

FRIENDSHIP RELATIONS BETWEEN AISYIYAH BOARDING SCHOOL BANDUNG STUDENTS

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Final Received: 1st December 2022

Final Proof Received: 15th December 2022

Abstract: During adolescence, success in interacting with their social environment, especially with their peers, will greatly affect the process of their further psychological development. SMP Aisyiyah Boarding School Bandung is one example of a school that has its own specialty, therefore, this research entitled "Friendship Relations Between Aisyiyah Boarding School Bandung Students" to find out more about friendship relationships in girls' schools. In this research, the method that we use is to use a quantitative approach with a survey method, with a random sampling technique. The instrument used in this study was developed based on the definition of operational variables which were then compiled into a grid to reveal friendship relationships, which was adapted from a previous research instrument by Hasilah Rachman in 2010. The results of this study indicate that friendship relationships at SMP Aisyiyah Boarding School Bandung tend to be at a moderate level. It is hoped that this research can be used as a reference to find out how the ability of relations in a school is.

Keywords: friendship relationship, students

Psikoeduko: Jurnal Psikologi Edukasi dan Konseling

Website: <https://ejournal.upi.edu/index.php/Psikoeduko/index>

Permalink: <https://ejournal.upi.edu/index.php/Psikoeduko>

How to cite (APA): Kusnadi, G., Suci, K., Agustian, M.F.N., Albari, M.R., Supriatna., Budiman, N. (2022). Friendship Relations Between Aisyiyah Boarding School Bandung Students. *Psikoeduko: Jurnal Psikologi Edukasi dan Konseling*, Vol 2(2), 45-56.



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INTRODUCTION

Teenagers as a social group that requires the presence of other people and harmony is needed between humans themselves. Because actually, humans are social beings who are in groups and need each other (Inah, 2013). However, when teenagers interact with others, they are always colored by two things, namely conflict, and cooperation. Adolescent conflicts are the conflicts they experience, these conflicts can take the form of physical and non-physical

conflicts (Anwar, 2015). In order for the interaction to run well, adolescents are expected to be able to think, behave, and behave in accordance with the demands of their environment and their existence as adolescents. According to Havigurst (in Hurlock, 1997) states that development is a task that appears at or around a certain period of human life, which if successful will lead to a happy phase and lead to success in carrying out subsequent tasks.

The ability of individuals to establish social interaction with their environment has a major contribution to achieving happiness in life (Hasibuan, 2014). Especially for a teenager, success in establishing interaction with his social environment, especially with peers, will greatly affect the process of further development. As expressed by Hartup (in Santoso, 2006), that peer-to-peer relationships in childhood contribute to the effectiveness of individual functioning as adults. Hartup (in Santoso, 2006) argues that the best predictor of a child's adaptability in adulthood is not his school grades, and not his current behavior in the classroom, but the quality of his social relationships with other children.

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We can observe together that SMP Aisyiyah Boarding School is a girls' school where friendship relations will also have its own specifics, therefore we wish to conduct research with the title "Friendship Relations Between Aisyiyah Boarding School Bandung Students" to find out more deeply What are friendships like at a girls' school? The problem under study is related to how the ability to establish friendships between students at SMP Aisyiyah Boarding School Bandung? Therefore, the purpose of this research is to find out the ability to establish friendships between Aisyiyah Boarding School Bandung students.

METHODS

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The approach used in this research is a quantitative approach with a survey method. This quantitative approach was chosen because it is relevant to the research objective, namely to determine the ability to establish friendships, considering that a quantitative approach is an approach that has the characteristics of collecting large amounts of numerical data using instruments with prearranged questions and responses. (Cresswell, Educational Research (Second Edition), 2012). The sample used will be selected using the Random Sampling technique, where the technique is a technique derived from members of the population and is carried out randomly without looking at the existing strata in a population (Sugiyono, 2001: 57). The instruments used in this study were developed based on the operational definitions of the variables which were then arranged into a grid. The instrument used in this study was a questionnaire to reveal friendship relations, which was adapted from a previous research instrument conducted by Rachman in 2010. The sampling used is incidental sampling, which is a technique of determining the sample based on concurrence, that is, anyone who unintentionally meets the researcher can be used as a sample if the subject is deemed suitable as a data source but still with the person's willingness to be used as a data source. From all students of SMP Aisyiyah Boarding School Bandung with a total of 91 people, it can be obtained that the sample of this study is 30 students. This research was conducted at SMP Aisyiyah Boarding School Bandung, which is located on Jl. Rancagoong II Canal No. Kel, Gumuruh, Kec. Batununggal, Bandung City, West Java 40287.

