

The Influence of Parenting Patterns, Big-Five Personality and Gender on Adolescent Assertiveness

Yuliyanti Musfiroh, Achmad Syahid, Dean Zulmi Airlangga*

Fakultas Psikologi Universitas Islam Negeri Syarif Hidayatullah, Jakarta, Indonesia

e-mail: yulimsfrh@gmail.com, achmad_syahid@uinjkt.ac.id, deanzulmiairlan@gmail.com*

Abstrak

Penelitian ini dilakukan untuk melihat pengaruh Pola Asuh Orang Tua, Big-Five Personality, dan jenis kelamin terhadap Asertivitas pada Remaja. Penelitian ini diharapkan dapat memberikan sumbangan kepada pengembangan ilmu psikologi dan dapat menjadi masukan bagi remaja untuk meningkatkan pemahaman mengenai pentingnya asertivitas dalam kehidupan sehari-hari. Populasi dalam penelitian ini adalah remaja berusia 14-17 tahun yang berdomisili di Jakarta. Alat ukur yang digunakan dalam penelitian ini adalah hasil adaptasi dan modifikasi dari alat ukur The Short Form Version of The Scale for Interpersonal Behavior (Arrindell et al, 2002), A Short Version of Buri's (1991) The Parental Authority Questionnaire (Alkharusi et al, 2011), dan Big-Five Inventory (BFI) (John & Srivastava, 1999). Uji validitas alat ukur menggunakan teknik Confirmatory Factor Analysis (CFA) dengan menggunakan software Lisrel 8.70, sedangkan analisis data menggunakan teknik analisis regresi berganda dengan menggunakan software SPSS 26.0. Hasil analisis regresi secara keseluruhan menunjukkan bahwa terdapat pengaruh yang signifikan antara pola asuh, big-five personality, dan jenis kelamin terhadap asertivitas remaja sebesar 38.8% sedangkan 61.2% dipengaruhi oleh variabel lain di luar penelitian ini. Dimensi yang berpengaruh signifikan terhadap asertivitas yaitu tipe pola asuh authoritative, dan tipe kepribadian extraversion, agreeableness, dan conscientiousness.

Kata kunci: asertivitas, big-five personality, jenis kelamin, pola asuh orang tua, remaja

Abstract

This study was conducted to examine the effect of parenting style, big-five personality, and sex on assertiveness in adolescence. This research is expected to contribute to the development of psychology and can be an input for adolescents to increase their understanding of the importance of assertiveness in everyday life. The population in this study are adolescents aged 14-17 years who live in Jakarta. The measuring instrument used in this study is the result of adaptation and modification of the measuring instrument The Short Form Version of The Scale for Interpersonal Behavior (Arrindell et al, 2002), A Short Version of Buri's (1991) The Parental Authority Questionnaire (Alkharusi et al, 2011), and Big-Five Inventory (John & Srivastava, 1999). Test the validity of the measuring instrument using Confirmatory Factor Analysis (CFA) technique using Lisrel 8.70 software, while data analysis using multiple regression analysis technique using SPSS 26.0 software. The results of the overall regression analysis show that there is a significant influence between parenting, big-five personality, and gender on adolescent assertiveness by 38.8% while 61.2% is influenced by other variables outside of this study. The dimensions that have a significant effect on assertiveness are the type of authoritative parenting, and the personality types of extraversion, agreeableness, and conscientiousness.

Keywords: adolescents, assertiveness, big-five personality, parenting style, sex

I. Introduction

The psychological development of human children globally since four decades ago, experts have paid attention to a phase of global psychological development and debated it across nations (Yankelovich & Kaagan, 1980; Whiting, 1983; Sardeshpande, 2012; Chen, Pu, & Johnston, 2013; Johnston, 2013; De Spiegeleire, 2016), who because of their age are categorized as generation Z. They are aged between 14-27, as a generation that is very prone

to high anxiety, because they are known to be ambitious, digital addicts, busy in the media landscape social (Miller, 2016), high self-confidence, high curiosity, challenges authority, uses slang, and is busy spending time alone (Igel & Urquhart, 2012; Kardaras, 2016; Starr, 2020).

