

SEM Application to Investigate Social Studies Learning and Mass Media Impacts Towards Assertive Behavior and Juvenile Delinquency Trend

by Esti Setiawati

Submission date: 22-Apr-2021 10:42AM (UTC+0700)

Submission ID: 1566271891

File name: 2._SEM_Apps.pdf (462.89K)

Word count: 5681

Character count: 31705

6

SEM Application to Investigate Social Studies Learning and Mass Media Impacts Towards Assertive Behavior and Juvenile Delinquency Trend

Sriyanto¹, Victor Novianto²

¹Departement of Teacher Education Universitas Muhammadiyah Purwokerto, Jalan Raya Dukuhwaluh PO BOX 202 Purwokerto, 53182 Indonesia
Telp. +62-281-636751, 630463, Fax. +62-281-637239
email: sriyanto1907@ump.ac.id

²Universitas PGRI Yogyakarta
Social Science Education Postgraduate
PGRI Yogyakarta University
email: victor@upy.ac.id

2

ABSTRACT

Theoretically the adolescent psychological development is a transition period which marked by changes in biological, psychological and social aspects. Empirically, the increasing trend of juvenile delinquency is caused by the inability of the early adolescents to be assertive so that their personality become weak and they can easily fall into negative things. This study aimed at determining the extent to which student perception about learning social studies and mass media have the influence on assertive behaviour and juvenile delinquency trend in Junior High School in West Java Province, Indonesia. Collecting data through questionnaires to 458 respondents. Data were analyzed by Structural Equation Modelling (SEM) with two-stages testing are measurement model and structural model using application software Analysis of Moment Structure (AMOS). The two exogenous variables are student perceptions about learning social studies, and mass media have a significant effect on students assertive behaviour and juvenile delinquency trend.

Keywords: learning social studies, mass media, assertive behaviour, juvenile delinquency trend.

INTRODUCTION

Social skills in social studies education is an important aspect to develop since the domain within includes cooperation, responsibility, self-control, empathy, problem behavior and assertiveness (Sivin - Kachala and Bialo, 2009; Jia Ying and Yi, tt.; Elliot and Gresham in Golden, 2002). Research on assertiveness is increasingly important for teenagers, as it is reflected in the studies of Sobsey (Lumley, 2001) and Watson (Lumley, 2001) because assertiveness can prevent sexual harassment for individuals with mental retardation; it also can be a prevention of the use of materials containing chemicals such as cigarettes, alcohol and marijuana (Trudeau, et al, 2003; Afiatin, 2003), it increases the abilities of (intelligence, internal control center, and social skills) (Uyun and Hadi , 2005), increase the self - esteem of children (Sert, 2005), self-esteem and overcome problems (Farida, 2006; Rahmasari, 2007) . The study of Nunally and Hawari (Marini and Andriani, 2005: 46) found that the cause of the youth falling into negative things like drugs, fights, casual sex, is among others related to a weak personality. This finding is supported by another research conducted by *Family and Consumer* in Ohio, U.S. (Marini and Andriani, 2005: 47). It clearly indicates the fact that the habit of smoking, use of psychotropic drugs and other addictive substances (drugs), alcohol, and non-marital sex is related to the adolescent inability to be assertive .

Assertiveness is basically a person's ability to express the rights and needs in a positive and constructive manner without violating the rights of others. These attitudes and behavior among adolescents are beneficial because they makes the teenagers easy to socialize in for the environment, to avoid conflict by being honest and forthright, and can solve problems effectively (Burlley - Allen, 1993; Lange and Jakubowski, 1976; Rakos, 1991; Rathus and Nevid, 1981). According to Sikone (2007), an assertive behavior is useful to bridge an individual to his/her environment for an effective interaction. Further Sikone divides the benefits into (1) make it easier to socialize with other person at their age and others effectively, (2) avoid conflict with themselves and others, (3)

resolve difficulties and problems effectively (problem solving), (4) increase cognitive ability (have a high curiosity), (5) understand their own shortcomings and are willing to fix the shortage.

