



Negotiation Competencies Based on Assertiveness and Self Efficacy for Vocational High School Students

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Abstract

This study aims to determine the association of assertiveness, self efficacy with the competency of negotiations for students. The study was conducted in State Vocational School 1 Bawang Banjarnegara involving 132 samples in Study Program of Online Marketing Business. Sampling technique was stratified random sampling, and data collection technique used questionnaire instruments. Data were analyzed through correlation technique data of product moment. Based on hypothesis testing, results can be obtained that assertiveness had a positive relationship with negotiation competencies. Similarly, self efficacy also had a positive relationship to negotiation competencies; these two independent variables also had a positive and significant relationship to negotiation competencies. The implications of the results of this study were that the negotiation competencies for students can support careers in marketing so that it required the formation of assertiveness and an increase in self-efficacy in the learning process.

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INTRODUCTION

Learning in Vocational High Schools (SMK) must emphasize the development of process and output skills, so that they fit the needs of the industrial world. Students in SMK are not only equipped with intellectual intelligence but also emotional, social and spiritual intelligence. So that a work ethic is formed that is in line with the industrial world. There are two competencies that must be mastered by SMK students, namely hardskill and soft skills. Hardskill includes technical abilities in accordance with their fields, and soft skills are capabilities that support their technical abilities, such as being competent in communication, higher order thinking, creative, negotiating, managing conflict and skillfully adjusting to change.

One of the skills that must be possessed by vocational students is negotiation skills. Negotiations aim to reach agreement by minimizing differences to develop equality for the goals to be achieved together. Negotiation is needed in the business world or industry as one of the processes to resolve and find a way out when problems arise from several different parties of thoughts and interests. Negotiation is a process of communication between sellers and prospective buyers, either individuals or groups in which communication takes place to reach mutually beneficial agreements. Negotiations in companies are more common in marketing issues. In marketing activities, communication must be created between the company and the user of the product or service to reach a cooperative agreement with the external company. Interaction also leads to conflict, but this actually happens to reach agreement between the two parties who communicate, so that negotiation skills are needed.

Success in negotiations is determined by various factors, including the communication skills of a negotiator in negotiating with external companies. Current technological developments need to be responded by potential negotiators in marketing. Shifting of conventional transactions to online-based can lead to

anomalous attitudes for some groups of people. Negotiation competency in carrying out marketing activities of a company becomes a chain link in business with consumers in need. The development and improvement of this competency for Vocational High School (SMK) students in the Program Study of Online Marketing Business is the main key to compete and build a professional attitude towards the 4.0 Revolution. The personal competency of the marketing department to compete in an online system not only includes competency in knowledge, but also in attitudes which include soft skills. The way to communicate and negotiate strategies is important competency for this study program. Softskills on how literacy 4.0 related to human literacy which includes humanities and communication has become an interest in marketing learning.

Competency of Business and Marketing Skills is the competency that must be mastered by students, covering the entire marketing system related to the purpose of planning, managing, pricing, promoting and distributing goods / services that satisfy the actual and potential buyers' needs. One of the competencies that must be owned is to carry out negotiations. Negotiation is the process by which people who have different needs try to reach specific agreements by giving and receiving to each other (Johnson & Johnson, 2009).

Negotiation is a communication process that takes place continuously until an agreement is reached for both parties (Purwanto, 2002). According to the American Marketing Association (AMA), one of the skills that must be mastered by a professional marketing is expertise in negotiation, because negotiation is a supporting skill that can help marketing work such as compromising on the budget with clients, making deadline agreements, work expectations with vendors and making profitable bargaining power.

This is also in line with the WEF (World Economic Forum) which places that negotiations are included in the "top ten" competencies that must be prepared before 2020 (the gateway to the industrial era 4.0) in addi-

on to problem solving competencies, critical thinking, creativity and others. Negotiation competencies include knowledge, attitudes and skills that must be possessed by a student (in this case, especially vocational students of online Marketing). The achievement of these three competency aspects is expected to be a provision for vocational graduates to facilitate their steps in competing in the world of work or creating their own jobs. However, seeing the current reality, it shows that there are still many SMK students who are having difficulty getting jobs. According to data from the Central Statistics Agency (BPS) 2017 the biggest contributor to unemployment in Indonesia came from vocational graduates, which amounted to 11.41%, although one of the factors was not because they were not competent in their fields but also because of other factors, such as lack of available employment. To overcome these problems, one of them is to develop the competency of SMK graduates. Negotiation competencies are closely related to personality competencies in behaving towards their social environment.

