score relationship than the relationship between self-concept and adolescent assertive behavior after being tested by controlling emotional maturity. This can happen because the relationship that is tested simultaneously or together is not a pure result that can predict the relationship between self-concept and assertive behavior because there is still a relationship between self-concept and emotional maturity, so that it can disrupt the pure relationship between self-concept and adolescent assertive behavior.

Assertive behavior in adolescents can be said to be high if a teenager has the ability to express emotions, maintain goals, and build mutually beneficial interpersonal relationships (Yong, 2010). To be able to achieve a high score of assertive behavior requires the formation of a good self-concept and good emotional maturity in adolescents. In general, adolescents who have a good self-concept are capable of self-assessment, are confident in themselves, can make good decisions, are polite towards others and are able to adapt themselves to the environment, so that adolescents who have a good self-concept tend to find it easier to form assertive behavior. This can be proven when teenagers are confident in themselves,

In addition, when adolescents can make good decisions, adolescents can behave assertively towards themselves and towards others without harming both parties. Meanwhile, adolescents who have good emotional maturity can control their own emotions so that they can adapt to various situations in their environment. With this emotional control, it can help teenagers to behave openly and respect others. This means that adolescents will not experience difficulties in communicating with other people, they can express their feelings to other individuals, and can adapt to their environment because adolescents who are emotionally mature can behave as they are.

Furthermore, the results that can be seen in this study based on statistical tests are that women have a higher self-concept score than men's self-concept scores. This statement is supported by previous research conducted by Rath & Nanda (2012) which showed that women have a higher self-concept than men. Likewise with emotional maturity and assertive behavior, it can be seen that women have scores of emotional maturity and assertive behavior scores higher than men.

Subjects in this study were teenagers who had an age range of 13 years to 18 years. this is because assertive behavior is very important to instill in individuals who are in their teens. This is in line with the opinion expressed by Sakone (2006) that assertive behavior is very important to be instilled in adolescents aged between 13-18 years with the reason that assertive behavior will make it easier for adolescents to socialize and establish relationships with their age environment and outside their environment as a whole. Effectively, adolescents can easily express what they feel and want directly and frankly so they can avoid the emergence of tension and feelings of discomfort due to holding back and saving something they want to convey.

Teenagers can easily find solutions and solutions to various difficulties or problems they face effectively. So that the problem will not become a protracted burden of thought. Assertive behavior will help adolescents to improve their cognitive abilities, as well as broaden their insights about their environment, and not easily stop at something they do not know (have a high sense of curiosity).

Assertive behavior can help adolescents to better understand their own deficiencies and be willing to correct these deficiencies.

With the various advantages that have been described previously, it does not mean that this research does not have limitations, various limitations also appeared in this study. The limitations of this study include the following: In filling out the scale, it is possible that the subject may still cover up information about himself or herself. In this study, there was one scale that was not quite right with the characteristics of the subjects used, namely the Emotional Maturity scale. This is because the emotional maturity scale used in this study uses a scale that has been used in previous studies, where the subjects in previous studies were adolescents with disabilities while the characteristics of the subjects in this study were normal adolescents.

The measuring instrument used only uses a scale, so it has not been able to capture other aspects that affect self-concept, emotional maturity and assertive behavior in depth, be it psychological symptoms, physiology, or behavior that is not visible. It is better if the instructions are given one by one for each item by the researcher himself so that the subject understands better and provides results that represent the actual conditions, but in this study the subjects read the instructions written on the scale themselves and were not read out by the researcher, so there may be differences in understanding in reading the instructions. presented.

