



The Effect of Emotional Intelligence on the Assertive Behavior of Students in Grade VII of SMP Negeri 5 Kupang in the 2024/2025 Academic Year

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Abstract

The aim of this research is to determine the effect of emotional intelligence on the assertive behavior of class VII students at SMP Negeri 5 Kupang for the 2024/2025 academic year. This research is a type of quantitative research. The variables in the research are the independent variable (X) emotional intelligence and the dependent variable (Y) assertive behavior. The population and sample in this study were 32 students in class VII C of SMP Negeri 5 Kupang for the 2024/2025 academic year. The data collection tool used was a questionnaire. Data analysis used simple linear regression analysis techniques and was processed using the SPSS for Windows version 26 application. The results of research data analysis showed that the t_{count} value $> t_{table}$ ($41.107 > 0.361$) at a significant level of 5% with $df=n-2$ ($32-2 = 30$). Apart from that, the significance value is $0.000 < 0.05$, so the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted, meaning that there is an influence of emotional intelligence on the assertive behavior of Class VII C students at SMP 5 Kupang for the 2024/2025 academic year.

Keywords: Emotional Intelligence, Assertive Behavior, Students

Research Background

Assertive behavior is the ability to communicate what one wants, feels, and thinks to others without disregarding the rights and feelings of others. According to Aryanto et al., (2021), "assertive behavior is the ability to defend one's own interests, express feelings and thoughts honestly and directly without harming the rights of others." Assertive behavior is important for every student to help them express their feelings and desires directly and openly.

Alberti and Emmons (Parray & Kumar, 2018) state that assertive behavior promotes equality in human relationships, allowing us to act in our own best interests, to defend ourselves without undue anxiety, to express our honest feelings comfortably, and to exercise our personal rights without denying the rights of others.

Assertive behavior can be understood through certain characteristics. Lange (Awaluddin, 2008:4) states that the characteristics of assertive behavior are respecting the rights of others and oneself, daring to express opinions directly, honesty, paying attention to situations and conditions, and body language. The main purpose of assertive behavior is to maintain smooth communication and build mutual respect through assertive attitudes.

Assertive behavior is influenced by several factors. Goleman (2002) explains that one of the factors that influence assertive behavior is emotional intelligence, because without emotional intelligence, individuals tend to find it difficult to be assertive and can be too aggressive in expressing themselves, because they are unable to manage and convey their emotions effectively.

, Emotional intelligence is the ability of a person to understand, manage, and express their own emotions and those of others effectively. According to Goleman (2002:512), emotional intelligence is the ability to manage one's emotional life with intelligence; maintaining emotional balance and its expression (the appropriateness of emotion and its expression) through self-awareness, self-control, self-motivation, empathy, and social skills.

Furthermore, Goleman (2016:111), describes the characteristics of high emotional intelligence as: the ability to motivate oneself, resilience in the face of frustration, the ability to control impulses and not overindulge in pleasure, the ability to maintain one's mood and prevent stress from overwhelming one's ability to think and empathize. In relation to emotional intelligence, numerous studies have shown that emotional intelligence influences other aspects of an individual's life.

The results of research by (Winnayanti & Djanah, 2021) on the relationship between emotional intelligence and assertive behavior in high school students show that there is a significant relationship between emotional intelligence and assertive behavior in 11th grade students at SMA Negeri 1 Ngoro Mojokerto.

Preliminary findings from interviews conducted by the researchers with guidance counselors at SMP Negeri 5 Kupang on August 26, 2024, revealed that some students did not receive praise from teachers, experienced difficulties and sought help from friends, expressed their opinions in discussions, and refused requests from friends. There were also students who were aware of their feelings, had difficulty controlling their emotions, lacked empathy, and were insensitive to their friends' needs.

Furthermore, based on observations of students in class VII C at SMP Negeri 5 Kupang in the 2024/2025 academic year, the researcher found that a number of students did not dare to express their opinions, did not respect their friends' opinions during presentations, and were unable to adapt to the social situation in the school environment.

Based on the background description above, the researcher is interested in conducting a study entitled The Effect of Emotional Intelligence on the Assertive Behavior of Grade VII Students at SMP Negeri 5 Kupang in the 2024/2025 Academic Year. This study is expected to improve cooperation in coordinating mentoring

and guidance activities for students so that they can manage their emotions intelligently and behave assertively. In addition, it is important to design more appropriate interventions to improve students' ability to recognize, understand, and manage emotions. Finally, guidance and counseling services at school should be utilized as a means to consult on various issues, especially those related to emotions and assertive behavior.

Problem Statement

Based on the background description above, the problem statement in this study is: Does emotional intelligence influence the assertive behavior of seventh-grade students in Class C at SMP Negeri 5 Kupang in the 2024/2025 academic year?

Research Objective

Based on the research question stated above, the purpose of this study is to determine the effect of emotional intelligence on the assertive behavior of seventh-grade students at SMP Negeri 5 Kupang in the 2024/2025 academic year.