On the other hand, in one of the stages of human development, adolescents aged 14-17 years fall into the middle adolescent category (Waterman & Brittany, 2019). Adolescents of this age are at the fifth stage of psychosocial theory, namely identity vs identity confusion (Erikson, 1950; Papalia et al, 2009). This phase is a complex and difficult stage or period because it is a transition period between childhood and adulthood. They begin to search for their identity as their thinking abilities continue to develop and experience an initial maturation process. At this stage, teenagers begin to determine who they are, how they see themselves, what their role is in the surrounding environment, and what they want to do in the future (Santrock, 2011). It is important for individuals to pass this stage because if they fail there will be an identity crisis for the individual in the future. During the teenage phase, the majority of individuals spend more time with peers. Peer relations have a big influence on the good and bad behavior of teenagers during the identity search stage. Teenagers tend to depend on their peers compared to teachers or even their parents (Rohyati & Purwandari, 2015).

Experts are concerned about the power of possession, the power of project, the power of profession, and the power of perceiving others of this generation, which they do not yet seem to realize its tremendous power (De Spiegeleire, 2016), especially with this generation's ability to express style. life, especially in communicating adaptively by expressing what one wants, feels, and thinks directly to other people while maintaining and respecting rights, feelings, respect and without the intention of attacking, which is known as assertiveness. Since 4 to 5 decades ago, individual training has been recommended (Mummery, 1954; Rashbaum-Selig, 1976; Klein & Babcock, 1979), community treatment (Killaspy, 2007; Bishop, George, Lurie, & Wales, 2011) and educational institutions (Syahid, 2016) which cover mentally healthy individuals to explore deposits in the sedimentation of parenting patterns (Baumrind, 2012), both men and women (Fagot, Hagan, Leinbach, & Kronsberg, 1985), to encourage discipline (Chamberlin, 1982; Watson, & Crockenberg, 1982; Mandlebaum, Russell, Krouse, & Gonter, 1983; Canter, 1989), caring (Kronrod, Grinstein, & Wathieu, 2012), cooperation (Li, 2010), creativity (Rocheftort, 2019), and preventing bullying (Oktaviani, Syahid & Moormann, 2020).

Assertiveness is a skill possessed by individuals to express themselves, their ideologies and desires directly without harming their own rights or the rights of others (Sriyanto et al, 2014). The concept of assertiveness is in the middle between two opposing poles, namely submissive/passive and aggressive. This assertive nature is something vital for teenagers. Assertiveness helps teenagers to strengthen their foundations so that they are not easily swept away by the social flow of their peers, and are able to recognize themselves both in terms of their strengths and weaknesses, and can even plan their life goals in the future (Rohyati & Purwandari, 2015). On the other hand, teenagers who do not have an inherent assertive nature will be much more vulnerable to becoming juvenile delinquents.

Without assertiveness, teenagers are on one of two opposing axes, namely passive and aggressive. Judging from the definition, aggressiveness is anti-social behavior carried out to hurt other people, either physically or verbally (Krahé, 2020). Meanwhile, submissive behavior is an attitude of inferiority that makes a person tend to feel inferior to other individuals. Utamingtyas (2019) explains that submissive behavior includes tending to hide their opinions or feelings and allowing other people to take over and violate their rights. This behavior can instill feelings of shame and resentment towards oneself if it occurs for a long time.