As social beings, two things are needed to interact, namely assertiveness and self efficacy. The process of interaction of these two dimensions in a social context is characterized by the acceptability of individual environments that are not mutually harmful, thus showing interpersonal relationships that have reinforcement in social functions. Communication skills to achieve social competency include a variety of verbal responses (eye contact, expression, use of cues), and nonverbal (voice, level and clarity of speech) that are part of social skills. The development of individual social behavior in the context of social skills has four aspects, namely environmental behavior, interpersonal behavior, self-related behavior, and task-related behavior) (Little, Swangler, & Akin-Little, 2017).

The four aspects in the context of education are basic competencies that need to be developed in the learning process. These competencies are expected to increase high competitiveness, act rationally, establish coopera-

tion, and communicate. One important aspect in the formation of these competencies is social skills which include assertiveness, empathy, cooperation, communication and establishing relationships with all parties (Amat & Mahmud, 2009).

Theoretically the learning objectives are directed at mastering the concept of knowledge needed in dealing with social problems, so that students have an understanding of world information and place themselves and can solve problems.

These various abilities are combined with the ability to communicate clearly, honestly, convincingly, and are able to inspire, so as to overcome conflicts and solve problems (problem-solving) and decision making, finally it can create cooperation. Assertiveness is also something important to help students become more confident and be able to build good relationships at school and impact on their personalities after living in society. Non-assertive individuals will be passive individuals. Passive individuals will have difficulty entering the workforce because of weak communication skills (Maryani, 2011).

The learning process, according to Winkel (2009) does not only concern about what knowledge will be gained by students, but also includes pedagogical, psychological, and didactic aspects. Self efficacy is an ability to do a task, organize, produce something and implement to achieve a certain goal and skill (Schunk, 1991). In connection with this, Bandura stated that self efficacy refers to the individual's belief in his ability to succeed in his activities (Bandura, 2009). Furthermore, Bandura explained that self efficacy is influenced by several factors so that it can make self-confidence become high or low. These four things are psychological conditions, sedentary experiences, social conditions or opinions of others, and experiences that are felt by themselves.

From the description of the background above, the problem in this study is whether there is a relationship between assertiveness and self efficacy with the negotiation compe-

tencies of students. The purpose of this study is to determine the assertiveness and self-efficacy relationships of students with negotiation competencies.

METHODS

This study used a quantitative approach with correlational design that seeks to explain the relationship between variables and describe variable phenomena. The relationship between variables is seen from the independent variables namely assertiveness (X1), self efficacy (X2), and negotiation competencies (Y). The study was conducted at State Vocational School, Bawang Sub-district, Banjarnegara Regency in Study Program of Online Marketing Business. The characteristics of the sample are students who have received business communication and negotiation subjects and have already carried out field work practices in the field of marketing. Sampling was done by stratified random sampling, where all online business marketing study students have the right as research samples. Of all the students, there were 132 samples.

The instrument trial was conducted on 53 students who were not included in the study sample. Validity and reliability testing of the results of this trial was measured using the Cronbach alpha formula and a value of 0.820 was obtained, while for the assertiveness instrument the value of Cronbach's alpha was 0.894, and for the self efficacy instrument, Cronbach's alpha value was 0.855. Validity test using content validity is to see how far the items reflect the characteristics of the attributes to be calculated. Data analysis used product moment correlation analysis techniques processed by the help of SPSS 20.0 software.

RESULT AND DISCUSSION

The results of data analysis obtained from negotiation competency variables showed an average of 20.93. The instrument score ranged from 15 to 25, and the intermediate score was 20. This showed that the average

level of negotiation competencies was high, which was equal to 80.51% so it can be interpreted as a general description that the average data obtained showed the negotiation competencies of students were good. Data diversity was indicated by variance of 7.03 and standard deviation of 2.65. This data mode was 19, and the median was 21.20. From the acquisition of these figures, it can be interpreted that the data obtained from the negotiation competency variables had sufficient variation.