From the social perspective, an assertiveness is a reaction of the social and environmental situation, and it is not merely a physical thing, so it can be fostered . According Fensterheim and Baer (1995), a person is said to have an assertive behavior if he/she: (1) is free to express his/her thoughts and opinions, either through words or actions, (2) is able to communicate directly and openly, (3) is able to start, continue and finish a conversation with a good, (4) is able to reject and declare his/her disagreement to the opinions of others, or anything that is not unreasonable and negative, (5) is able to apply for and assistance to others when needed, (6) is able to express feelings, both pleasant and unpleasant in a proper way; (7) has an active attitude and outlook on life; (8) to accept the limitations in him/herself, and he/she still keeps trying to achieve what he/she want, and he/she will anticipate the success of the failure, thus he/she will be able to maintain his/her self-esteem and self-confidence. An assertive person is the one who has the courage to express thoughts, feelings , and personal rights, and does not reject other's requests unreasonably.

The emergence of the juvenile delinquency lately in various areas is possibly due to their personality; the teen seems to have no ability to express him/herself, is less assertive in social situations, not being honest, is not able to solve problems effectively, making him/her unable to express their needs and rights in positive and constructive manner. The social phenomenon becomes an urgent issue, as it is connected to learning objectives of social education to prepare a good citizen. The challenges of the future is more complex , condiering the emerging symptoms arising from the political, economic, social, communication and information aspects

Social education (social studies) is an educational program that studies the social problems packed in such a way by considering the psychological aspect of the learners's development for the educational purposes. Through the social studies education program, the students can learn ethics, attitudes and values (attitudes and values), as well as a variety of critical thinking skills, creative, reflective and able to take the right decision (decision making). Social education does not only teaches the concepts of social scientific knowledge, but also the meaning of social science concepts that are useful for a variety of life and a variety of skills the human needs. The dimension of a comprehensive social study education should include four development areas, namely knowledge, skills, values and attitudes, and action (Fraenkel, 1980; Sapriya, 2006; Banks and Clegg Jr., 1990; Savage, 1996) .

Globalization characterized by the rapid development of information and communication technology puts media as a variable in influencing the life. The development of thinking and theories about the effects of media has a natural history as influenced by time, place, environment, technological changes, events, pressure groups, propaganda, public opinion, and new discoveries. The current effects of the mass media has moved not only to convey the message to the audience, but it covers the aspect of human life covering social, culture, politics, business, technology. The impact of the mass media (medium effect) is the change of awareness on attitude, emotion, and behavior as the result of the interaction with the media (Biagi, 2010; Bennett, 1985). The concept is often used to explain the changes in individuals or communities due to the media exposure. The mass media are basically agents of socialization (the spread of values) which has an important position in modern society for transmitting attitudes, perceptions, and beliefs. The impact of the mass media can penetrate the aspects of knowledge, perceptions, and attitudes of their users. The mass media has an effect related to changes in attitudes, feelings, and behaviors of the communicants, so it can be explained from the domains of cognitive, affective, and conative/behavioral. In Bandura's social cognitive theory of mass media can be used as the modelling.

After the invention of television, the research on the impact of media come into the third phase, i.e. refinding the power of media impact. Television at this stage as was a medium that has an attractive force and a major impact on social life (McQuail, 2011; Biagi, 2010). Finally in 1970 it went into the fourth stage, *negotiated media influence*, a new approach better known as the social construction approach. This approach offered a view that the influence of media on audiences is through a negotiation process into a structure of personal meaning, which is often determined by collective identification. McQuail (2011: 243); it also distinguishes the impact of the media to the level of individuals, groups, social institutions, the whole society, and culture. Furthermore McQuail divides types of changes affected by the media, those are the media causing intentional changes, the media can cause accidental changes, the media can facilitate the changes (intentionally or not), strengthen the existing ones, and prevent the changes.

METHOD

The paradigm of this research was on the quantitative basis for explaining the relationship of variables that affect assertive behaviors among adolescents. The design used was survey to explaining the causal relationships between variables through a series of statistical hypothesis testing. The location of the research was the province of West Java, with the research subjects of students at the State Junior High School (SMP) between the ages of 11-16 years. The cohort was selected considering that the individuals of the age group tend to be

unstable and sensitive in their character and emotion developments. The sampling was done through stratified random sampling technique, distributed to 458 respondents .

The primary data was collected through a questionnaire, which is controlled in accordance with the proper and correct data collection procedures. The tool of variables measuring **6** data collection used instruments. The instrument used to collect data about the learners perception variables of **social studies learning, mass media, learners' assertive behavior, and delinquency** trend. The Item formats used in this study to develop the research instrument using Summated Rating Scale model, which is a format of item writing using a scale, where the respondents were asked to indicate the degree agreement (suitability) and disagreement (discrepancy) to certain statements in five alternative answers.

