

THE ASSERTIVENESS OF ISLAMIC COMMUNICATION AND BROADCASTING STUDENTS IS SEEN FROM THEIR CONFIDENCE

ASERTIFITAS MAHASISWA KOMUNIKASI DAN PENYIARAN ISLAM DITINJAU DARI KEPERCAYAAN DIRI

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ABSTRACT

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Effective communication skills are one of the competencies that must be owned by students of the Islamic Communication and Broadcasting Study Program. Assertiveness is one of the psychological attributes that must be possessed to be able to communicate effectively. The purpose of the study was to examine the relationship between self-confidence and assertiveness among Islamic broadcasting communication students. This study used a type of quantitative correlation research. The criteria for the research respondents were 7th semester students of the Islamic Broadcasting Communication Study Program, as well as the age range of 19–22 years, for a total of 105 students. A purposive sampling technique was used to select these respondents. This study uses 2 measuring instruments, namely an assertiveness scale consisting of 17 items, with $\alpha = 0.928$, and a self-confidence scale consisting of 21 items, with $\alpha = 0.898$. The relationship between student confidence and assertiveness was tested using Pearson's product-moment correlation technique. Preliminary analysis is carried out to ascertain whether the assumptions of normality, linearity, and homoscedasticity are met. The results of the hypothesis test show that there is a significant correlation between the two variables ($r = 0.383$, $n = 105$, $p < 0.05$). This result shows that the higher the self-confidence of students, the higher their assertiveness.

Keywords: Assertiveness; Islamic Broadcasting Communication; Self-confidence

ABSTRAK

Keterampilan melakukan komunikasi efektif merupakan salah satu kompetensi yang harus dimiliki mahasiswa Prodi Komunikasi dan Penyiaran Islam. Asertifitas merupakan salah satu atribut psikologis yang harus dimiliki untuk dapat melakukan komunikasi yang efektif. Tujuan penelitian yaitu untuk mengkaji mengenai keterkaitan kepercayaan diri dengan asertivitas mahasiswa komunikasi Penyiaran Islam. Penelitian ini memakai jenis

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penelitian kuantitatif korelasi. Kriteria responden penelitian ialah mahasiswa semester 7 Prodi Komunikasi penyiaran islam, serta rentang usia 19-22 tahun dengan jumlah mahasiswa 105 mahasiswa. Teknik sampling purposif digunakan untuk memilih responden tersebut. Penelitian ini memakai 2 alat ukur yakni skala asertivitas yang terdiri dari 17 aitem, dengan $\alpha=0,928$, dan skala kepercayaan diri yang terdiri dari 21 aitem, dengan $\alpha=0,898$. Hubungan antara kepercayaan diri dan asertifitas mahasiswa diuji menggunakan teknik korelasi *Product Moment* dari *Pearson*. Analisis pendahuluan dilaksanakan untuk meyakinkan apakah asumsi normalitas, linieritas, dan *homoscedasticity* terpenuhi. Perolehan hasil uji hipotesis terlihat bahwa terdapat korelasi positif yang signifikan antara kedua variabel, $r=0,383$, $n= 105$, $p<0.05$. Hasil ini menunjukkan bahwa semakin tinggi kepercayaan diri mahasiswa, semakin tinggi pula asertifitasnya.

Kata kunci: Asertifitas; Kepercayaan Diri; Komunikasi Penyiaran Islam

INTRODUCTION

Communication is a process in which a person, several people, or groups create and use information to connect with others, or it can be interpreted as a process where one person sends information to others through the media with the aim of producing some effect (Hasmawati, 2020; Talwar et al., 2020). The effective communication skills of students are highly demanded, especially those majoring in Islamic Broadcasting Communication (IBC). At the university level, students face an environment that requires them to be more independent, agile, and proactive when multiplying information. Communication skills are designed to make students independent and innovative individuals as they enter society and invest their knowledge.