Several phenomena of juvenile delinquency occur due to a lack of assertiveness which escalates into aggression. One of them is bullying activities. Aggressive teenagers are considered to have a tendency to become perpetrators of bullying, both verbally and nonverbally, if seen from the definition. Meanwhile, submissive teenagers are most likely to become victims of bullying, because of their inability to express their feelings, and tend to allow other people to violate their rights. Butar Butar's research results (2017) stated that the lower a person's level of assertiveness, the higher the tendency to become a victim or perpetrator of bullying. Hasanah et al (2020) stated in their research that as many as 50% of teenagers with drug abuse cases in Jakarta had a low level of assertiveness, and 33.80% had a medium level of assertiveness. Regarding smoking behavior, it was explained in Wulan's (2012) research that low assertive behavior is the second dominant factor influencing smoking behavior among teenagers in Jakarta.

In research by Vervyski & Desiningrum (2017), it is explained how assertive behavior affects teenagers. Those who have high assertiveness will be able to show themselves through their opinions and thoughts and can help their peers without coercion. Assertive behavior helps teenagers adjust so that teenagers can place themselves in their social environment and not experience difficulties when dealing with other people. Other research strengthens the

hypothesis that assertive behavior can reduce the risk of bullying in adolescents. Adolescents who implement assertive behavior find it easier to express themselves, are socially open, achieve goals without destroying others, are responsible, and have the courage to make decisions (Azis, 2015). In this study, it was also stated that assertiveness training was proven to improve interpersonal skills, reduce smoking habits, increase self-esteem, and reduce anxiety levels.

When we talk about assertive behavior, we cannot ignore the role of an individual's family background. According to Hasanah (in Rohyati & Purwandari, 2015), assertiveness is a behavior that arises from learning results. Assertive behavior also has internal and external factors. One of the external factors that influences assertive behavior is the parenting style of parents. The communication that exists within the family and the form of parenting patterns play a role in determining the assertive nature of an individual. The relationship between parenting style and assertiveness has been studied in the research of Sriyanto et al (2014), parenting patterns have a significant and positive influence on assertive behavior.

Parenting patterns according to Baumrind (1991) have three dimensions, namely permissive, authoritarian, and democratic parenting. Several studies show that these three dimensions have different relationships with assertiveness. Ellis (in Dagnev & Asrat, 2017) states that children who grow up with democratic parenting tend to have a higher level of assertiveness than children who grow up with permissive parenting. According to Mareta (2018), children who are raised with an authoritarian parenting style tend to have a low level of assertiveness, characterized by poor communication skills, a lack of self-confidence, and a lack of initiative. Veryski & Desiningrum's (2017) research revealed that permissive parenting has a negative relationship with assertiveness. In this research, it is hoped that we can see which forms of parenting support the development of assertive behavior in adolescents.

Individual personality is also an internal factor that influences the level of assertiveness. One personality theory that is often discussed in relation to assertiveness is the Big Five personality theory. This theory divides personality into five dimensions, namely Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. The level of assertiveness may vary depending on the dominant personality possessed by the individual. Contrary to the research findings of Jourshari et al (2022), research by Bagherian & Mojambari (2016) found that each personality dimension has a different relationship with assertiveness. Therefore, in this research, the author hopes that we can see how the big five personality influences the level of assertiveness in teenagers.

Demographic variables also influence assertiveness, one of which is gender. According to research by Tolor et al (1976), women were found to be significantly more assertive compared to men. Nabila et al (2012) show that men are more assertive than women because of habituation since childhood which requires men to be assertive and competitive. There are different opinions regarding the influence of gender on assertiveness. Therefore, researchers want to look at in this study the gender categories that have a positive influence on adolescent assertiveness. Peers have a good or bad influence on teenagers and this influence then becomes a threat to their development. This can occur due to the homogeneity within the peer group, resulting in peer pressure (Rohyati & Purwandari, 2015). Several studies show that peer influence is very strong in juvenile delinquent behavior. Muhsinin et al (2017) prove that there is a relationship between peers and the tendency to use drugs, as much as 41.2%. Mirnawati et al (2018) support the statement that peers participate in the smoking behavior of teenagers by 20%.