Benefits of Research

The results of this study are expected to be useful for the following parties:

School Principals

The results of this study can be used as information for school principals in coordinating and supporting all school programs, especially guidance and counseling programs aimed at developing students' emotional intelligence, thereby improving their assertive behavior.

Guidance Counselors

The results of this study are expected to provide information for guidance counselors in developing guidance and counseling programs, particularly those related to emotional intelligence and assertive behavior.

Students

The results of this study can help students better understand their emotional intelligence and assertive behavior, thereby improving their ability to manage their emotions.

Method

This study is a quantitative study. It was conducted at SMP Negeri 5 Kupang, Jl. Frans Seda, Kec. Kelapa Lima, Kupang City, East Nusa Tenggara. The study was conducted over a period

of 8 months from November 2024 to June 2025. The variables in this study are the independent variable (X) of emotional intelligence and the dependent variable (Y) of assertive behavior. The population and sample in this study consisted of 32 students in class VII C of SMP Negeri 5 Kupang in the 2024/2025 academic year. The data collection tool used was a questionnaire. Data analysis used simple linear regression analysis techniques and was processed using the SPSS for Windows version 26 application.

Result and Discussion

Hypothesis Testing

Research data related to the results of hypothesis testing on the effect of emotional intelligence (X) on assertive behavior (Y) of students obtained a t-value $> t\text{-table}$ ($41.107 > 0.361$) at a significance level of 5% with $df=n-2$ ($32-2 = 30$). In addition, the significance value of $0.000 < 0.05$ means that the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted, meaning that there is a significant effect of emotional intelligence on the assertive behavior of students in Class VII C of SMP 5 Kupang in the 2024/2025 academic year.

Coefficient of Determination

The coefficient of determination is used to determine the contribution or contribution made by variable X (independent) to variable Y (dependent). The coefficient of determination value is shown by R Square in the model summary table. The results of the coefficient of determination test using SPSS version 26 for Windows can be seen in Table 1.

Table 1 Results of Determination Coefficient Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654 ^a	.548	.690	1.254
a. Predictors: (Constant), Kecerdasan Emosional				
b. Dependen Variabel: Perilaku Asertif				

Based on the table above, it is known that the R square value is 0.548, meaning that the contribution of the emotional intelligence variable (X) to the assertive behavior variable (Y) is 54.8%, while 45.2% is contributed by other variables not explained in this study.

The results of this study indicate that emotional intelligence has a significant effect on the assertive behavior of seventh-grade students at SMP Negeri 5 Kupang in the 2024/2025

academic year. Based on the results of the hypothesis test on the effect of emotional intelligence on assertive behavior, the t-value was obtained. $> t\text{-table}$ ($41.107 > 0.361$) and the significance value was $0.000 < 0.05$. These analysis results indicate that the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted, meaning that there is a significant influence of emotional intelligence on the assertive behavior of seventh-grade students at SMP 5 Kupang in the 2024/2025 academic year.

The results of the coefficient of determination test show that the contribution of the emotional intelligence variable (X) to the assertive behavior variable (Y) is 54.8%. Meanwhile, 45.2% is influenced by other variables not explained in this study. These results are in line with Cahyani (2019), study, which found that emotional intelligence has a significant effect on the assertive behavior of seventh-grade students at Madrasah Sabilul Jepara.

In addition, research by Winnayanti & Djanah (2021) found that emotional intelligence has a significant relationship with the assertive behavior of 11th grade students at SMA Negeri 1 Ngoro Mojokerto. Furthermore, Mubayidh, (2006) explains that emotional intelligence is social intelligence related to an individual's ability to monitor both their own emotions and the emotions of others, where this ability is used to direct their thoughts and behavior.

Furthermore, Mahadewi & Desak Putu Sinta (2019) stated that assertive behavior is an individual's behavior in expressing their thoughts and feelings firmly and honestly without hurting other people's feelings. Based on the presentation of the research results, it can be concluded that there is a role of self and emotional intelligence in the assertive behavior of students at the Faculty of Medicine, Udayana University.

Conclusion

Based on the results of the analysis and interpretation of the research data, the researcher can conclude that there is an influence of emotional intelligence on the assertive behavior of students in class VII C of SMP Negeri 5 Kupang in the 2024/2025 academic year. Based on the above conclusions, the researcher offers the following suggestions to the following parties:

1. Principal

As the leader of the school, the principal should improve cooperation with guidance counselors and subject teachers in coordinating mentoring and guidance activities for students so that they can manage their emotions intelligently and behave assertively.

2. Guidance and counseling teachers

Guidance and counseling teachers are expected to design more

appropriate interventions to improve students' ability to recognize, understand, and manage their emotions so that they can behave assertively.

3. Students

Students are expected to utilize guidance and counseling services at school as a means of assistance to consult on problems they face in general and, in particular, problems related to emotions and assertive behavior.

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Curriculum Vitae

Bachelor's degree from Widya Mandira Catholic University Kupang, Faculty of Teacher Training and Education, Guidance and Counseling study program, class of 2021.