Students of IBC should have the ability to express their opinions or ideas in public. But in reality, not all IBC students can express their opinions and ideas, so individuals find it difficult to communicate (Wahyuni, 2015). Assertiveness is one of the most fundamental Communication skills that every individual must possess, especially for students of IBC (Khotimah et al. 2022). These skills are not only important in academic and professional contexts, but also in everyday life (Tiara & Khotimah, 2023). Assertiveness helps person to express their opinions, needs, and rights clearly and unequivocally, without stepping on the rights of others or being passive. However, based on recent research, there is a tendency for students who come from Javanese ethnicity, showing a lower level of assertivity compared to students from other ethnicities or cultural backgrounds (Astuti, 2006; Umiyati, 2009; Mauboy, 2011; Sirait, 2016). This can be attributed to Javanese cultural values that emphasize politeness and conflict avoidance, which can sometimes inhibit assertive expression (Zakiya & Hariyadi, 2022).

In the context of communication education and training, the importance of assertivity cannot be overstated. Students of IBC are required to be able to communicate effectively in various situations, be it in debates, presentations, negotiations, or even in conflict situations (Khoirunnisa & Habibah, 2020). Assertiveness allows them to articulate messages clearly, listen actively, and respond in a way that respects the other person's perspective. In addition, assertiveness also plays an important role in building trust and healthy interpersonal relationships (Amalia et al., 2022). Without these skills, students of IBC will allegedly face difficulties in reaching their full potential, both in academic and professional environments. They will tend to avoid conflict or opportunities to voice their opinions, which can ultimately limit their personal and professional growth.

Students of IBC need assertiveness. The goal is to guide relationships without carrying out the rejection of individuals and other individuals. Assertiveness is a strategy that is not only for personal interest but also together (Tripathy, 2018; Seco & Lopes, 2014). If we are assertive, then we will understand the situation of other individuals and will not control them because they are in a similar state (Maloney & Moore, 2020; Brekke et al., 2021). Lack of assertiveness can cause people to feel anxious and disenfranchised when dealing with other individuals, thus making the individual always under the control of other individuals around him. (Al'Ain & Mulyana, 2013; Akbari & Sahibzada, 2020; Suparlan, 2021). Hakim (2014) also found that the higher the assertiveness, the more able the individual to determine the direction of their attitude. Assertiveness is defined as a person's ability to interact with others according to their personal interests and to express themselves as they are without fear of themselves, such as by saying "no" or "yes" to face others firmly (Pratiwi, 2015).

Lazarus is someone who describes assertive behavior for the first time as the way a person reacts in social situations, skills in expressing positive and negative emotions, and skills in initiating, continuing and stopping conversations (Lazarus, 1958; Rakos, 1991; Speed et al., 2018). According to Lazarus (1958) assertiveness is a statement that comes out of oneself by showing assertive behavior and positive attitudes and thoughts. Rimm & Masters (1974) explained that assertiveness is a person's attitude to express feelings as they are and are happening.

There are several aspects of assertive behavior, according to Eisler et al. (1973), namely: a) compliance, related to one's rejection or disapproval of another individual's efforts; courage in stating "no" to other individuals because it is not yet appropriate with their wishful thinking. b) The duration of reply is the time it takes for an individual to express something wishful thinking—by describing it to another individual. Martin & Poland (1980) explained that someone with a high level of self-confidence will take a long time to respond when compared to people with low self-confidence. c) Loudness, Martin and Poland (1980) state that as long as the person doesn't shout, speaking louder is usually more confident. Speaking clearly is the best way to communicate. d) Request of new behavior; expecting new attitudes to develop in other individuals; describing concrete circumstances or feelings when presenting suggestions to other individuals; and hoping that conditions change based on wishes. e) Affect, meaning emotion; when the individual expresses emotion, then the tone of speech will rise. Information will be very affective when expressed with a moderate intonation and is not emotional. g) Latency of Response is the final pause in speech carried out by someone. A slight pause before answering is more assertive than no pause.