From the various research data listed above, it shows that there are still variations in findings, regarding the influence of parental parenting and big-five personality on assertiveness in adolescents. The study of assertiveness in adolescents remains an interesting phenomenon to be studied further from a psychological perspective, especially to see the influence of internal and external factors, namely parental parenting patterns and big-five personalities on assertiveness in adolescents.

II. Methods

2.1 Population, Sample, and Sampling Techniques

The population in this study were middle adolescents, aged 14-17 years, who lived in Jakarta. The sampling technique is non-probability sampling, where the sample is not chosen randomly so that each member of the population does not have the same opportunity to be sampled. The sampling method used is a convenience sampling technique, namely sampling with consideration of convenience in research.

The number of respondents in this research was 200 respondents. The data collection process in this research was carried out from 27 May to 3 July 2022 via Google Form. This Google Form questionnaire is distributed online with a note that the sample must meet predetermined criteria. The sample criteria in this research include:

- a) Teenagers, both boys and girls aged 14-17 years
- b) Domiciled in Jakarta

2.2 Scale

There are three measuring instruments used in this research, namely:

1. *Assertiveness Scale*

The assertiveness instrument in this research is The Short Form Version of The Scale for Interpersonal Behavior (Arrindell, Willem A.; Sanavio, Ezio; Sica, 2002) which is a short version of The Scale for Interpersonal Behavior (Arrindell & van der Ende, 1985). This scale has four dimensions consisting of 25 statement items which are divided into four dimensions, namely display of negative feelings/negative assertion, expression of and dealing with personal limitations, initiating assertiveness, and positive assertion.

2. *Parenting Style Scale*

The parenting instrument in this research is A Short Version of Buri's (1991) The Parental Authority Questionnaire (PAQ) which was developed by Alkhusari et al (2011). This PAQ scale is used to measure parents' perceptions of parenting patterns. Apart from that, the PAQ scale has three dimensions, namely permissive, authoritarian and authoritative, which consists of 20 question items, but the researchers made modifications according to research needs so that the number of statement items became 21 items.

3. *Big-Five Personality Scale*

The big-five personality instrument in this research is the Big-Five Personality (BFI) which was developed by John & Srivastava (1999). This BFI scale has five dimensions, namely extraversion, agreeableness, openness, conscientiousness, and neuroticism, which consists of 44 question items.

III. Result

3.1 General Description

The total sample in this study consisted of 200 teenagers aged 14-17 years who live in DKI Jakarta. The data is as follows:

Table I. Subject Characteristics

| Characteristics | Respondent Data | Total | Percentage (%) |
|-----------------|-----------------|-------|----------------|
| Age | 14 | 10 | 5.0% |
| | 15 | 33 | 16.5% |
| | 16 | 56 | 28.0% |
| | 17 | 101 | 50.5% |
| Gender | Male | 54 | 27.0% |
| | Woman | 146 | 73.0% |
| Domicile | West Jakarta | 58 | 29.0% |
| | Central Jakarta | 27 | 13.5% |
| | South Jakarta | 55 | 27.5% |

| | | |
|---------------|----|-------|
| East Jakarta | 37 | 18.5% |
| North Jakarta | 23 | 11.5% |

After describing each variable, what needs to be done is categorizing the research data, which uses the standard deviation and mean of the t-score. Variable categorization aims to place individuals into separate groups according to a continuum based on the attribute being measured. The level continuum used in this research is from low to high.