FINDINGS

a. Reliability Test

Testing the reliability of the instrument aims to analyze the level of the instrument in producing scores consistently (Rakhmat & Solehudin, 2006). The item reliability test was carried out using the SPSS Statistics 22 software.

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .843 | 43 |

Picture 1 Reliability Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|-----|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| A1 | 162.3667 | 139.964 | .304 | .839 |
| A2 | 162.0667 | 136.961 | .521 | .835 |
| A3 | 162.9000 | 131.817 | .669 | .839 |
| A4 | 162.1667 | 133.454 | .599 | .831 |
| A5 | 162.2000 | 136.097 | .478 | .835 |
| A6 | 162.5667 | 140.185 | .221 | .842 |
| A7 | 161.8667 | 141.568 | .260 | .840 |
| A8 | 162.0333 | 140.930 | .322 | .839 |
| A9 | 161.6667 | 135.885 | .625 | .833 |
| A10 | 162.6000 | 144.386 | .048 | .846 |
| A11 | 161.7333 | 141.789 | .212 | .842 |
| A12 | 162.0000 | 140.276 | .279 | .840 |
| A13 | 161.8667 | 139.637 | .467 | .837 |
| A14 | 162.0333 | 136.654 | .613 | .833 |
| A15 | 162.2333 | 135.771 | .485 | .835 |
| A16 | 162.3667 | 140.102 | .261 | .841 |
| A17 | 161.9333 | 138.754 | .576 | .835 |
| A18 | 162.0667 | 139.513 | .436 | .837 |
| A19 | 161.8667 | 143.844 | .133 | .843 |
| A20 | 161.8333 | 139.385 | .426 | .837 |
| A21 | 162.2667 | 139.306 | .316 | .839 |
| A22 | 161.7000 | 136.700 | .700 | .833 |
| A23 | 161.8000 | 139.545 | .506 | .836 |
| A24 | 161.8000 | 132.097 | .788 | .828 |
| A25 | 161.7000 | 139.114 | .459 | .837 |
| A26 | 162.1333 | 138.189 | .366 | .838 |
| A27 | 161.7667 | 141.220 | .363 | .839 |
| A28 | 162.0000 | 137.862 | .561 | .835 |
| A29 | 162.2667 | 137.720 | .358 | .838 |
| A30 | 161.6000 | 138.662 | .484 | .836 |
| A31 | 162.7667 | 131.909 | .636 | .830 |
| A32 | 162.4333 | 137.357 | .502 | .835 |
| A33 | 162.4000 | 145.903 | -.010 | .846 |
| A34 | 162.8333 | 147.661 | -.118 | .848 |
| A35 | 162.9667 | 146.792 | -.062 | .847 |
| A36 | 163.3000 | 146.148 | -.041 | .851 |
| A37 | 162.9667 | 139.137 | .234 | .842 |
| A38 | 163.3333 | 145.816 | -.032 | .852 |
| A39 | 162.7000 | 147.734 | -.102 | .853 |
| A40 | 161.9000 | 142.507 | .260 | .840 |
| A41 | 162.0667 | 139.720 | .384 | .838 |
| A42 | 162.0333 | 138.378 | .495 | .836 |
| A43 | 163.1000 | 154.921 | -.384 | .860 |

Picture 2 item total statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .921 | 26 |

Picture 3 Reliability Statistics

In testing the reliability of the 43 items, it was found that Cronbach's Alpha reliability coefficient was 0.843. This value is good enough because it already exceeds the value of 0.70 or the minimum scale of reliability used in research. (Nunnally, 1978). Item-total correlation whose value is below 0.3 is an item that is considered for disposal (Azwar, 2012). So if you look at Figure 1.2 Corrected Item-Total Correlation there are several items that are considered for disposal, namely A1, A6, A7, A10, A11, A12, A16, A19, A33, A34, A35, A36, A37, A38, A39, A40, and A43 with a total of 17 items. Then the total number of items used is 26 items.