### **Conclusion and implication**

Based on the results of data analysis and hypothesis testing which was carried out simultaneously, it can be concluded that there is a positive and significant relationship between the variables Self-Concept (X1), Emotional Maturity (X2) and Assertive Behavior of adolescents (Y), so that it can be said that the two variables (X) namely Self-concept and emotional maturity can predict the formation of a variable (Y), namely adolescent assertive behavior. However, based on the results of partial hypothesis testing by controlling the emotional maturity variable (X2) it can be concluded that there is still a positive and significant relationship between the self-concept variable (X1) and the adolescent assertiveness variable (Y) even though emotional maturity (X2) is controlled. It's just that the score on the value of the relationship ( $r$ ) experiences a decrease in value when compared to the value ( $r$ ) before the emotional maturity variable is controlled. The implication of this research: for adolescents, it is hoped that this research can increase their assertive behavior by increasing their ability to communicate, learn to express what they want, think and feel openly, honestly and firmly so as not to interfere with the rights of others. For parents, it is expected that parents are aware of their role as parents so that they can form and instill assertive behavior in children from an early age. and for future researchers, if they have an interest in research, similar research is expected to use other variables that can influence assertive behavior, as well as use the characteristics of research subjects in other developmental phases such as adults or children. It is hoped that this research can improve their assertive behavior by increasing their ability to communicate, learn to express what they want, think and feel openly, honestly and firmly so as not to interfere with the rights of others. For parents, it is expected that parents are aware of their role as parents so that they can form and instill assertive behavior in children from an early age. and for future researchers, if they have an interest in research, similar research is expected to use other variables that can influence assertive behavior, as well as use the characteristics of research subjects in other developmental phases such as adults or children.