Novalia & Dayakisni (2013) elaborates on assertiveness, namely the expression of reason, feelings, needs that individuals have that are straightforward, as they are and clear, without excessive fear, but also include proficiency in obtaining other people's feelings or arguments and not denying their right to express their thoughts and feelings. This means that the message is expressed without attempting to control, humiliate or belittle others. This shows that self-confidence greatly affects the level of assertiveness of each individual (Dewantari et al., 2021). Postolatii (2017) stated that from the self-confidence factor, it is observed that self-confidence is one of the reasons a person can have high assertiveness. Rathus and Nevid (1977) show that if a person has high self-confidence, then social fear will be low, which allows them to present their arguments and feelings.

Chasanah and Rohmatun (2020), in their research, explained a significant relationship between self-confidence and assertiveness when presenting the arguments of student activists at Unissula. The researcher's provisional answer was agreed, that is, if the level of self-confidence is high, the level of assertiveness is also high. The results are similar to Wijayanti and Nusantara (2022) research, which found that the type of variable relationship is positive, so the higher the assertive behavior, the higher the confidence, and vice versa. That is, self-confidence and assertiveness have a great correlation. From the results of previous research, it can be concluded that the relationship between self-confidence and assertiveness has a significant effect because the higher the assertive behavior possessed, the higher the confidence that appears in him, and vice versa.

Lauster (2002) found that self-confidence is an attitude or feeling of confidence in the abilities possessed so that the individual concerned is not too anxious about every action, is free to do things he likes, and is responsible for all actions done. Lauster (2002) suggests that people with high self-esteem also have the confidence to act fearlessly and take responsibility for their actions, allowing them to self-evaluate and know their strengths and weaknesses. Widyastuti (2017) also argues that self-confidence is the ability to honestly communicate desires without offending humans around them, not hurt, and being able to obtain intended desires. Self-confidence has an important role in determining a person's behavior. Perry (2011) explained self-confidence as a person's mentality in measuring themselves or surrounding conditions. Gufron & Risnawita (2016) argues that self-confidence factors can be seen according to internal factors such as self-concept, dignity, physical conditions, and life experiences that have occurred. factors such as teaching, profession, and surrounding circumstances.

Lauster (2002) explained that self-confidence is not something that is inherited (innate), but can be obtained through life experience and taught and inherited through education, so that with an effort, self-confidence can be formed and improved. This is where self-confidence arises and develops through learning to deal with the environment. This is supported by the results of interviews conducted with several students of the IBC program. Interviews were conducted with 15 students who were in the 7th semester of the IBC program. Based on the results of these interviews, nine out of fifteen students argue that self-confidence is very important, especially in the IBC program. They emphasized that IBC students should be able to communicate effectively with everyone because the core of the program is based on communication skills, which requires confidence when disseminating information to their interlocutors.

These students shared that throughout their studies in the IBC program, confidence has been a crucial component to successfully completing personal and field tasks. Without sufficient self-confidence, they would not be able to optimally complete their tasks. They noted that individuals with low levels of self-confidence tend to be more reserved; as a result, they often feel jealous of their peers who have higher levels of self-confidence. Nonetheless, they expressed a strong desire to develop their self-confidence, which they were not yet fully aware of.

To build their self-confidence to match that of their peers, they believe it is crucial to continually practice and enhance their confidence by engaging in various activities and joining committees. This involvement, they feel, will boost their confidence and reduce their reticence in communication.

Based on interviews conducted with fifteen IBC students regarding self-confidence, it has been found that some of them face feelings of insecurity when interacting with new people and groups. The prevalent reason for their insecurity stems

from negative thoughts that arise within them, causing a reluctance to express themselves or converse with others. This suggests that a lack of self-confidence appears to be associated with low assertivity in them. So the researchers wanted to find out more about whether IBC students' self-confidence was related to their assertivity.