The level of self efficacy is illustrated by obtaining the following scores: average score was 70.33, the lowest instrument score is 50, the highest score was 79, while the intermediate score is 64.5. This illustrates that in this instrument the average level of self-efficacy was high, which was 86.83%. The range of scores obtained was equal to 29 variances of 40.85, and standard deviation was 6.39, this indicates that the data obtained was quite diverse. The mode was 67, median was 70.75.

The students' assertiveness levels are illustrated by obtaining the following scores: an average score was 71.07, the lowest instrument score was 35, the highest score was 105, while the intermediate score was 70. This illustrates that in this instrument the average level of assertiveness was lower if compared with self efficacy that was 64.61% or it can be said that the average score indicates the existence of assertive behavior of students was not high yet.

Testing of Research Hypotheses

The testing of the hypothesis in this study consisted of: first the variable relationship between assertiveness (X1) and negotiation competencies (Y) with a regression equation $Y = a_0 + b_1X_1$, Second relations between self efficacy (X2) and negotiation competencies (Y) with regression equation $Y = a_0 + b_2X_2$, and third relationship between assertiveness (X1) and self efficacy (X2) with negotiation competencies (Y). Testing is done using multiple regression equations, namely: $Y = a_0 + b_1X_1 + b_2X_2$.

The Relationship Between Assertiveness

(X1) and Negotiation Competencies (Y)

Based on the analysis of Pearson product moment correlation, the correlation coefficient was 0.630 at significance $p < 0.01$. That is, the correlation coefficient of 0.630 can be used as a conclusion for the relationship between student assertiveness and negotiation competencies. Thus, it can be concluded that the null hypothesis which states that there is a positive relationship between assertiveness and negotiation competencies, was not acceptable. This means that there was a positive relationship between assertiveness and negotiation competencies so the higher the assertiveness of students, the higher the level of the negotiation competencies. This means that there was a positive relationship between assertiveness variables and negotiation competencies of students with the strength of the relationship of 0.630. This means that the assertiveness variables can form negotiation competencies.

From the results of the regression analysis, the determination coefficient was obtained at 0.390 indicating that variations in negotiation competencies in this relationship can be clarified by the contribution of assertiveness variations in terms of increasing negotiation competencies by 39.7%.

F-count was 18.438 significant at $p < 0.01$. This means that the regression form $Y = 2.55 + 0.26X_1$ was linear and significant. This equation means that the negotiation competencies of students will increase by 0.26 if the assertiveness is increased by 1 score. Thus the regression equation obtained can be used as a condition for drawing conclusions about the strength of the relationship between assertiveness and the negotiating competencies of students.

The Relationship Between Self Efficacy (X2) and Negotiation Competencies (Y)

Based on the analysis, the number of correlation coefficients was 0.521 at significance $p < 0.01$. That is, the correlation coefficient of 0.521 can be used as a conclusion for the relationship between self efficacy and

negotiation competencies of students. There was a positive relationship between self efficacy and negotiation competencies of students. Relationship strength of 0.521 was quite significant. This means that the variables of self efficacy can form the negotiation competencies of students even though the correlation was not so high.

The results of the partial correlation analysis obtained by the number of correlation coefficients between self-efficacy variables (X_2) with negotiation competencies (Y) while the assertiveness variable (X_1) as the control variable, the score obtained was 0.039. The magnitude of the correlation coefficient was 0.039 at $p < 0.01$, indicating a decrease in the relationship from 0.521 to 0.039 after controlling for the self efficacy variables (X_2) by assertiveness variables (X_1). The relationship between the self efficacy variables (X_2) and the negotiation competency variables (Y) still existed and was significant, although the magnitude of the relationship has decreased by 0.482.

F-count was 10.459 significant at $p < 0.01$. This means that the regression form $Y = 14.91 + 0.08X_2$ was linear and significant. This equation implies that negotiation competencies will increase by 0.08 if self-efficacy is increased by 1 score. Thus the regression equation obtained can be used as a condition for drawing conclusions about the strength of the relationship between self efficacy and negotiation competencies.