Instrument test was conducted on 50 respondents in SMP Negeri 4 Cibitung Bekasi, West Java, Indonesia. The the level of validity was tested by Corrected item - total correlation assisted by IBM SPSS Statistics software version 20.0, the output of test results were then compared with r_{table} in a significance level of 0.05. Among 458 respondents, the number of data samples used were 446 respondents, which was in the range between 200-500. The data had met the sample requirements of the SEM modeling, so that the estimated model technique used was maximum likelihood (ML).

The issues to be tested is a variable network having a causal relationships between variables, then to detect the causal relationships, it used a structural equation modeling (structural equation model/SEM). This analysis also can explain the direct and indirect effect of exogenous variables (causes) and endogenous variables (variable effect). The structural equation model is an analysis model using two measurements, i.e. measurement equation (measurement model) and the structural equation (structural model). The measurement models are part of the SEM models that describe the relationship between the latent variables and their indicators. Meanwhile the structural model is a model show **2** the relationship between the latent variables or between the exogenous variables and the latent variables (Maruyama, 1998; Schumacker & Lomax, 2004; Hoyle, 2012; Santoso, 2007, Marcoulides and Kyriakides, 2010; Byrne, 2001).

RESULTS

The main requirements of assumptions in SEM include the number of samples must be large (asymptotic), the distribution of the observed variables are multivariately normal, the hypothesized model is valid, and the scale of measurement variables is continuous (Ghozali, 2008:71). In other words, the parameter estimation in SEM with maximum likelihood (ML) method calls for the requirements of data distribution patterns which is close to normal distribution model, there is no perfect multicollinearity between the variables, and no data has multivariate outlier (data outliers) (Ghozali, 2008; Hair , et.al., 2010).

The normality test results with AMOS, the multivariate value of c.r. is 1.028. This value is in the range of -2.58 or +2.58 at the significance level of 0.01, and the range values in no skewness column is not more than +1.96 or -1.96 at the significance level of 0.05. Based on these data it can be concluded that the data used has a multivariate normal distribution. While the data results from the observation farthes from centroid (Mahalanobis distance), it gives a coefficient D2 (Mahalanobis d - aquared) maximum at 42.482 and minimal at 26.724. Meanwhile the value of χ^2 with degrees of freedom at 22 and an error rate of 0.001, it gives 48.268 value. Thus, it can be concluded that the data panel analyzed contains no multivariate outlier cases. Based on the results of the test in the output indicates in the variables of the study, there were no perfect multicollinearity.

The model that has been put in the flow chart, and then modified in two equations, namely : measurement equations and structural equations, and then the study chooses the input matrices and the model estimation (Hair et al ., 2010; Ferdinand, 2002) .

The estimation technique used is Maximum Likelihood Estimation (ML) carried out in stages, including confirmatory factor analysis (CFA) and structural analysis models. Based on the CFA of exogenous and endogenous constructs, and a full model, it showed an index pf suitability models as shown in the table below :

Table 1 Index of Suitability Model CFA, exogenous and endogenous constructs , and Goodness of Fit

	<i>Goodness-Of-Fit Index</i>	<i>Cut-off Value</i>	<i>Result model</i>	<i>Criteria</i>
Exogenous construct	<i>Chi-Square</i>	Expected to be little	11,825	8 cepted
	Probability	$\geq 0,05$	0,159	Accepted
	GFI	$\geq 0,90$	0,991	Accepted
	RMSEA	$\leq 0,08$	0,033	Accepted
	CFI	$\geq 0,90$	0,991	Accepted
Endogenous Construct	<i>Chi-Square</i>	Expected to be little	12,927	Accepted
	Probability	$\geq 0,05$	0,012	Poor fit

		≥0,90	0,989	Accepted
	GFI	≥0,90	0,989	Accepted
	RMSEA	≤ 0,08	0,071	Accepted
	CFI	≥0,90	0,982	Accepted
Test of Model Suitabilityl	<i>Chi-Square</i>	Expected to be little	58,413	Accepted
(Goodness of Fit)	Probability	≥ 0,05	0,008	Poor fit
	GFI	>0,90	0,977	Accepted
	RMSEA	≤ 0,08	0,039	Accepted
	CFI	≥0,90	0,978	Accepted

It can be explained that the results of the model after the revision, the model has met the criteria cut-off value , so it can be said that the model fits. After a confirmatory factor analysis and that of each variable, the variables can be used to define a latent construct , then a full-model of SEM can be analyzed.