From the explanation above, researchers can formulate a problem formulation, namely how self-confidence relates to the assertiveness of 7th semester IBC students. Thus, the researcher took the initiative to study the relationship between self-confidence and assertiveness among IBC students.

METHOD

This research uses a quantitative type of correlation, namely research carried out on the relationship between variables. The subjects of the study were students who were studying the IBC program, with a population of around 151 students consisting of classes A–D. With the criteria for students of the IBC program in the class of 2019/2020, students are actively studying at UIN Sayyid Ali Rahmatullah Tulungagung. Subjects were 19-22 years old at the time of sampling. using purposive sampling techniques, which means a sampling technique where the researcher intentionally selects certain individuals or entities to be part of the sample based on specific characteristics or qualities they possess, which are relevant to the research objectives. Student majoring in Islamic Broadcasting Communication (2019/2020), actively studying at UIN Sayyid Ali Rahmatullah Tulungagung. The sample size was 105 students. Data collection method using questionnaire. Information obtained through surveys can be classified as authentic information.

This study used two measurement tools, namely the confidence scale in assessing the level of confidence and the assertiveness scale in assessing the level of assertiveness to express arguments. The assertiveness scale according to aspects from Eisler et al. (1973), i.e. compliance, the duration of reply, loudness, request of new behavior, affect, and Latency of response. The confidence scale according to aspects from Lauster (2002), i.e. optimism, trust in own ability, tolerance, ambition in self, responsibility, sense of security, self-reliance, and easy to adjust. Both of these questionnaires used Likert scales.

After the data was obtained, a validity test was carried out using the Aiken V technique, with the number of raters as large as 5. With a total score of 1–5, the minimum Aiken V score is 0.8. The value of the Aiken coefficient V on this scale is between 0.8 and 0.85. While the instrument reliability test uses Cronbach Alpha, which is assisted through the SPSS application, The instrument trial was conducted with 30 respondents. Reliability tests conducted with a minimum value of >0.7 if the value of <0.7 are declared unreliable or consistent On the confidence scale, a Cronbach Alpha value of 0.819 was found, but there were several items that fell so that several rounds were carried out until the fourth round and got a value of 0.898, while on the assertiveness scale, a value of 0.872 was obtained, but there were also several items that fell so that several rounds were carried out until the seventh round and obtained a value of 0.928, which means that both scales obtained a value of Cronbach Alpha > 0.7 and can be said to be reliable.

Then a classical assumption test was carried out, namely the normality test with a value of 0.22 and linearity with a value of 0.26. The normality test is carried out to assess whether or not the distribution of data is normal. Researchers used the Kolmogorov-Smirnov normality test through the SPSS application. Furthermore, a linearity test was carried out to determine the suitability of data with a linear line (Sarjono & Julianita, 2011). Then the researcher conducted a hypothesis test using the Product Moment

hypothesis test type. This method was chosen to see whether there is a correlation between two variables, so it is suitable for use (Sarjono & Julianita, 2011).

RESULTS AND DISCUSSION

The subject was 7th semester IBC student at UIN Sayyid Ali Rahmatullah Tulungagung, consisting of 40 subjects with a percentage of 38.1% man and 65 subjects with a percentage of 61.9% women..

Table 1. Demographic Data

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Man	40	38.1	38.1	38.1
	Woman	65	61.9	61.9	100.0
	Total	105	100.0	100.0	
Age	19	10	9.5	9.5	9.5
	20	21	20.0	20.0	29.5
	21	30	28.6	28.6	58.1
	22	44	41.9	41.9	100.0
	Total	105	100.0	100.0	

Based on the table above, it is known that 9.5% of the study subjects were aged 19 years (10 people), as many as 20.0% were 20 years old (21 people), as many as 28.6% were 21 years old (30 people), and as many as 41.9% were 22 years old (44 people).