### References

- Abidin, Z. (2011). Pengaruh pelatihan resiliensi terhadap perilaku asertif pada remaja. *Jurnal Psikologi*, 4 (2), 130-136.
- Afif, R.Y. & Listiara, A. (2018). Hubungan Antara Konsep Diri Dengan Asertivitas Pada Remaja Di SMA Islam Sultan Agung 1 Semarang. Skripsi. Semarang: Fakultas Psikologi Universitas Diponegoro.
- Agbakwuru, C., Stella, U. (2012). Effect of assertiveness training on resilience among early-adolescents. *Journal of Health and Psychology*, 1 (1), 38-44.
- Agustin, Y.I. (2006). Contribution to the emotional maturity in adolescent assertive behavior. Undergraduate program, faculty of psychology University Gunadarma Depok.
- Agustiani, H. (2006). Psikologi perkembangan pendekatan ekologi kaitannya dengan konsep Diri dan penyesuaian diri pada remaja. Bandung: PT Refrika Aditama.
- Alberti, R., Emmons, R. (2002). *Your Perfect Right: panduan praktis hidup lebih ekspresif dan jujur pada diri sendiri*. Jakarta: Elex Media Komputindo.
- Ali, M., Asrori, M. (2012) *Psikologi Remaja*. Jakarta: PT Bumi Aksara.
- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arumsari, C. (2017). strategi konseling latihan asertif untuk mereduksi perilaku bullying. *Journal of innovative counseling: theory, practice & reseach*. Vol 1, No 1, Hal 31-39
- Azwar, S. (2007). *Metode Penelitian*. Yogyakarta: Pustaka pelajar.
- Bazleh, N., Tarkhan, M., Sheikmahmoudi, H. (2012). Relationship between self- assertiveness anger and social adjustment in women with breast cancer. *Indian Journal of Fundamental and Applied Life Science*, 2 (3), 86-93
- Burns, R.B. 2005. *Konsep Diri: Teori, Pengukuran, Perkembangan dan Prilaku (terjemahan: Edy)*. Jakarta : Arcan.
- Calhoun & Acocella. (2003) *Pembentukan Kepribadian Anak*. Jakarta. PT Gramedia.
- Chaplin. (2001). *Pengembangan kualitas SDM dari perspektif PIO*. Universitas Indonesia: Fakultas Psikologi.
- Chibuike, O.B., Chimezie, W.B. (2013) . Role of locus of control on assertive behavior of adolescents. *Journal of Health and Psychology*, 1 (1), 38-44.
- Dariyo, A. (2011). *Psikologi perkembangan anak tiga tahun pertama*. Bandung: PT Refika Aditama.
- Devito, J.A. (1990). *Komunikasi Antar Manusia*. Jakarta : Professional Book.
- Doverspike, W.F. (2009). *A key to good communication*. Retrieved 19, November, 2016 from <http://drwilliamdoverspike.com>.
- Fathurahman, M., Pratikto, H. (2012). Kepercayaan diri, kematangan emosi, pola asuh orang tua demokratis dan kenakalan remaja. *jurnal psikologi Indonesia*, 1 (2), 77-78.
- Fitts, W.H. (1971). *The self-concept and self-actualization*. Studies on the Self Concept.
- Garner, E. (2012). *Assertiveness*. Retrieved 19, November, 2016 from <http://www.bookboon.com>
- Hankin, S. (2005). *Strategi untuk meningkatkan rasa percaya diri*. Jakarta : PT Gramedia Putaka Utama.
- Haryati, E., Suharyanto, A., Hasmayni, B., & Siregar, F. H. (2019). The Effect of Work Environment and Work Stress on Employee Performance at PT Aneka Gas Industri Tbk.
- Hasmayni, B. (2020). The Difference of Academic Procrastination between Students Who Are Active and Not Active in Organizations Student Activity Units in the Faculty of Psychology, University of Medan Area. Britain
- Hasanah, A., Suharso, & Saraswati, S. (2015). Pengaruh Perilaku Teman Sebaya Terhadap Asertivitas Siswa. Semarang: *Jurnal Jurusan Bimbingan Dan Konseling Universitas Negeri Semarang*
- Hapsari, R.M. & Retnaningsih. (2007). Sumbangan perilaku asertif terhadap harga diri pada karyawan. *Jurnal Penelitian Psikologi*, 1, 35-40.
- Hergina, I. (2012). Hubungan antara konsep diri dengan perilaku asertif pada siswa MAN Wonokromo Bantul Yogyakarta. *jurnal psikologi*, 1 (1), 54-60.
- Hurlock, E.B. (2002). *Psikologi perkembangan : suatu pendekatan sepanjang rentang kehidupan*. (Terj. Sitiwidiyanti dan Soedjarwo). Jakarta: Airlangga.
- Jahja, Y. (2011). *Psikologi perkembangan*. Jakarta: Perdana Media Group.
- Khamim, Z. P. (2017). Memahami Ciri dan Tugas Perkembangan Masa Remaja. *E-Jurnal: Universitas Islam Negeri Sunan Kalijaga*. Vol 17, No 1, Hal 25-32.
- Khairatun, A.L. (2012). Hubungan antara konsep diri dengan motivasi berprestasi pada penyandang cacat tubuh. Skripsi, Fakultas Psikologi Universitas Muhammadiyah, Surakarta.
- Khan, I.R. (2012). Perilaku asertif, harga diri dan kecenderungan depresi. *Jurnal Persona Psikologi Indonesia*, 2 (1) 143-154