The direct effect is the coefficient of all the lines with arrows with one end. The indirect effect is the effect that emerged through an intermediate variable. The net effect is the effect of various relationships (Ferdinand ; 2002). The results of direct influence test, the indirect effect, and total effect (Table 2).

Table 2 Standardized Total Effects, Direct Effect and Indirect Effect

		MM	LSS	AB	JD
Total Effect	AB	-.152	.489	.000	.000
	JD	.233	-.436	-.173	.000
Direct Effect	AB	-.152	.489	.000	.000
	JD	.207	-.352	-.173	.000
Indirect Effect	AB	.000	.000	.000	.000
	JD	.026	-.084	.000	.000

AB = assertive behavior; JD = juvenile delinquency; MM = mass media; LSS = learning social studies

On the hypothesis testing, it used a significance level of 0.05. It is used as the value of C.R. ≥ 1.96.

DISCUSSION

There is a positive and significant effect of learners' perceptions of social studies learning on their assertive behaviors. The estimated extent of the effect reaches 23.1 %, indicating that there are other variables affecting the learners's assertive behavior need to be observed. These data can explain the perception of the students toward the learning of social studies in Junior High School of West Java that the learning undertaken by teachers often engage learners (student centered). Although the teachers' mastery over the material in teaching social studies is still lacking, the use of varied media and methods has supported the learning process. The teachers of school social studies in junior high school have a various educational backgrounds such as education of history, of geography, and of economics, or even teachers from non-educational background.

The descriptive analysis in this study also proves that the teachers in the social studies learning do not only transfer the knowledge, but also shape the attitudes and behaviors that are the dimensions of social skills. Hence, the expected competencies in social studies learning are not only the mastery of the material, but also the application of the learning in the aspects of attitudes and behavior.

Theoretically this is in line with the objectives of social studies learning proposed by Banks (1990), Barr et al (1977), the learners are able to have the knowledge they need in dealing with social problems, so that students have a sense of the world information and put themselves in a right position, and can solve their problems; the goals related to attitudes and values, this aspect can help learners to be good and responsible, either inside or outside the school, because the attitudes include moral ideals, appreciation and confidence; the goals related to skills which include social skills consisting of appreciating life and cooperation, learning to give and to take, learning to be responsible, respecting for others' rights, and fostering social awareness. The skills to master in social education learning are learning skill and learning habit (academic or study skills and work habits), group-work skills, and the intellectual or thinking skills, i.e. a skill to develop a critical thinking, with various aspects of thinking, including the use of application of the rational approach and problem solving .

It was found that the students's perceptions on the learning of social studies has a significant negative effect on the tendency of juvenile delinquency. The estimated regression coefficient of the degree of influence is -0.20311, meaning that if the perceptions of students about learning social studies increases, then the tendency of juvenile delinquency in the Junior High School in West Java will decline. Referring to the empirical study of this research,

it can be proved that the teachers's teaching methods, and the media used by the teachers in their teaching have a positive contribution to the perception of students toward the learning of social studies. Through a more varied teaching methods, not just confined to the classroom, the teaching of social studies is able to develop the positive attitudes and behaviors of the students. Internalizing values and character through the study of social studies was conducted to develop a self-reliance and teamwork. The independence and group work in the learning process can train the students to be more responsible. Basically the objectives of social studies learning by developing self-reliance and team work are to help the learners develop their skills to manage their lives more effectively and facilitate their independence and their personal responsibility.

The factors that influence the trend of juvenile delinquency, according to Santrock (1996), include the expectations toward education and the values at schools. When teens attend a school, they often assume that the school is not so useful for life. Those who have such a notion often have low motivation and expectations for education in schools, and this usually affects their low academic achievement. The research conducted by Chang & Le (2005) about the influence of parents, peer delinquency, and attitudes toward the students' academic achievement among adolescents in China, Cambodia, Laos, and Vietnam (The Influence of Parents, Peer Delinquency, and School Attitudes on Academic Achievement in Chinese, Cambodian, Laotian or Mien, and Vietnamese Youth) suggests that the effect of juvenile delinquency from the parents in general are not a lot, but the attitude of the school has a greater influence than the parents, the peer delinquency and the academic achievement.