From the above output results, it can be obtained that all items have an item-total correlation above 0.3. The reliability of the scale is also satisfactory, namely 0.921. This shows all items on the assertiveness scale, have good internal consistency and function well to distinguish between individuals who have and do not have

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assertiveness. In addition, the assertiveness scale also has alpha reliability above 0.70, thus it can be said that the scale has satisfactory reliability, so the measurement results with this tool can be trusted.

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b. Description of The Ability of Student Friendship Relations

| Item-Total Statistics | | | | |
|-----------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| A2 | 101.2333 | 109.082 | .426 | .920 |
| A3 | 102.0667 | 102.271 | .721 | .915 |
| A4 | 101.3333 | 103.195 | .683 | .915 |
| A5 | 101.3667 | 104.999 | .594 | .917 |
| A8 | 101.2000 | 109.752 | .435 | .920 |
| A9 | 100.8333 | 106.075 | .676 | .916 |
| A13 | 101.0333 | 109.689 | .503 | .919 |
| A14 | 101.2000 | 106.372 | .698 | .916 |
| A15 | 101.4000 | 107.697 | .423 | .921 |
| A17 | 101.1000 | 110.231 | .492 | .919 |
| A18 | 101.2333 | 110.116 | .426 | .920 |
| A20 | 101.0000 | 108.069 | .565 | .918 |
| A21 | 101.4333 | 108.392 | .398 | .921 |
| A22 | 100.8667 | 107.430 | .706 | .916 |
| A23 | 100.9667 | 111.206 | .399 | .920 |
| A24 | 100.9667 | 103.206 | .803 | .913 |
| A25 | 100.8667 | 110.602 | .383 | .920 |
| A26 | 101.3000 | 105.734 | .545 | .918 |
| A27 | 100.9333 | 112.202 | .302 | .921 |
| A28 | 101.1667 | 108.351 | .575 | .918 |
| A29 | 101.4333 | 104.944 | .546 | .918 |
| A30 | 100.7667 | 108.254 | .561 | .918 |
| A31 | 101.9333 | 103.926 | .597 | .917 |
| A32 | 101.6000 | 108.248 | .489 | .919 |
| A41 | 101.2333 | 109.978 | .397 | .920 |
| A42 | 101.2000 | 107.131 | .639 | .917 |

After getting the results of the reliability test on 26 items, then to find out the description of the ability to establish friendships among Aisyiyah Boarding School students, the results obtained will be grouped into three categories, namely high, medium and low. The way to determine the limit of each category is by processing the ideal value/score. The criteria used for grouping scores are high (T), medium (S), and low (R) with the following value scale provisions:

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| Mean | Variance | Std. Deviation | N of Items |
|---------------------|----------|----------------|------------|
| 105.2667 | 115.995 | 10.77012 | 26 |
| Skala Skor Mentah | | Hasil | Kategori |
| X < M + SD | | 116 | Tinggi |
| M – SD ≤ X < M + SD | | 96 ≤ 115 | Sedang |
| X < M - SD | | 95 | Rendah |

Gambar 4 Scale Statistics

There are results in data analysis with 30 Aisiyiah Boarding School Bandung female student respondents have been adjusted by category, that there are five respondents (16.7%) who are in a low category, 21 respondents (70%) are included in the medium category, and four respondents (13.3 %) which are included in the high category.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|---------|---------------|--------------------|
| Valid Rendah | 5 | 16.7 | 16.7 | 16.7 |
| Sedang | 21 | 70.0 | 70.0 | 86.7 |
| Tinggi | 4 | 13.3 | 13.3 | 100.0 |
| Total | 30 | 100.0 | 100.0 | |

Gambar 1 6 Kategori

In the high category with 4 respondents (13.3%), this shows that students in this category have reached an optimal level of development in every aspect, namely the initiative aspect, the aspect of refuting negative statements, the aspect of the disclosure, the aspect of emotional support, and the aspect of conflict management. Therefore, students in this category have a high level of ability to establish friendships. This can be obtained from the achievement of each indicator for each aspect, namely students are able to initiate a form of interaction with other people in a new social environment; able to maintain relationships with other people who have been fostered; able to defend against untrue or unfair accusations; being able to say no to unreasonable requests; able to ask for and give help or assistance when needed; able to show trust in friends; able to communicate effectively socially; attention to friends; have the ability to empathize; have the ability to give respect to others; able to show openness in social

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relations; able to show honesty about himself to friends; able to collaborate with others; and able to compromise with others in overcoming conflicts.