Tabel II. Score Categorization

| Variable | Frequency | | Percentage | |
|-------------------|-----------|------|------------|-------|
| | Low | High | Low | High |
| Assertiveness | 109 | 91 | 54.5% | 45.5% |
| Permissive | 109 | 91 | 54.5% | 45.5% |
| Authoritarian | 105 | 95 | 52.5% | 47.5% |
| Authoritative | 100 | 100 | 50% | 50% |
| Extraversion | 108 | 92 | 54% | 46% |
| Agreeableness | 96 | 104 | 48% | 52% |
| Openness | 94 | 106 | 47% | 53% |
| Conscientiousness | 95 | 105 | 47.5% | 52.5% |
| Neuroticism | 101 | 99 | 50.5% | 49.5% |

3.2 Hypothesis Test

The R-square gain is .388 or 38.8%. This means that assertiveness can be explained by permissive, authoritarian, authoritative, extraversion, agreeableness, openness, conscientiousness, neuroticism, and gender, amounting to 38.8%, while the remaining 61.2% is influenced by other variables outside this research. The R-Square value can be seen in Table 1.

Table III. R-Square

| <i>Model Summary</i> | | | | |
|----------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .623 ^a | .388 | .359 | 7.62712 |

a. Predictors: (Constant), Gender, Authoritarian, Conscientiousness, Permissive, Extraversion, Authoritative, Agreeableness, Openness, Neuroticism

Based on Table 2, we found a significance value of .000 or it could be said that the sig value was $< .05$. Therefore, the null hypothesis which states that there is no significant influence between parenting dimensions (permissive, authoritarian, authoritative), big-five dimensions (extraversion, agreeableness, openness, conscientiousness, neuroticism), and gender on assertiveness is rejected. Meanwhile, the major hypothesis which states that there is a significant influence between parenting dimensions (permissive, authoritarian, authoritative), the big-five dimensions (extraversion, agreeableness, openness, conscientiousness, neuroticism) and gender on assertiveness.

Table IV. Anova

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 7020.798 | 9 | 780.089 | 13.410 | .000 ^b |
| | Residual | 11052.852 | 190 | 58.173 | | |
| | Total | 18073.650 | 199 | | | |

- a. Dependent Variable: Assertiveness
 b. Predictors: (Constant), Gender, Authoritarian, Conscientiousness, Permissive, Extraversion, Authoritative, Agreeableness, Openness, Neuroticism

The next step is for the researcher to look at the regression coefficient of each independent variable. If $\text{sig} < .05$, then the regression coefficient is significant, which means that the independent variable has a significant influence on assertiveness. The magnitude of the regression coefficient of each independent variable on assertiveness can be seen in table 3.

Table V. Regression Coefficients

| Model | | Unstandardized Coefficients | | Standardized Coefficients Beta | t | Sig. |
|-------|-------------------|-----------------------------|------------|--------------------------------|--------|-------|
| | | B | Std. Error | | | |
| 1 | (Constant) | 17.386 | 9.704 | | 1.792 | .075 |
| | Permissive | .036 | .061 | .035 | .591 | .555 |
| | Authoritarian | .019 | .065 | .017 | .286 | .775 |
| | Authoritative | .194 | .065 | .191 | 3.002 | .003* |
| | Extraversion | .373 | .063 | .374 | 5.907 | .000* |
| | Agreeableness | -.205 | .071 | -.179 | -2.891 | .004* |
| | Openness | .103 | .069 | .099 | 1.494 | .137 |
| | Conscientiousness | .265 | .067 | .253 | 3.966 | .000* |
| | Neuroticism | -.079 | .071 | -.076 | -1.110 | .268 |
| | Gender | -1.537 | 1.327 | -.072 | -1.158 | .248 |

Based on table 5, the following equation is produced:

$$\text{Assertiveness} = 17.386 + 0.036 \text{ permissive} + 0.019 \text{ authoritarian} + 0.194 \text{ authoritative}^* + 0.373 \text{ extraversion}^* - 0.205 \text{ agreeableness}^* + 0.103 \text{ openness} + 0.265 \text{ conscientiousness}^* - 0.079 \text{ neuroticism} - 1.537 \text{ gender}$$

From the regression equation described above, it can be explained that of the 9 independent variables, 4 have a significant influence on assertiveness, namely authoritative, extraversion, agreeableness, and conscientiousness, while the other independent variables were found to be insignificant. The explanation of the regression coefficient values obtained for each independent variable (IV) is as follows:

1. Permissive Variable

Permissive has a regression coefficient value of .036 with a significance value of .555 (sig > .05), thus, the hypothesis which states that there is no significant effect of permissiveness on assertiveness is accepted. This means that the permissive variable does not have a significant influence on assertiveness.