The results of the hypothesis indicate that the influence of mass media to the students's assertive behavior is negative and significant. The negative effects of mass media on the students's assertive behavior in Junior High School in West Java showed that the higher they read or watch mass-media, the lower their assertive behavior will be. The results of previously conducted studies indicate that there are changes in the adolescent including cognitive, affective, and behavioral after the teens read the media (Astiwi, 2007). The cognitive aspects are related to the duration factor, the affective aspects are related to the selection of a rubric that is read by adolescents, and the behavioral aspects are associated with the selection of the column to read. Meanwhile the research by Wijayanti (2008) proved that the variable of view level of the sinetron broadcasting had a positive and significant relationship with the variable of assertive behavior level among the adolescents. This study is also in line with research done by Malamuth and Check (1981), Muslich (2008), Bennett (1982) concluding that the mass media has their influence on the adolescent behavior. The study of Walker (Santrock, 2007) found that in the United States the violence is related to youth, to which one of the factors is an excessive exposure to the violence in the media .

A research of National Institute of Mental Health (1982) (Salkind, 2009) suggests that children who do not watch television are likely to be more sensitive to the suffering of others, are more comfortable with the world around them, and even can be more likely to behave assertively in way that does not harm others, compared to their peers who frequently watch television. Likewise, children who love to watch advertisements on television, newspapers, or magazines have an impact on their buying decisions influenced by the product advertised in the media. The effects of mass media on youth, through the power of modeling and imitating, like buying what they see in an advertised product on television by their favorite artist, are in line with the bullet theory or the hypodermic needle theory. The basic assumption of this theory states that people are susceptible to media messages which are well-targeted, direct impact, and immediately affected (Severin and Tankard, 1997).

The advance of science and technology has an important role in the development of mass media. In a relatively short time, an information about various events in different parts of the world can be presented directly at the same time with the incident, and in a different place from the real scene. The current mass media has a very important role as a process of transformation of values and new norms for adolescents. In the answer to a hypothesis about the influence of mass media on adolescent delinquency trend, it is proved to have a significant positive effect. The positive influence means if Junior High School students in West Java use the mass media (in the frequency and duration of use) more frequently in a longer period, the tendency of juvenile delinquency will also increase significantly.

The researches conducted on the media impact of the emergence of the mass communication theory (McQuail , 2011; Littlejohn & Foss , 2008, Baran & Davis , 2009, Bennett , 1982) corroborate the finding. The bullet theory/ the hypodermic needle theory assume the audiences have a passive nature, are not able to react to anything except just accept all media messages, so they are unable to filter the information being transferred. This theory basically emphasizes the power of the media in behavioral change. However, the theories are argued by Hovland (Littlejohn & Foss , 2008), whose research proves that in practice, mass media have little effect in changing the people behavior. This research eventually led to a limited effect theory which emphasizes the limited effects of mass communication only at the level of cognition and affective (Baldwin et al . 2004). This theory was confirmed by Klapper (Littlejohn & Foss, 2008) who states that the process of mass communication does not

directly lead to certain effects thereof, but through several factors (mediating factors). The perspective of moderate effect discusses on selective exposure, i.e., a tendency to select the communications that will assert opinions, attitudes, and values of the self. People tend to like and find people who have similar attitudes and values, and avoid others who are different in terms of attitudes and values (Tubbs & Moss, 2000). And finally the changes of the research results interpretation occurs when Elizabeth Noelle-Nuemann (Littlejohn & Foss, 2008), argues that the media has a very powerful effect in constructing public opinion.

It can be proved that the influence of assertive behavior towards juvenile delinquency trend is negative and significant. This negative correlation means if the assertive behavior in learners increases, the tendency of juvenile delinquency will decline, so that assertive behavior can serve as a mediator to reduce juvenile delinquency. As stated by Bloom et.al. (1985), individuals who have a high assertivity can do an effective self-defense and adaptive, able to know themselves well, know their strengths and weaknesses, so they are able to plan the purpose of their life, have self-confidence, and are able to make decisions. Previous researches empirically (Lumley, 2001; Trudeau et al., 2003; Sert, 2003; Sipayung, 2007; Gillen, 2003; Schwartz, 2003; Amat & Mahmud, 2009; Afiatin, 2003; Jencks, 1991; Farida, 2006; Rahmasari, 2007) support this research finding. The descriptive analysis of the research shows that the respondents' assertive behavior is high, as much as 68.4%, while the remaining 31.6% is moderate, while the trend of juvenile delinquency is low (positive) that is equal to 90.6%.