In the medium category with 21 respondents (70%), this shows that students in this category have reached a level of development that is less than optimal in every aspect, in other words, students in this category have a moderate level of ability to establish friendships because they are not optimal in achieving indicators for each aspect.

In the low category with 5 respondents (16.7%), this shows that students in this category have reached a level of development that is not optimal in every aspect, in other words students in this category have a low level of ability to establish friendships. Then it can be obtained the results of the ability to establish friendships among Aisyiyah Boarding School students, are relatively in the medium category.

c. Description of The Ability of Student Friendship Relations According to Aspects

1) Initiative Aspect

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|---------|---------------|--------------------|
| Valid Rendah | 6 | 20,0 | 20,0 | 20,0 |
| Sedang | 19 | 63,3 | 63,3 | 83,3 |
| Tinggi | 5 | 16,7 | 16,7 | 100,0 |
| Total | 30 | 100,0 | 100,0 | |

There are results of data analysis with 30 Aisyiyah Boarding School Bandung female student respondents who have been adjusted to the initiative aspect category, that there are 6 respondents (20%) who are in the low category, 19 respondents (63.3%) are included in the medium category, and 5 respondents (16.7%) which are included in the high category. So it can be obtained that Aisyiyah Boarding School Bandung students as a whole are still lacking in starting a form of interaction with other people or with the larger social environment.

2). Negative-Assertion Aspect

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Rendah | 16 | 53,3 | 53,3 | 53,3 |
| | Sedang | 8 | 26,7 | 26,7 | 80,0 |
| | Tinggi | 6 | 20,0 | 20,0 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

There are results of data analysis with 30 Aisyiyah Boarding School Bandung female student respondents who have been adjusted to the negative assertion category, that there are 16 respondents (53.3%) who are in the low category, 8 respondents (26.7%) are included in the medium category, and 6 respondents (20%) which are included in the high category. So it can be obtained that Aisyiyah Boarding School Bandung students as a whole are still not optimal in dealing with unpleasant statements or conditions.

3). Disclosure Aspect

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Rendah | 3 | 10.0 | 10.0 | 10.0 |
| | Sedang | 21 | 70.0 | 70.0 | 80.0 |
| | Tinggi | 6 | 20.0 | 20.0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

There are results of data analysis with 30 Aisyiyah Boarding School Bandung female student respondents who have been adjusted to the disclosure aspect category, that there are 3 respondents (10%) who are in the low category, 21 respondents (70%) are included in the medium category, and 6 respondents (20%) which are included in the high category. So it can be obtained that Aisyiyah Boarding School Bandung students as a whole are still lacking in showing openness in social relations between friends, such as expressing ideas, opinions, interests, experiences, and feelings to others.

4). Aspects of Emotional Supports

There are results of data analysis with 30 Aisyiyah Boarding School Bandung female student respondents who have been adjusted to the emotional support aspect category, that there are 5 respondents (16.7%) who are included in the low category, 15 respondents (50%) are included in the medium category, and

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10 respondents (33.3%) which are included in the high category. So it can be obtained that Aisyiyah Boarding School Bandung students as a whole are still lacking in showing expressions of feelings that show concern, sympathy, and respect for others

5). Aspects of Conflict Management

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|---------|---------------|--------------------|
| Valid Rendah | 6 | 20,0 | 20,0 | 20,0 |
| Sedang | 19 | 63,3 | 63,3 | 83,3 |
| Tinggi | 5 | 16,7 | 16,7 | 100,0 |
| Total | 30 | 100,0 | 100,0 | |

There are results of data analysis with 30 Aisyiyah Boarding School Bandung female student respondents who have been adjusted to the disclosure aspect category, that there are 6 respondents (20%) who are in the low category, 19 respondents (63.3%) are included in the medium category, and 5 respondents (16.7%) which are included in the high category. So it can be obtained that Aisyiyah Boarding School Bandung students as a whole are still lacking in finding a way or strategy in resolving conflicts with other people that may occur when conducting interpersonal relationships

DISCUSSION

One of the most important aspects of making friends is the initiative aspect, this helps someone initiate a form of interaction with other people or with the larger social environment.