2. Authoritarian Variable

Authoritarian has a regression coefficient value of .019 with a significant value of .775 (sig >.05), thus, the hypothesis which states that there is no significant influence of authoritarianism on assertiveness is accepted. This means that the authoritarian variable does not have a significant influence on assertiveness.

3. Authoritative Variable

Authoritative has a regression coefficient value of .194 with a significant value of .003 (sig < .05), thus the hypothesis which states that there is no significant influence of authoritative on assertiveness is rejected. This means that the authoritative variable has a significant influence on assertiveness.

4. Extraversion Variable

Extraversion has a regression coefficient value of .373 with a significant value of .000 (sig < .05), thus the hypothesis which states that there is no significant effect of extraversion on assertiveness is rejected. This means that the extraversion variable has a significant influence on assertiveness.

5. Agreeableness Variable

Agreeableness has a regression coefficient value of -.205 with a significant value of .004 (sig < .05), thus the hypothesis which states that there is no significant influence of agreeableness on assertiveness is rejected. This means that the agreeableness variable has a significant influence on assertiveness.

6. Openness Variable

Openness has a regression coefficient value of .103 with a significant value of .137 (sig > .05), thus the hypothesis which states that there is no significant influence of openness on assertiveness is accepted. This means that the openness variable does not have a significant influence on assertiveness.

7. Conscientiousness Variable

Conscientiousness has a regression coefficient value of .265 with a significant value of .000 (sig < .05), thus the hypothesis which states that there is no significant influence of

conscientiousness on assertiveness is rejected. This means that the conscientiousness variable has a significant influence on assertiveness.

8. Neuroticism Variable

Neuroticism has a regression coefficient value of $-.079$ with a significant value of $.268$ ($\text{sig} > .05$), thus the hypothesis which states that there is no significant influence of neuroticism on assertiveness is accepted. This means that the neuroticism variable does not have a significant influence on assertiveness.

9. Gender

Gender has a regression coefficient value of -1.537 with a significant value of $.248$ ($\text{sig} > .05$), thus the hypothesis which states that there is no significant influence of gender on assertiveness is accepted. This means that the gender variable does not have a significant influence on assertiveness.

Tabel VI. Proporsi Varians

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .019 ^a | .000 | -.005 | 9.55238 | .000 | .072 | 1 | 198 | .789 |
| 2 | .038 ^b | .001 | -.009 | 9.57135 | .001 | .216 | 1 | 197 | .643 |
| 3 | .347 ^c | .121 | .107 | 9.00462 | .119 | 26.578 | 1 | 196 | .000* |
| 4 | .537 ^d | .289 | .274 | 8.11983 | .168 | 46.042 | 1 | 195 | .000* |
| 5 | .546 ^e | .298 | .280 | 8.08419 | .010 | 2.723 | 1 | 194 | .101 |
| 6 | .560 ^f | .314 | .293 | 8.01505 | .016 | 4.361 | 1 | 193 | .038* |
| 7 | .613 ^g | .376 | .353 | 7.66550 | .062 | 19.003 | 1 | 192 | .000* |
| 8 | .620 ^h | .384 | .358 | 7.63394 | .008 | 2.591 | 1 | 191 | .109 |
| 9 | .623 ⁱ | .388 | .359 | 7.62712 | .004 | 1.342 | 1 | 190 | .248 |

a. Predictors: Constant), *Permissive, Authoritarian, Authoritative, Extraversion, Agreeableness, Openness, Conscientiousness, Neuroticism*

IV. Conclusion, Discussion, and Suggestions

4.1 Conclusion

Based on the results of the research data analysis described in chapter IV, the conclusion obtained from the results of this research is that there is a significant joint influence of the parenting style variables (permissive, authoritarian and authoritative), big-five personality (extraversion, agreeableness), openness, conscientiousness and neuroticism), and gender on assertiveness in middle adolescence. This result is shown from the results of the F test which tests all independent variables against the dependent variable with an R2 of 0.388 or 38.8%.