This study also supports the social learning theory of Bandura (1961, 1989, 1991, 2001) about the behavior describing the acceptance of behaviors through a number of principles used to analyze the acceptance of other behavior aspects. This theory also explains that social skills as well as other behaviors that can be learned through a combination of modeling and reinforcement. Early adolescence (12-18 ages) (Gunarsa & Gunarsa, 2011) is a time of spiritual and physical development of a drastic change from the previous period. This period becomes susceptible to the influence and pressure from outside, especially from the peer group, while the influence of the parents has decreased progressively. According to the behavioral approach in adolescence, individuals usually try various behaviors and lifestyles as part of the natural process of separating themselves from the parents, to be free to develop the skills to function effectively in the adult world. In this period, the adolescents tend to experience feelings of self-doubt on their appearance, qualities and abilities.

Conclusion

There are three principle conclusions can be drawn. First, the formation of assertive attitudes and behavior is essential for the adolescents, because this period is crucial to the further development of the personality. Assertive behavior has a significant negative effect on the tendency of juvenile delinquency. This conclusion confirms the theory of social learning (social learning theory) of Albert Bandura, as one of the behaviorist approach that emphasizes the cognitive component of the mind, the understanding and evaluation. The behavior was constructed through a social context that can be studied either as a result of reinforcement or of an intrinsic motivation.

Second, the social studies learning can significantly build learners assertive behavior. Empirically this supports the research of Sivin-Kachala and Bialo stating that assertiveness is one indicator of social skills (social skills), i.e. the skills needed to interact with other people, including to appreciate life and cooperation, to learn to give and to receive, to have responsibility, to respect the rights of others, and to foster social awareness. It is also in accordance with the objectives of social education as proposed by Barr, Bart, and Shermis, those are the formation of knowledge (understanding), attitude, and skills. Thus these findings also reinforce the social cognitive theory (social cognitive learning) of Bandura in which the person factor (cognitive) has an important role. Bandura explains the cognitive factor in the concept known as self-efficacy, a belief in self to face and solve problems effectively. Social education learning can affect the learning abilities and problem-solving skills (decision making) as stated by Banks and Clegg Jr..

Third, the mass media have a significant effect on assertive behavior and delinquency trend. The rapid development of information technology, positions the mass media as an important part of modern life. This is consistent with the theory proposed by McQuail that the media has a strong influence on the formation of human behavior. The effects of media (media effects) also influence the formation of person's cognition. Through the media, an individual gets information and knowledge that shape his/her perception. The finding that these perceptions influence attitudes (attitude) and behavior (behavior) is in line with the theory of Maxwell McCombs and Donald Shaw.

References

- [1] Afiatin, T. (2003). *Pengaruh Program Kelompok Aji dalam Peningkatan Harga Diri, Asertivitas, dan Pengetahuan Mengenai NAPZA untuk Prevensi Penyalahgunaan NAPZA pada Remaja*. Disertasi, Yogyakarta: Universitas Gadjah Mada: tidak diterbitkan.