The Relationship Between Assertiveness and Self Efficacy with Student Negotiation Competencies

Based on the results of the analysis, the score of multiple regression coefficients between assertiveness variables (X_1) and self efficacy (X_2) with the variables of negotiation competencies of students (Y) was 0.631, significant at $p < 0.01$. This means that there was a significant relationship between assertiveness variables and self efficacy with the variables of negotiation competencies of students. Thus, it can be concluded that the null hypot-

thesis which states that there is no positive relationship between assertiveness and self efficacy with negotiation competencies, was not acceptable. The strength and magnitude of the relationships of these variables were real and quite high. This means that the higher the assertiveness and self efficacy score, the more positive the negotiation competencies of students. This shows the suitability in the level of student negotiation competency results, namely that assertiveness and self efficacy will be the basis in forming and determining the results of student negotiation competencies.

The form of regression for the dual relationship between assertiveness and self efficacy with negotiation competencies was $Y = 3.14 + 0.24X_1 + 0.01X_2$. That is, the assertiveness tendency will increase by 0.24 and self efficacy increase by 0.01 if the negotiation competency of students is increased by one score.

F-count was 8.924 significant at $p < 0.01$. That is, the multiple regression form $Y = 3.14 + 0.24X_1 + 0.01X_2$ was linear and significant. This shows that the regression equation obtained can be used as a condition for conclusions relating to the strength of the relationship between assertiveness and self efficacy on negotiation competencies.

Self efficacy is the ability of self that can improve learning activities to be better. In connection with this, Bandura explained that a positive learning experience can determine self efficacy because experience is a factor that forms high or low self efficacy (Utami & Nurjati, 2018). The concept of self efficacy is related to confidence that each individual has the ability to carry out tasks well. Huang (Huang, 2016: 126) argued that "Academic self-efficacy was defined as how to be individual or he would be able to complete or perform a certain academic task" which means that self-efficacy is someone's confidence that he is able to complete or do academic assignments. Thus referring to some of these opinions that self efficacy is a belief in someone's ability to carry out certain tasks, overcome problems, and take actions needed to achieve certain goals. Sihaloho's research (Sihaloho, Rahayu,

& Wibowo, 2018) states that self efficacy has a positive influence on learning outcomes. Learning outcomes are achievements through a learning process that includes cognitive, affective, and psychomotor aspects. Likewise the research conducted by Monika (Monika, 2017), provides results that are in line with Sihaloho's research. Based on the results of this study it can be concluded that the higher the level of self efficacy will contribute positively to the learning outcomes of students.

This research also contributes and is in line with previous research that self efficacy has a positive effect on learning effectiveness (Goulão, 2014) and academic achievement (Tuhardjo, Juliardi & Rafsanjani, 2016). The dimensions of self-efficacy in emotional, social, determination and perseverance, cognitive, overall perceived self efficacy (Yadak, 2017). This shows the implications of the importance of self efficacy in the learning process in order to achieve the expected goals, teachers can provide motivation to improve self efficacy, the use of varied learning methods that can show increased self efficacy, thus providing meaningful learning for students to improve negotiation competencies (Perera, Calkins, & Part, 2019). In the negotiation process there are at least three components involved, namely negotiators, messages to be negotiated, and interlocutors or external parties invited to negotiate. These negotiation skills will involve the negotiator's self-ability in interacting and communicating, the experience which he possesses, sufficient knowledge about things or material that is negotiated, as well as the goals to be achieved in negotiating. The importance of business negotiations to build cooperation in offering products and services is based on principles of business ethics, namely honesty, holding principles and beliefs, maintaining promises, cooperation, commitment and trustworthiness, responsibility and loyalty (Hamdan, Ratnasari, & Hirzi, 2017).