Based on the regression coefficient, it was found that there were only four independent variables which were stated to have a significant effect on the assertiveness of

middle adolescence, namely authoritative, extraversion, agreeableness and conscientiousness, while the other independent variables were not significant. Furthermore, if we look at the proportion of variance in the contribution of each independent variable, we find four variables that have a significant effect on the assertiveness of middle adolescence, namely authoritarian, extraversion, openness and conscientiousness, while the other variables are not significant.

4.2 Discussion

In this research there are three independent variables, namely parental parenting patterns, big-five personality, and gender. Of the three IVs, when the regression test was carried out together, these three variables had a significant influence on assertiveness. However, when a significance test was carried out for each dimension, there were only four variables that had regression coefficient values that had a significant effect on assertiveness, including: authoritative, extraversion, agreeableness, and conscientiousness. The research results of Fitri and Widuri (2021) state that all parenting styles influence assertive behavior, but not gender. As in the research of Schofield, et al (2012) and the study of Grolnick (2012), in this research there is one dimension of parenting that has a significant effect on assertiveness, namely authoritative. Meanwhile, the permissive and authoritarian dimensions do not have a significant effect on assertiveness.

The first dimension is permissive. This dimension of the parenting variable has a form of parenting where the parent has no control over the child and gives the child complete freedom in regulating himself. The results of this study show that the regression coefficient value of permissiveness does not have a significant influence on assertiveness. This means that if someone has a more dominant permissive parenting style, the lower the level of assertiveness. This result is in line with research by Veryski and Desiningrum (2017) which states that this occurs because parents who apply permissive parenting use very little structure and guidance in raising children and do not provide guidance or control children.

The second dimension is authoritarian. The dimensions of this parenting variable have a form of parenting where the parent takes full control in controlling and evaluating the child's behavior. The results of this research show that the regression coefficient value of authoritarianism does not have a significant influence on assertiveness. This means that if someone has a more dominant authoritarian parenting style, the lower the level of assertiveness. The results of this research are in line with the opinion of Hurlock (2006) who

stated that the impact of this parenting style is the formation of a child who is closed and finds it difficult to express his thoughts when in his social environment so that the child is unable to reject everything that is said to him.

The third dimension is authoritative. The dimensions of this parenting variable have an open and flexible form of parenting. The results of this research show that the regression coefficient value of authoritative parenting has a significant influence on assertiveness. This means that if someone has a dominant authoritative parenting style, the higher the assertiveness value. Although different from the research findings of Xien & Zakaria (2022), these findings are in line with Mareta's research (2018) which explains that this parenting style has a positive effect on assertive behavior because in this parenting style parents give children the opportunity to communicate freely but still be given restrictions and parental supervision. With this parenting style, children are formed who are assertive, open and confident.

Next, the big-five personality variable, in this study, the dimensions of the big-five personality variable that have a significant influence on assertiveness are extraversion, agreeableness, and conscientiousness. Meanwhile, the dimensions of openness and neuroticism were found not to have a significant influence on assertiveness.

The extraversion dimension in the big-five variable has traits which are an energetic approach to the material and social world such as high enthusiasm, dominance and communicativeness. The results of this research show that the regression coefficient value of extraversion has a significant influence on assertiveness. This means that the higher a person's level of extraversion, the higher their level of assertiveness. These results are in line with research by Bagherian & Mojambari (2016) which states that the extraversion dimension has a parallel relationship with assertiveness. Individuals with high extraversion tend to be energetic, enthusiastic, friendly, and have good social skills. This trait can encourage individuals to behave assertively.