- [2] Astiwi, H., (2007). *Pola Membaca Majalah Remaja dan Pengaruhnya Terhadap Perilaku Remaja (Kasus Siswa Sekolah Menengah Umum Negeri 2 Bogor, Propinsi Jawa Barat)*, Prodi Komunikasi dan Pengembangan Masyarakat Fakultas Pertanian, IPB, Skripsi: tidak diterbitkan.
- [3] Baldwin, J.R.; Stephen, D.P. & Mary, A.M. (2004). *Communication Theories for Everyday Life*. United States of America: Pearson Education, Inc.
- [4] Banks A.J. and Clegg, Jr. AA, (1990), *Teaching Strategies For The Social Studies, Inquiry, Valuing, and Decision – Making*, Fourth Edition, New York, London, Longman.
- [5] Baran, S.J., & Davis, D.K., (2009). *Mass Communication Theory: Foundations, Ferment, and Future*, 5th Edition, Boston: Wadsworth Cengage Learning.
- [6] Barr, R., Bart, J.L., & Shermis, S. (1987). *Hakekat Studi Sosial (The Natural of Social Studies)*, Saduran oleh Buchori Alma & M. Haslasgunawan Ap., Bandung: ALFABETA.
- [7] Bennett, T., (1982). "Theories of The Media, Theories of Society", in Michael Gurevitch, eds., *Culture, Society and The Media*, London: Methuen.
- [8] Biagi, S., (2010). *Media/Impact, Pengantar Media Massa, Media/Impact: An Introduction of Mass Media*, Penerjemah Mochamad Irfan dan W.W. Mahendra, Jakarta: Salemba Humanika.
- [9] Burley-Allen, M. (1993). *Managing Assertively-How to Improve Your People Skill*. New York: John Wiley and Sons, Inc.
- [10] Byrne, B.M., (2001). *Structural Equation Modeling with AMOS, Basic Concepts, Applications, and Programming*, New Jersey: Lawrence Erlbaum Associates Inc.
- [11] Chang, J., & Le, T.N., (2005, April), "The Influence of Parents, Peer Delinquency, and School Attitudes on Academic Achievement in Chinese, Cambodian, Laotian or Mien, and Vietnamese Youth, *Journal CRIME & DELINQUENCY*, Vol. 51 (No. 2), April 2005, 238-264.
- [12] Farida. (2006). *Efektivitas pelatihan asertivitas untuk meningkatkan kemampuan pemecahan masalah pada siswa*. Tesis. Yogyakarta, Universitas Gajah Mada: tidak diterbitkan.
- [13] Fensterheim, H., dan Baer, J., (1995). *Jangan Bilang Ya Bila Anda akan Mengatakan Tidak* (terjemahan) Edisi Baru. Jakarta: Gunung Jati.
- [14] Ferdinand, A., (2005). *Struktural Equation Modeling Dalam Penelitian Manajemen: Aplikasi Model-model Rumit dalam Penelitian untuk Tesis S-2 dan Disertasi S-3*. Semarang: BP Universitas Diponegoro.
- [15] Fraenkel, J.R., (1980), *Helping Students Think and Value, Strategies for Teaching the Social Studies*, 2nd Edition, Prentice Hall College Div.
- [16] Ghozali, I., (2009). *Model Persamaan Struktural: Konsep dan Aplikasi dengan Program AMOS Ver. 16.0*. Semarang: BP Universitas Diponegoro.
- [17] Golden, L., (2002). *Evaluation of the Efficacy of a Cognitive Behavioral Program for Offenders on Probation: Thinking for a Change*, Dallas: University of Texas Southwestern Medical Center.
- [18] Hoyle, H.R., (2012). Model Specification in Structural Equation Modeling, dalam R.H. Hoyle, (Editor), *Handbook of Structural Equation Modeling*, New York: The Guilford Press.
- [19] Jia Ying, C.J., dan Yi, L.J., (tt.). *Social Skills in Children with Special Needs, With and Without Mainstream Education in Singapore*, Singapore: National Institute of Education, Nanyang Technological University.