Assertiveness is an attitude held by an individual in relation to the position of the individual in two conflicting positions between

aggressive and submissive attitudes. The benefits of assertive behavior for students are to make it easier to socialize in their environment, avoid conflict because they are honest and straightforward, and can solve problems they face effectively (Milam, Cohen, Mueller, & Salles, 2019). Assertive behavior is useful for bridging himself and his environment to interact effectively (Sriyanto, Karim, Zaenul, & Maryani, 2014). Sikone divides these benefits into (1) making it easier to socialize with the environment of their age and outside their environment effectively; (2) avoiding conflict with himself and others; (3) solving difficulties and problems effectively (problem solving); (4) improving cognitive abilities (have a high sense of curiosity); (5) understanding their own shortcomings and willing to correct these deficiencies (Sriyanto et al., 2014).

The results of this study are different from the research conducted by Poyrazli (2000) and Nelson & Nelson (2003), that assertiveness can improve students' academic performance. The results of this study are understandable that students generally attach importance to academic value rather than skills and communication development. However, the learning process that emphasizes the development of good communication skills and competencies can provide benefits to improving student assertiveness. This research is also in line with Goleman's research (Deng, Di, & Misra, 2018), that emotional intelligence can make a very important contribution to one's career success.

Asertivitas is basically a reaction of social and environmental situations, and not only is something outward, so it can be instilled early. Lazarus (Gallois & Wilson, 1993) defines assertiveness as an act of defending his rights, this can occur due to affective conditions which include (1) knowledge of his rights; (2) doing something to get those rights; (3) doing those to achieve emotional freedom. According to Fensterheim and Baer (Sriyanto & Novianto, 2018) someone is said to have assertive behavior if he: (1) is free to express thoughts and opinions, both through words

and actions; (2) can communicate directly and openly; (3) is able to start, continue and end a conversation well; (4) is able to refuse and express disapproval of the opinions of others, or anything that is unreasonable and tends to be negative; (5) is able to submit requests and assistance to others when needed; (6) is able to express feelings, both pleasant and unpleasant in the right way; (7) has an active attitude and view of life; (8) accepts the limitations that are in him while still trying to achieve what he wants as well as possible, so that both success and failure he will still have self esteem and self-confidence (self confidence). People who have an assertive attitude are people who have the courage to express their thoughts, feelings, and personal rights, and do not reject unreasonable requests. Assertive behavior is positive personal development (Omura, Maguire, Levett-Jones, & Stone, 2017). The achievement of assertive personal formation will lead a person to self-existence that is mentally steady and balanced.

Empirically assertiveness in decision making and attitude, and honestly can foster assertive behavior for students in school, and assertive behavior can improve self-efficacy (Lange, 1976). Assertiveness has been an important study for the past ten decades. assertiveness can improve ability (intelingence, internal control center, and social skills) (Uyun & Hadi, 2005), student self-esteem (Sert, 2003), self-esteem and problem solving (Sriyanto & Novianto, 2018). However, the concept of assertiveness is still considered a new thing in the Southeast Asian region, especially Malaysia and Indonesia (Amat & Mahmud, 2009) because the assertiveness concept is interpreted differently from the concept developed in the west (Poyrazli, S., 2002). This difference in interpretation originating from assertion is considered as an unfavorable attitude, less cultured, especially in eastern cultures (Sue & Sue, 1990). Rejection by someone younger to older is considered a taboo attitude in Indonesian culture.

The development of student behavior in the perspective of social cognitive theory can

guide the reading of discourse about behavior. The firmness that emerges from this theory is that there are significant reciprocal relationships between people, behavior and environmental factors. Bandura (1991) in social cognitive theory seeks to achieve a synthesis of balance between cognitive psychology and principles of behavior modification. The role of cognitive factors in resistance to temptation and self control illustrates how cognition bridges experience with environment and moral behavior. For Bandura, someone behaves in a certain way because of the interaction between the person, the environment, and the person's behavior, resulting in the next behavior. Bandura named this conception of the relationship affecting each other as reciprocal determinism, so that the relationship between the three components cannot be understood separately. Social cognitive theory is not only focused on learning, but also tries to explain the rules relating to social competence and personal competencies that can develop social conditions that are conducive to the learning process. Descriptions of social behavior such as aggressiveness, social pathology, and deviant behavior are largely indebted from the rules and principles of social cognitive theory.