This is in accordance with Nashirillah's statement, that social interaction is the key to all social life since without social interaction there would be no coexistence, that's why social interaction is pointed as the main factor in social life. While the impact of someone who cannot establish social interaction, that is someone will become isolated (isolation). (Nashiril, 2017).

The next aspect is the aspect of self-disclosure, in which individuals are able to express their ideas, opinions, interests, experiences, and feelings to others. Operationally, this aspect is indicated by several indicators, namely: 1) showing trust in friends; 2) showing openness in social relations; 3) showing honesty about himself to friends; 4) effective social communication.

In their teens, most of their time is spent at school, which is eight to nine hours a day. So teenagers get more influence from their peers compared to

family or society. To overcome various influences and pressures from peers that are negative during puberty, adolescents must have the will and ability to honestly express their feelings and desires to others by developing and getting used to assertive behavior (Miasari, 2012).

Individuals who have high assertiveness will be able to express their feelings and opinions clearly, directly, and honestly and be able to uphold personal rights without violating the rights of others (Hati & Setyawan, 2015). Meanwhile, if the individual has not been able to communicate assertively, then he will only be a tail or follower for his friends. It is even possible that he becomes a victim of bullying from his friends (Rohyati & Purwandari, 2015).

The next aspect is the aspect of emotional support, in making friends one must be able to show expressions of feelings that show concern, sympathy and respect for other people. The aspect of emotional support is one of the most important things in establishing friendships. This is in accordance with the statement of Damayanti and Haryanto, that the emotional support of a friend can help develop the personality of adolescents. (Damayanti & Haryanto, 2019).

The last aspect is the aspect of conflict management, where a person can find a way or strategy to solve problems or conflicts with other people that may occur when conducting interpersonal relationships. Adolescents who behave safely will be more constructive in resolving conflicts, whereas adolescents who are less able to behave safely will be more destructive in resolving conflicts. Safe behavior contains three aspects, namely anti-violence and hostility, conflict resolution strategies, and building peace (Anwar, 2015).

Adolescents have a high risk of experiencing conflict with their peers for several reasons, including: 1) socially, adolescents develop relationships with their peers; 2) at school, teenagers are always faced with competitive situations with their friends, whether related to lessons or social relations; 3) adolescents at school interact with their peers who have different social and cultural backgrounds, and 4) adolescents psychologically have the urge to rule before other people and their peers (Anwar, 2015)

CONCLUSION AND RECOMMENDATION

For a teenager, the success of interacting with his social environment, especially with peers, will greatly affect the process of further development. Establishing relationships with other people, will develop communication skills, and can provide a positive response to the surrounding environment. Based on

the research that has been carried out, the results of the ability to make friends with Aisyiyah Boarding School students are divided into three categories, namely high, medium and low. The results of the data analysis show that the ability to carry out friendship relations at SMP Aisyiyah Boarding School tends to be moderate. This shows that students in this category have a level of development that is less than optimal in every aspect.

Based on the results of the analysis and conclusions that have been presented, there are several things that are important notes for future researchers and guidance counselors. This research is limited to analyzing the ability to establish friendships between students at SMP Aisyiyah Boarding School Bandung and attempts to describe the results of the analysis in the questionnaire. Therefore, it is recommended that future researchers be better able to prepare the needs for conducting research. Both the instruments, the selection of populations and samples, as well as the readiness of the research team to be better in the future, so as to minimize errors in conducting research. As for recommendations for guidance and counseling teachers, counseling teachers should realize that establishing friendships is a developmental task that must be achieved by adolescents. BK teachers should also know more about the social life of students, especially in making friends by paying attention to aspects of their development. This can help students optimize their developmental tasks

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