- [20] Lange, A. J., dan Jakubowski, P. (1976). *Responsible assertive behavior: Cognitive/Behavioral Procedures for Trainers*. Champaign, IL: Research Press.
- [21] Littlejohn, S.W., & Foss, K.A., (2008). *Theories of Human Communication*, 9th Edition, Belmont: Thomson Higher Education.
- [22] Lumley, V.A., M.S. (2001). *An Assessment of Assertion Skill Among Adult With Mild Mental Retardation*, Dissertation Submitted to the Eberly College of Arts and Sciences at West Virginia University in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Psychology, Morgantown: Departement of Psychology.
- [23] Malamuth, N.M. & Check, J.V.P., (1981). "The Effect of Mass Media Exposure on Acceptance of Violence Against Women: A Field Experiment", *Journal of Research in Personality*, Vol. 15, Issue 4, Desember 1981, 436 – 446.
- [24] Marcoulides, G.A., & Kyriakides, L., (2010). "Structural Equation Modelling Techniques". Dalam Creemers, Bert P.M., Kyriakides, Leonidas, & Sammons, Pam, (2010) *Methodological Advances in Educational Effectiveness Research*, London and New York: Routledge.
- [25] Marini, L. dan Andriani, E., (2005). "Perbedaan Asertivitas Remaja Ditinjau dari Pola Asuh Orang Tua", *PSIKOLOGI*, Volume I, (2, Desember 2005.
- [26] Maruyama, G.M., (1998). *Basic of Structural Equation Modeling*, California, London, New Delhi: SAGE Publication Inc.
- [27] McQuail, D., (2011). *Teori Komunikasi Masa*, Jakarta: Salemba Humanika.
- [28] Rahmasari, D. (2007). *Hubungan Antara Harga Diri, Asertivitas, dan Strategi Mengatasi Masalah dengan Depresi pada Remaja Jawa dan Madura*, Tesis Program Studi Psikologi Universitas Gadjah Mada Yogyakarta: tidak diterbitkan.
- [29] Rakos, R. F., (1991). *Assertive Behavior: Teory, Research and Training*. New York: Routledge
- [30] Rathus, S. A., & Nevid, J. S. (1980). *Behavior Therapy: Strategies for Solving Problem in Living*. New York: The American Library, Inc.
- [31] Salkind, N.J., (2009). *Teori-Teori Perkembangan Manusia, Sejarah, Kemunculan, Konsepsi Dasar, Analisis Komparatif, dan Aplikasi*, Terjemahan: M. Khozim, Bandung: Nusa Media.
- [32] Santoso, S., (2007). *Structural Equation Modelling, Konsep dan Aplikasi dengan AMOS*, Jakarta: PT. Elex Media Komputindo.
- [33] Santrock, J. W., (2007). *Perkembangan Anak Jilid 2*, Edisi 11, Terjemahan, Jakarta: Erlangga.
- [34] Sapriya, (2006). *Pendidikan IPS*, Bandung: Laboratorium PKn UPI
- [35] Schumacker, R.E., & Lomax, R.G., (2004). *A Beginner's Guide to Structural Equation Modeling*, 2nd Edition, New Jersey: Lawrence Erlbaum Associates Inc.
- [36] Sert, A.G., (2003). *The Effect of an Assertiveness Training on the Assertiveness and Self-Esteem Level of 5th Grade Children*, A Thesis Submitted to The Graduate School of Social Sciences of Middle East Technical University, in Partial Fulfillment of The Requirements for the Degree of Master of Science in The Department of Educational Sciences, June 2003.

- [37] Sikone, S., (2007). *Menanamkan Sikap Asertif di Sekolah*, [Online], Tersedia: <http://id.shvoong.com/social-sciences/1685406-menanamkan-sikap-asertif-di-sekolah/#ixzz1a0PzgKIW>, Diunduh: 6/1/2012.
- [38] Sivín-Kachala, J. & Bialo, E., (2009). *IESD Comprehensive Technical Report, Evaluation of the Social Skills of Full-Time, Online Public School Students*, New York: Interactive Educational System Design (IESD) Inc.
- [39] Trudeau, L., *et al.*, (2003). "The Role of Assertiveness and Decision Making in Early Adolescent Substance Initiation: Mediating Processes", *Journal of Research on Adolescence*, **13** (3), 301 – 328.
- [40] Uyun, Q., dan Hadi, S., (2005). "Pelatihan Asertivitas untuk Meningkatkan Ketahanan Isteri terhadap Tindak Kekerasan Suami", *SOSIOSAINS*, **18** (1), Januari 2005.

SEM Application to Investigate Social Studies Learning and Mass Media Impacts Towards Assertive Behavior and Juvenile Delinquency Trend

ORIGINALITY REPORT

21 %
SIMILARITY INDEX

20 %
INTERNET SOURCES

4 %
PUBLICATIONS

4 %
STUDENT PAPERS

PRIMARY SOURCES

1	adoc.tips Internet Source	11 %
2	docobook.com Internet Source	4 %
3	repository.upi.edu Internet Source	1 %
4	Submitted to Universitas Pendidikan Indonesia Student Paper	1 %
5	Submitted to Edge Hill University Student Paper	1 %
6	journal.unnes.ac.id Internet Source	1 %
7	journal.iain-manado.ac.id Internet Source	1 %
8	W N Yanuarto, S M Maat, H Husnin. "A measurement model of technological	1 %

pedagogical content knowledge (TPACK) in Indonesian senior mathematics teachers' scenario", Journal of Physics: Conference Series, 2020

Publication

9

www.atlantis-press.com

Internet Source

1 %

Exclude quotes Off

Exclude matches < 1%

Exclude bibliography Off