Group Counseling with Assertive Training Techniques to Self Confidence Adolescents

Tri Dewantari[*1], Barep Hapit Surya[2], Siti Zahra Bulantika[3]
[*1]STKIP Al-Islam Tunas Bangsa
[2,3]Universitas Islam Negeri Raden Intan Lampung
*Corresponding Author. Email: tridewantari@stkipalitb.ac.id

Abstract: This research aims to see the increase in students' self-confidence by using group services with assertive training techniques. The method used in this study was a quasi-experimental method with a non-equivalent control group design. The sample in this study were twelve students, aged 13-14 years at SMP Muhammadiyah 3 Depok Yogyakarta. The instrument used in this study was a self-confidence scale. Analysis of the data used Wilcoxon test analysis and Mann-Whitney test. The results of the study showed that group guidance services with assertive training techniques had an effective effect on increasing student self-confidence. This can be seen from the increased self-confidence of students in the experimental group which has increased compared to the control group who was not treated with Assertive training techniques.
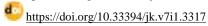
Introduction

Education is one of the things that is important for every individual to get. According to Susanto (2018) with education, each individual can become a person who is responsible, has a noble character, can develop his potential, and can help individuals to develop optimally according to their development stages. To realize these educational goals, it turns out that many factors influence, namely, physical factors and psychological factors which include motives, interests, attention, concentration, balance, personality, self-confidence, self-discipline, integration and memory. (Dani et al., 2013). Based on this opinion, one of the important factors in realizing educational goals is the confidence that students have. This is by the opinion Hanton, Mellalieu, & Hall (2004) which states that self-confidence problems can weaken the abilities of students. Students should already have mature self-confidence in their teens.

According to Erikson (J. Santrock, 2006) Adolescents who do not succeed in their developmental tasks will show behaviours such as withdrawing from the environment, isolating themselves from peers and family, immersing themselves into the world of peers and losing their identity, so that it will affect the social skills and self-confidence of adolescents. Adolescence is at the age of 10-12 years and ends at 19-21 years of age (J. W. Santrock, 2012). Meanwhile Kay (Syamsu Yusuf, 2000) states the following tasks: 1) accepting one's own physique along with its diversity of qualities, 2) achieving emotional independence from parents or authority figures, 3) developing interpersonal communication skills and learning to get along with peers or others, either individually or as a group, 4) Finding human models for their identity, 5) accepting themselves and having confidence in their own wholeness, 6) strengthening self-control (ability to control oneself) based on a scale

of values, and the principles or philosophy of life, 7) able to abandon childish reactions and adjustments (attitudes/behaviour). In adolescent students, the developmental phases that students must have at adolescence according to Havighurst (Gunarsa, 2001) that is, can have a more mature relationship with peers, achieve a mature social role according to gender, be able to accept physical conditions and use it effectively, achieve emotional independence, develop a value system and ethics as a guide for behaviour, and have the ability and the willingness to behave socially.

Self-confidence is an internal sense or belief that exists in an individual that convinces that the individual can complete a task or goal in his life (Vanaja & Geetha, 2017). In line with this, another opinion states that self-confidence is a prerequisite for a beautiful and productive relationship, this is because confidence can instil certainty in individuals in doing something (Azmandian, 2010). Self-confidence is a major asset that individuals must-have in living life with optimism (Fitri et al., 2018).

The characteristics of individuals who have self-confidence, namely, feel confident in their abilities, have the desire to succeed and achieve goals, do not give up easily, are responsible, are open to experiences and are easy to get along with the environment. (Serarslan & Dirik, 2017). As for the characteristics of individuals who have a lack of self-confidence, they are shown by hesitant behaviour in doing tasks, not involving themselves too much in doing activities, not daring to speak without support from the surrounding environment, avoiding communication, shutting down, aggressive, defensive and retaliating. unfair treatment (Fitri et al., 2018).

But in fact, in junior high school level students, there are still students who do not have good self-confidence, this can be seen from the results of the study (Fitri et al., 2018) which states that they are hesitant in carrying out their duties, do not dare to speak in public, close themselves off, avoid communicating with other people, are not too interested in getting involved with groups or organizations. This is in line with the observation results of students' self-confidence behaviour at SMP Muhammadiyah Yogyakarta, namely, not confident, when the test takes place, it is easy to feel hopeless, shy and closed to others.