The agreeableness dimension in the big-five variable is referred to as the social adaptability personality type with friendly, warm and cooperative traits. The results of this research show that the regression coefficient value of agreeableness has a significant influence on assertiveness with the regression coefficient value being negative. This means that the lower a person's level of agreeableness, the higher their level of assertiveness. Individuals with a high level of agreeableness tend to always give in and avoid conflict, whereas individuals with a low level of agreeableness tend to show a cold and confrontational attitude. The results of this research are not in line with previous research regarding the relationship between agreeableness and assertiveness discussed by Bagherian & Mojambari

(2016) and Kirst (2011) which revealed that there is no direct relationship between assertiveness and the agreeableness dimension.

The openness dimension in the big-five variable refers to an individual's openness and willingness to adapt to new situations or ideas. The results of this research show that the regression coefficient value of openness does not have a significant influence on assertiveness. The results of this research are in line with the results of research by Bagherian & Mojambari (2016) which revealed that the openness dimension has no relationship with a person's assertiveness. However, there is other research discussed by Kirst (2011) which reveals that the openness dimension has a relationship with assertiveness. In this research, it is said that the higher the assertiveness value, the more open the individual will tend to be to new experiences.

The conscientiousness dimension in the big-five variable is a personality type that has ambitious and organized characteristics. The results of this research show that the regression coefficient value of conscientiousness has a significant influence on assertiveness. The results of this research are in line with Rice's research (in Bagherian & Mojambari, 2016) which states that individuals with high conscientiousness tend to be more organized, ambitious, reliable, and have strong desires; The traits above mentioned can be the highest predictors of assertiveness.

The neuroticism dimension in the big-five variable reflects the emotional stability of individuals in a negative direction. The results of this study show that the regression coefficient value of neuroticism does not have a significant influence on assertiveness. The regression coefficient has a negative sign, which means that the lower the neuroticism value of an individual, the higher the assertiveness value. These results are in line with Hosseini's research (in Bagherian & Mojambari, 2016) that neuroticism has an inverse relationship with assertiveness. Individuals with high neuroticism have anxiety and emotional instability so they have a low level of assertiveness. It was also stated that neuroticism was the lowest predictor of assertiveness.

The demographic variable examined in this research is gender. The results of this study show that the gender variable does not have a significant influence on assertiveness. Other research which is in line with the results of this study states that there is no difference in assertiveness between men and women (Hasnabuana & Sawitri, 2015). In this study, gender did not have a significant effect on assertiveness, possibly because the number of female subjects was greater than male, so it was not balanced.

There are limitations that must be considered when evaluating research results. First, based on the research results in this study, it is significantly 38.8% and there are still many factors that influence assertiveness. Second, based on several literature reviews used in this research, the results are contradictory to previous research. However, this does not cast doubt on previously existing theories. There are many other factors that cause inappropriate research results, such as sample size, the social climate where the sample is located, and the research location used can be causal factors. There are limitations in the research that has been carried out, further research is needed to complement the limitations of this research.

4.3 Suggestions

Based on the variance value resulting from this research, the thirteen independent variables studied contributed 38.8%, while the remaining 61.2% was influenced by other variables not measured in this research. From these figures we can see that parenting style and big five personality have quite a big influence on assertiveness, this can be a consideration and input for practitioners who conduct research on assertiveness. Researchers also suggest that further research needs to look at and measure other variables that have an influence on assertiveness such as self-esteem, self-concept, independence, and other demographic factors such as level of education and culture. By considering these variables, it is hoped that future research will further improve the results of previous research.

In future research, if you want to take samples from the same age range, namely teenagers 14-17 years old, you are expected to pay attention to the language used on the instrument so that it suits the conditions of the sample taken. It is hoped that in future research, data collection will be carried out directly.

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