The three components of Bandura are very important to build students' attitudes, personality, and behavior. Specifically, the world of education strives to develop a positive personality, direction, cooperation, responsibility, self-control (Choi & Kim, 2010), empathy (Sivin-Kachala & Bialo, 2009), problem behavior (Elliott & Gresham, 1987), as an effort to mature and socialize in the future. This formula will synergize with the learning objectives, namely developing the potential of students to be sensitive to social problems that occur in the community, having a positive mental attitude towards improving all inequalities that occur, and skilled in overcoming every problem that afflicts himself and the community. One of the roles of education is to improve the quality of education in producing qualified students, namely humans who

are able to think critically, creatively, logically, and take the initiative in responding to the symptoms and social problems that develop in society caused by technological developments in the global era. Therefore, the formation of attitudes, personalities, behaviors and social skills are very important competencies possessed by students.

The importance of social skills for students is shown in Golden's (1978) study, and also the results of research from Ying (Ying & Yi, n.d.). The research shows that without having social skills, students will be difficult to interact with their environment, and can lead to imbalances in their lives. Willson & Gallois (1993) explained that assertiveness in a social context emphasizes communication, which is a dimension of social skills. Assertive behavior is a positive, assertive, and courageous personal development in expressing opinions while still respecting and being sensitive to the needs of others. The achievement of assertive personal formation will lead a person to self-existence that is mentally steady and balanced.

The assertive behavioral abilities can be identified through the four main elements (Rakos, 1991), namely: (1) the intention, individual assertiveness is not intended to harm others by expressing their own needs and desires; (2) behavior, assertive behavior will be evaluated by "objective observers" such as: honest, direct, expressive and not damaging or hurting others; (3) the effect, behavior that is classified as assertive has an effect on other people in the form of a direct and not destructive message, so it does not hurt the people who receive it; (4) socio-cultural context, behavior that is classified as assertive in a particular cultural environment may become assertive in other people's cultures. Assertiveness in this case will be in line and can be part of social skills, namely skills intended to interact, communicate, and participate in groups (Maryani, 2011). The development of social skills is needed on the basis of personal intelligence (intrapersonal intelligence and extrapersonal intelligence), namely the ability to

control themselves, confidence, discipline and responsibility.

Every negotiation process, there are always two sides that have opposite or different points of view. In order to find a meeting point or agreement, both parties need to negotiate. According to Hartman (Hartman, 1997) negotiation is a process of communication between two parties, each of which has their own goals and perspectives, which seek to reach an agreement that satisfies both parties on the same issue. Meanwhile, according to Case, negotiation is a process where there are at least two parties with different perceptions, needs and motivations trying to agree on a matter for the common interest (Kisti & Fardana, 2012).

One goal of negotiation is to find an agreement between the two parties fairly and can meet the expectations and desires of both parties. In other words, the outcome of negotiations is an agreement that provides benefits for both parties. In this case none of the parties felt defeated or disadvantaged due to an agreement in negotiating. To get an agreement between the two parties, there are several things that need to be considered, namely: careful preparation; clear presentation and evaluation of the position of both parties; skills, experience, motivation, open mind; logical approach, makes sense to create, maintain good and mutually beneficial relationships and mutual respect; willingness to make concessions to reach an agreement through a compromise.

The negotiation process is not a momentary process which can then be immediately obtained. Therefore negotiation is a communication process that takes place continuously until an agreement is reached for both parties. According to Hartman there are four things that need to be considered before negotiations, such as finding facts, especially from other parties, assessing the position of the negotiating opponent, making good planning and analyzing and managing the negotiating team.

CONCLUSION

Based on the hypothesis testing and the

results of the discussion it can be concluded that there was a positive relationship between assertiveness and self efficacy with negotiation competencies. The aspect of success in learning in the present era not only emphasizes mastery of knowledge in the academic field, but also becomes a student who will be able to have high competitiveness, be able to communicate well, think critically and creatively and act rationally. Assertiveness and self-efficacy based on the results of this study are able to improve the negotiation competencies for students in Vocational High Schools for marketing. In negotiating, assertion is needed to convince the other person to state the truth without offending others. Assertiveness is also related to the process of interaction both verbally and nonverbally in communication.

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