Table 2. Student Confidence Level Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	58	55.2	55.2	55.2
	High	47	44.8	44.8	100.0
	Total	105	100.0	100.0	

Based on the data above, 58 people (55.2%) were obtained in the medium category and 47 people (44.8%) in the high category. It can be concluded that most subjects have a moderate level of self-confidence.

Table 3. Student Assertiveness Level Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	1	1.0	1.0	1.0
	Medium	36	34.3	34.3	35.2
	High	68	64.8	64.8	100.0
	Total	105	100.0	100.0	

Based on the data above, 1 person (1.0%) was obtained in the low category, 36 people (34.3%) in the medium category, and 68 people (64.8%) in the high category. It can be concluded that the level of assertiveness is high.

Tabel 4. Normality Test Using One-Sample Kolmogorov-Smirnov Technique

Test	Technique	Significance	Result
Normality	One-Sample Kolmogorov-Smirnov Test	0,22 ($p>0,05$)	Normal

Based on the results of the Kolmogorov-Smirnov normality test, the normality result is $0.22>0.05$ significance, which means that the residual value is normally distributed.

Tabel 5. Linierity Test

Test	Technique	Significance	Result
Linierity	Deviation from Linierity	0,26 ($p>0,05$)	Linier

The linearity test shows a deviation from linearity of 0.26, which means the value obtained is >0.05 . It can be concluded that the data can be said to be linear because 0.26 is greater than 0.05.

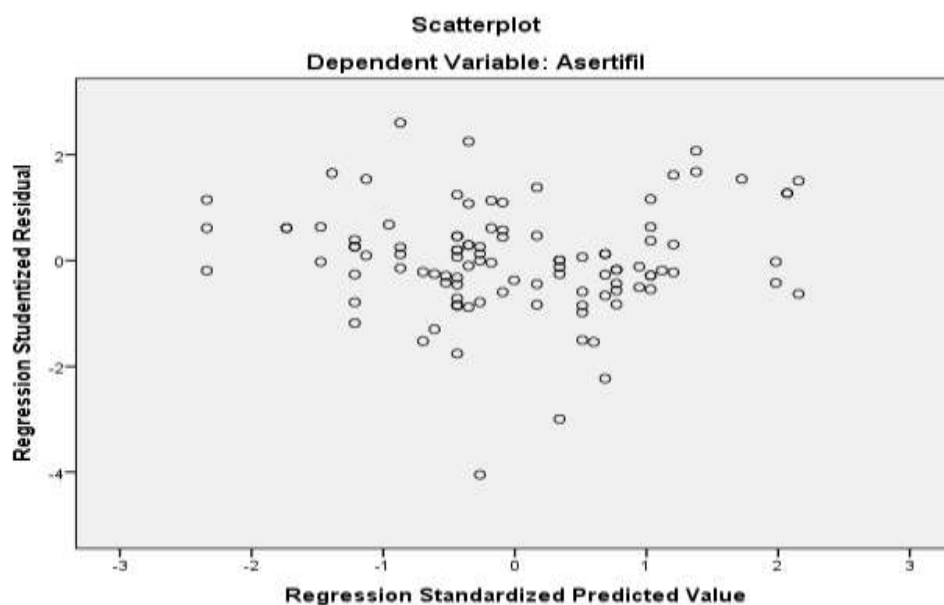


Figure 1. Scatterplot Assertiveness and Confidence

The homoscedasticity test showed that the data spread was not patterned; the data points were spread, which means that there were no symptoms of heteroscedasticity.

Table 6. Hypothesis Test Result

		Self-Confidence	Assertiveness
Self-Confidence	Pearson Correlation	1	.383**
	Sig. (2-tailed)		.000
	N	105	105

Asertiveness	Pearson Correlation	.383**	1
	Sig. (2-tailed)	.000	
	N	105	105

The relationship between student confidence and assertiveness was tested using product-moment correlation. Preliminary analysis is useful in ensuring that the assumptions of normality, linearity, and homoscedasticity are met. The test results showed a significant correlation between the two variables ($r = 0.383$, $n = 105$, $p < 0.05$).