Based on existing self-confidence problems, to overcome existing self-confidence problems researchers will use assertive training techniques, this is reinforced by opinion Zimmerman & Luecke (2010) states that, self-confidence is the ability that an individual has to achieve goals in doing a job well, individuals will find self-confidence and self-esteem along with the emergence of assertive behaviour. In line with this opinion, other experts state that assertiveness training can be of great use as a means of self-development. Individuals with assertiveness skills will demonstrate honest and effective communication, can increase self-awareness and increase self-confidence (Bishop, 2013).

Based on this opinion, one technique that can overcome students' confidence problems is assertive training. The assertive training technique is a behavioural approach technique that aims to change the behaviour of students to become more assertive in various social situations (Corey, 2017). According to Somers & Somers (2004) which states that social behaviour is targeted in assertive training, namely assertiveness of introducing oneself to strangers, giving and receiving praise, saying no to other people's requests, making requests to others, expressing opinions, and maintaining social conversations, so that by having these behaviours will affect individual assertiveness. Another opinion states that assertive training techniques aim to help individuals understand that everyone has the right to express their feelings, opinions, beliefs, and attitudes to do something without hesitation, so having this understanding will affect individual self-confidence (Susanti, 2016).

To make this Assertive training technique work effectively in building adolescent self-confidence, it can be used in groups. In the implementation of the group, counseling allows students to interact freely and to practice skills that they usually cannot do in real life because of a lack of self-confidence (Anyamene et al., 2016). Based on the existing explanations and phenomena, researchers want to see the effectiveness of assertive training techniques in increasing self-confidence in junior high school adolescents.

Research Method

The research method in this research is quantitative research with a quasi-experimental method. In this design, the experimental group and the control group were both given a pre-test and post-test. However, only the experimental group was given treatment. The population in this study was students of class VIII SMP Muhammadiyah 3 Depok Yogyakarta. The sample in this study was 12 students who were in the low self-confidence category with an age range of 13-14 years. The sampling technique in this study is the purposive sampling technique with sample criteria, namely students who have low self-confidence criteria.

The data collection technique used in this study was the self-confidence scale method used to obtain information on the extent of the students' self-confidence. The stages or procedures of assertive training used in this study are: (a) rational strategies; (b) identify the situation that causes the problem, while the counselor asks the counselee to openly discuss the problem at hand and something he did or thought about when the problem arose; (c) differentiating assertive and non-assertive behaviour; (d) play a role in providing better feedback and behavioural modeling; (e) cessation and cessation of assertive training. The data analysis technique of this research is to use the Wilcoxon test with the help of using SPSS version 16.

Finding and Discussion

This research was conducted on students of class VIII SMP Muhammadiyah 3 Depok Yogyakarta, total 143 students. An overview of the condition of self-confidence of class VIII students before being given guidance and counseling services with assertive training techniques, namely.

Table 1. Overview of Confidence

Category	Score Range	Frekuensi	Persentase
High	$186 > X \geq 248$	66	46,15
Medium	$124 > X \quad 186$	63	44,06
Low	$X \quad 124$	14	9,79
Total		143	100

Based on the table, most of the students' trust conditions were in the high category as many as 66 students, but there were still 14 counselees who were in the low category.

After knowing the condition of the students' self-confidence, then giving assertive training to 14 students who are in a low self-confidence condition, will be divided into 2 groups namely the experimental group and the control group. As for the assertive training group counseling given to the experimental group, namely: 1) the initial stage, building closeness between the counselor and group members; 2) the work stage, in the technical work stage that is carried out using assertive techniques, the steps are rational strategy, identification of conditions that cause problems, distinguishing assertive and non-assertive behaviour, role-playing, providing verbal feedback and providing a be better, provide positive

reinforcement and rewards for group members, carry out practices, repeat exercises, repeat exercises without the help of a counselor, homework and follow-up, group leaders give homework; 3) in the closing stage, group leaders and group members discuss how they feel during the group counseling process.

After the assertive technique group counseling service was carried out 6 times, then the measurement was carried out again. The results of the measurement of students' pretest and posttest in the experimental group and the control group, namely:

Table 2. Data Analysis of the Experiment Group Pretest and Posttest Confidence

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest	6	121,17	2,639	117	124
Posttest	6	173,50	12,112	161	194

Based on the table, it can be seen that the average value of the experimental group before being given treatment is 121.17 and the average value after treatment (posttest) is 173.50. Based on these data, it can be seen that the average posttest value is greater than the pretest value, it can be concluded that the assertive training group counseling technique affects the self-confidence of students. This is confirmed by the results of the Wilcoxon test calculations with the help of the SPSs program. 16, The calculation results are as follows:

Table 3. Experimental Group Wilcoxon Test

	Posttest-pretest
Z	-2.201[a]
Asymp.Sig. (2	.028

a. Based on negative ranks.
b. Wilcoxon Signed Ranks Test

Based on the table above, the results of the Wilcoxon confidence test showed that the experimental group showed a Z value of -2.201 and a sig of 0.028. This shows that the sig value of 0.028 is smaller than 0.05 (5% error rate), so it can be concluded that there are differences in the results of the experimental group's confidence before and after being given treatment. While the results of the Wilcoxon test in the control group are as follows:

Tabel 4. Uji Wilcoxon Kelompok Kontrol

	Posttest-pretest
Z	-1.633[a]
Asymp.Sig. (2	.102

a. Based on negative ranks.
b. Wilcoxon Signed Ranks Test

Based on the table above, the results of the Wilcoxon self-confidence test in the control group showed that Z count was -1.633 and sig was 0.102. This shows that the sig value of 0.102 is more than 0.05 (5% error level), so it can be concluded that there is no difference in the results of the control group's confidence before and after the treatment is given. This result is reinforced by the results of the Mann-Whitney U calculation.

Tabel 4. Mann-Whitney U

	Posttest
Mann-Whitney U	.000
Wilcoxon W	21.000

Z	-2.887
Asymp. Sig. (2-tailed)	.004
Exact Sig. [2*(1-tailed Sig.)]	.002a

a. Not corrected for ties.
b. Grouping Variable: Kelas

Based on table 4, it can be concluded that group counseling services with assertive training techniques are effective in overcoming self-confidence problems of students at the junior high school level. This is in line with the results of research which states that assertive training is the ability to express rights and desires positively without violating the rights of others (Ramadhini & Santoso, 2019). This is in line with the opinion Corey (2015) which states that assertive training can be used for individuals who have difficulty expressing their opinions and desires without being aggressive.

A good relationship pattern in communication between individuals is an important factor in achieving student confidence. Self-confidence is an individual's self-confidence in what he will do so that to get this requires a firm attitude of students in making a decision that will be taken. The use of assertive training techniques can be effectively used to increase the self-esteem of students, in this case, the higher the self-esteem of students, the higher the self-confidence they have (Makinde & Akinteye, 2014).

To make this happen, some factors affect self-confidence. In this case, namely internal factors and external factors (Hapsari, 2012). In line with this according to Komara (2016) Several factors influence the emergence of students' self-confidence, namely internal factors, in this case, individual self-concept, individual self-concept has a great influence on the formation of confidence in what is done, other factors are external factors, in this case, external factors in fostering participant confidence students, namely the family environment, and peers. In line with this opinion, according to Sucirahayu & Yuniarti (2014) which states that one of the things that can affect self-confidence is peer support so that if the friendship environment accepts a relationship with an individual, it can help the individual want to interact with the environment.

In this study, assertive exercise techniques were used using group counseling services. Through group dynamics that appear in group counselling services, it can help individuals interact, better understand others and train group members to be able to express their opinions (Defriyanto & Masitoh, 2016). The group counselling stages consist of 3 initial stages, a work stage and a final stage (Jacobs et al., 2015).

The stages of group counselling services using assertive training techniques used in this study using 3 stages based on the theory Nursalim (2013):

a) The initial stage carried out in this study is to build closeness between the counsellor and other group members

b) The second stage is the work stage. At this stage of work, rational strategy is carried out, identification of conditions that cause problems, distinguishing assertive and non-assertive behaviour, playing roles, providing verbal feedback and providing a better behaviour model. Group leaders provide positive reinforcement for what the counselee has done. Then carry out training and practice, repeat the exercise, the counselee repeats the exercise without the help of the group leader and other group members, the group leader assigns homework to the counselee to practice what has been practice in the group in everyday life.

c) The final stage, namely, group leaders and members discussing, issuing what they feel during group activities.

After the steps of the assertive training technique, group counselling service was carried out, the results of the condition of students' self-confidence had increased from before the provision of group counselling service treatment using assertive training techniques.

Conclusion

Based on the results of the research that has been done, it can be concluded that the assistive training technique group counselling service has an effective influence on increasing students' self-confidence. As for the behaviour shown, students can believe in their abilities, begin to have a desire to succeed, do not give up easily, can be responsible for their decisions, can be open and feel comfortable hanging out with other people.

Suggestion

Suggestions for further researchers, it is better to examine the factors that can affect the emergence of student self-confidence, and suggestions for school counselors to provide services that can help students increase self-confidence according to the factors that influence it.

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