- Kumar, S. (2014). Emotional maturity of adolescent students in relation to their family relationship. *Journal of Social Sciences*, 3 (3), 6-8.
- Mahmoudi, A. (2012). Emotional maturity and adjustment level of college students. *Education Research Journal*, 2 (1), 18 -19.
- Miasari, A. 2012. Hubungan Antara Komunikasi Positif Dalam Keluarga Dengan Asertivitas Pada siswa SMP 2 Depok Yogyakarta. *Jurnal EMPHATY Vol 1, No 1 Desember 2012, Hal 32-46*
- Palmer & Froehner. (2001). *Harga Diri Remaja : Penuntun Menumbuhkan Harga Diri Remaja*. Jakarta: Gramedia.
- Paramitasari, R., Alfian, I.N. (2012). Hubungan antara kematangan emosi dengan kecenderungan memaafkan pada remaja akhir. *Jurnal Psikologi Pendidikan dan Perkembangan*1 (2), 134-165
- Rakhmat, J.(2007).*Psikologi Komunikasi (Ed.Revisi)*.Bandung: PT Remaja Rosda Karya.
- Rath, S., Nanda, S. (2012). Self-concept: a psychosocial study on adolescents. *Journal of Multidisciplinary*, 1 (2), 49-61.
- Rinawati, D. (2009). Hubungan Konsep Diri dan Perilaku Asertif dengan Kenakalan Remaja di SMAN 9 Malang. Skripsi Sarjana pada Jurusan Bimbingan Konseling dan Psikologi Fakultas Ilmu Pendidikan Universitas Negeri Malang.
- Rizqi, M.I. (2011). Pengaruh kematangan emosi terhadap kecenderungan perilaku self injury pada remaja.Skripsi, Fakultas Psikologi Universitas Islam Negeri Syarif Hidayatullah, Jakarta.
- Roja, M.P., Sasikumar, N., Fathima, M.P. (2013). A study on emotional maturity and self concept at higher secondary level. *Journal Psychology and Behavioral Sciences*, 1 (5), 81-83.
- Sari, U.M. (2007). Perbedaan perilaku asertif pada remaja ditinjau dari pola asuh orang tua.Skripsi,Fakultas Psikologi Universitas Katolik Soegijapranata,Semarang.
- Sikone, S. (2006). Menanamkan Perilaku Asertif disekolah.(Online).On <http://groups.yahoo.com/group/pakguruonline/message/2400>(diakses pada januari 2017).
- Simanjuntak, D. 2016. Hubungan Antara Konsep Diri Dengan Kepribadian Tangguh Pada Remaja Yang Memiliki Orangtua Tunggal Di Kecamatan Medan-Tembung. Skripsi. Medan: Fakultas Psikologi Universitas Medan Area.
- Sinaga, Y.V. (2016). Hubungan Antara Perilaku Asertif Dan Perilaku Cyberbullying Di Jejaring Social Pada Remaja. Fakultas Psikologi: Universitas Sanata Dharma
- Sofah, R., Dkk. (2017). Mengembangkan Perilaku Asertif Untuk Pencegahan Penyalahgunaan Narkoba. Proceeding Seminar Dan Lokakarya Nasional Revitalisasi Laboratorium Dan Jurnal Ilmiah Dalam Implementasi Kurikulum Bimbingan Dan Konseling Berbasis KKNI.
- Sriyanto., Abdulkarim, A., Zainul, A., Maryani, E. (2014). Perilaku asertif dan kecenderungan kenakalan remaja berdasarkan pola asuh dan peran media massa. *Jurnal Psikologi*, 1 (41), 74-88
- Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung : Alfabeta.
- Sugiyono. (2016). *Metode Penelitian Kuantatif, Kualitatif dan R&D*. Bandung: PT Alfabet.
- Utamadi, G. (2002). *Lawan Sikap Membeo dengan Asertif*. Edisi AGUSTUS/IV/2002.
- Sugiyono. (2013). *Metode Penelitian Bisnis (Pendekatan Kuantitatif, Kualitatif, Kombinasi, dan R&D)*. Bandung: CV.Alfabeta
- Widodo, dkk. 2004. Studi Korelasi Konsep Diri dan Keyakinan Diri dengan Kewirausahaan Pada Mahasiswa. *Jurnal Prodi Psikologi FK. UNDIP Semarang*.
- Wirawan, S.S. (2006). *Psikologi Remaja*, Jakarta Rajawali.
- Wirawan, S.S. (2013). *Psikologi Remaja*. Jakarta: Rajawali Pers.
- Yusuf, M. (2014). *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*. Jakarta: Kencana



The Rules of Bleeding:

1. Chapter (Capitalize Each Word, bold)
2. Sub-Chapter (Capitalize Each Word, italic)