This research took place at UIN Sayyid Ali Rahmatullah Tulungagung with 105 respondents consisting of 40 subjects with a percentage of 38.1% men and 65 subjects with a percentage of 61.9% women. From the results of the descriptive test, it showed that in the self-confidence category, there were 58 people (55.2%) in the medium category and 47 people (44.8%) in the high category. The results of this study showed that the majority of subjects had a moderate level of self-confidence. In line with research conducted by Purwantini (2018), several grade X students of SMK Negeri 2 Kediri have moderate self-confidence with a percentage value of 86.3%. People with moderate self-confidence have a realistic assessment of their own strengths and weaknesses, are open to learning from mistakes without getting too worked up. They communicate in a clear manner, yet still listen to the opinions of others, and show flexibility and resilience in the face of change or failure. While they value external validation, they are not overly dependent on external recognition to feel valuable, achieving a balance between humility and confidence.

In the assertiveness level category test for IBC students, it showed that in the student assertiveness level category, there was 1 person (1.0%) in the low category, 36 people (34.3%) in the medium criteria, and 68 people (64.8%) in the high criteria. It can be concluded that the subject has a high level of assertiveness. This is the same as the research conducted by Munir (2019), who also received the same assertiveness category test results, which are at a high level with a percentage of 83%. strengthened by Chasanah and Rohmatun's (2020) research, which explained that the assertiveness and self-confidence of student activists are high. People with high assertiveness are communicative, clear and direct in stating their needs and boundaries without being aggressive. They listen respectfully, set boundaries effectively, and are able to politely decline when necessary. This individual has high self-confidence, is not easily influenced by pressure, and acts in a respectful and constructive manner.

The relationship between confidence and assertiveness was tested using product-moment correlation. Preliminary analysis is carried out to ensure that the assumptions of normality, linearity, and homoscedasticity are met. The test results showed a significant correlation between the two variables ($r = 0.383$, $n = 105$, $p < 0.05$). It seems that there is a positive relationship between self-confidence and assertiveness. Positive relatedness it self means that that the higher the self-confidence of students, the higher their assertiveness, and vice versa. In line with Gallan's (2019) research, there is a very significant relationship between self-confidence and assertiveness. Assertiveness is influenced by factors such as parental care, gender, self-confidence, and level of education (Hikmah, 2021). Rathus and Nevid (1977) also describe assertiveness as influenced by parental upbringing, gender, self-confidence, and level of learning. Chasanah & Romatun (2020) stated in his research that with self-confidence, a person is able to express feelings that are channeled in behavior or words, speak well, be open to other individuals, believe enough in themselves, behave and speak as they are, and have

a good view of life. The study found a significant positive association between confidence and assertiveness for student activists when expressing arguments.

The study's results align with Yessi and Oktaviana's (2017) findings, which indicate a positive correlation between self-confidence and assertive behavior. This is further supported by Wijayanti and Nusantara's (2022) research, which also found a positive relationship between self-confidence and assertive behavior among university students. The more assertive the students' behavior, the higher their self-confidence. Pardede et al. (2019) suggested a link between self-confidence and assertive behavior. High self-confidence contributes to an increase in an individual's assertive behavior, as supported by Nicolaiev et al. (2023).

CONCLUSION

According to the study, it can be concluded that the two variables are correlated, although the correlation among self-confidence and assertiveness is weak. The form of the relationship is positive. The analysis showed a significant relationship related to self-confidence and assertiveness among 7th semester students majoring in IBC at UIN Sayyid Ali Rahmatullah Tulungagung. This means that the higher the assertiveness, the higher the confidence.

Researchers are encouraged to examine additional factors that may impact the assertiveness of IBC students. It is also important to investigate assertiveness levels among students in each semester to determine when assertiveness is experienced. Additionally, interventions to increase assertiveness should be based on research results to ensure effectiveness.

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