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Improve Students' Assertive Behavior using Assertive Training Techniques in Tenth Grade Students of Adhyaksa Jambi

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Abstract: The hypothesis proposed in this study is that there is a change or increase in students' assertive behavior after being given the treatment of group counseling services using assertive training techniques. This study uses quantitative methods. This type of research is pre-experiment, using the one group pretest posttest design. Selection of subjects using purposive sampling method. The number of research subjects was eight people with the category of assertive (moderate) and low behavior. This research was conducted in Adhiyaksa High School, the instrument used was the scale of assertive behavior with a Likert scale model. Data were analyzed using nonparametric statistical techniques that used the Wilcoxon Signed Ranks Test. The results showed that the pretest score was 99.125 and posttest 134.625. Then to test the hypothesis obtained Asymp results. Sig. (2-tailed) 0,005 which means under alpha 0,05 (0,005 <0,012) thus Ho can be interpreted rejected and Ha accepted. Based on the results of this study, it was concluded that there was a change or an increase in the assertive behavior of students after being given the treatment of group counseling services through Assertive Training techniques.

Keywords: group counseling, assertive training, assertive behavior

▪ INTRODUCTION

Healthy adolescence can be achieved if individuals are able to carry out their development tasks properly, one of the tasks of adolescent development that must be fulfilled is the aspect of social development in which individuals are required to be more mature in relationships with peers or the surrounding environment. Where at this time individuals tend to have a lot of activities outside the home with their social activities. To present this aspect of social development, the ability to behave assertively is very important for adolescents to be able to reduce and even eliminate conflicts with others, so that it will be easier to establish friendships with other individuals, the environment and the surrounding community, because with good assertive behavior students it will be easier to express something that you want to say, and can quickly find a solution to the problem.

In addition, students are required to behave assertively in school, especially in class because in the learning process students are required to be able to communicate smoothly especially in expressing opinions or refuting the opinions of other students, then students who have good assertive skills will be able to answer and give opinions and even refute students' opinions others without hurting the student. However, individuals who do not have assertive skills, and even tend to be passive will show quiet behavior or be alone in class, even if the student tends to be aggressive, it will bring up bullying behavior.

Based on preliminary research in class X of 2017/2018 academic year, Adhiaksa Jambi High School conducted interviews with Guidance and Counseling teachers and observations of class X students there were students who showed passivity in their daily life by rarely associating even difficult in expressing opinions in class. There were also

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students who had an aggressive attitude with ridicule and even bullied other friends so that the students interfered with the comfort of other students, and it was also found that students still brought up a picture of group social life so that there was a picture that some individuals could not socialize well with other individuals . In terms of violations, a picture of students cannot refuse the invitation of their friends not to commit violations.

Based on these problems, illustrated how the skills of assertive behavior of students who are still lacking, have an impact on inhibiting the learning process of students in school and relationships with peers. So that it is deemed necessary to use the handling method in solving these problems, one of which is by providing bimbinga group services by using assertive techniques for students who have low assertiveness.

Group counseling services are one of the counseling guidance services that help students solve problems they experience in group atmosphere and group dynamics. The technique used in this group counseling is assertive technique, this technique is one of the techniques found in one behavioral approach. According to Dalley (2013: 14) assertive behavior means being honest with yourself and others, that means being able to realize what is desired but not at the expense of others, assertiveness based on trust in the needs, desires and opinions of others.

Based on the description above it can be concluded that with assertive training will help individuals to express or express feelings, thoughts freely, so that the level of student assertiveness will increase. The research objectives to be achieved in this study are: (1) describe the assertive behavior of students in the experimental group before being given treatment, (2) describe the assertive behavior of the experimental group students after being given treatment.

▪ METHOD

The type of research used was pre-experiment, using the one group pretest posttest design. Selection of subjects using purposive sampling method. The number of research subjects was eight people with the category of assertive (moderate) and low behavior. This research was conducted in Adhiyaksa High School, the instrument used was the scale of assertive behavior with a Likert scale model. Data were analyzed using nonparametric statistical techniques that used the Wilcoxon Signed Ranks Test with the help of SPSS version 20.00.

▪ RESULT AND DISCUSSION

Data Description

The data in this study include the experimental group assertive behavior variables before and after the treatment is given. The following is a description of the research data.

Assertive Behavior Experimental Group Before Treatment (Pretest)

Description of assertive behavior experimental group before treatment (pretest) before treatment can be seen in table 1.

Table 1. Pretest results of experimental groups before treatment

No	Initial	Pretest	
		Score	Category
1	SPT	97	Low
2	IST	100	Low
3	DM	98	Low

4	JZR	102	Low
5	MAF	100	Low
6	RNM	97	Low
7	IBY	106	Low
8	GVN	93	Low

Based on table 1 that assertive behavior of students is still lacking can be interpreted, as many as seven students experience less assertive behavior conditions and one student experiences medium assertive behavior which means it can disturb students themselves when in class, namely SPT with a score of 97, IST with a score of 100 , DM with a score of 98, JZR with a score of 102, MAF with a score of 100, RNM with a score of 97, IBY with a score of 106, and GVN with a score of 93.

Assertive behavior experienced by each group member at the pretest has a different score, with two categories of assertive behavior, namely medium and less. The highest score was obtained by IBY with a score of 106 and the lowest score was GVN with a score of 93.

Assertive Behavior Experimental Group After Treatment (Posttest)

Description of assertive behavior experimental group after treatment (posttest) treatment can be seen in table 2.

Table 2. Posttest results of experimental groups after treatment

No	Initial	Pretest	
		Score	Category
1	SPT	131	Medium
2	IST	141	Good
3	DM	134	Medium
4	JZR	133	Medium
5	MAF	129	Medium
6	RNM	136	Medium
7	IBY	146	Good
8	GVN	127	Medium

Based on Table 2, assertive behavior is in the medium category can be interpreted, as many as six students experienced a condition of moderate assertive behavior, namely SPT with a score of 131, DM with a score of 134, JZR with a score of 133, MAF with a score of 129, RNM with a score of 136, and GVN with. 127 score. While two students experienced good assertive behavior conditions, namely IST with a score of 141, and IBY with a score of 146.

Assertive behavior experienced by each group member at posttest has a different score, with two categories of assertive behavior that are moderate and good. The highest score was obtained by IBY with a score of 146 and the lowest score was GVN with a score of 127.

Pretest Analysis Test and Experimental Posttest Group

Analysis of pretest and posttest of the experimental group can see the differences experienced by the research subject. Hypothesis testing with the Wilcoxon's test can be seen in the following table 3.

Table 3. Wilcoxon's Test Results Signed Ranks Pretest-Posttest Test of Experimental Groups about Student Assertive Behavior

posttest – pretest	
Z	-2,524[b]
Asymp. Sig. (2-tailed)	,012

Table 3 describes the results of the Wilcoxon test which is the Asymp probability number. Sig. (2-tailed) assertive behavior of the research subject before and after being given treatment of 0.012 or probability below alpha 0.05 (0.012 <0.05) this can be interpreted Ho is rejected and Ha is accepted, so that the conclusion is that there is a change or occurrence improvement of students' assertive behavior after being given the treatment of group counseling services through an Assertive Training approach.

Assertive Behavior of Experiment Group Students Before Being Given a Pretest.

The description of assertive behavior of students is obtained through the results of the pretest that is 99.125 with less categories, based on these results it can be interpreted that assertive behavior that is felt by students generally experience conditions like being quiet in class and difficult to express their opinions. It is also evident from the students' inactivity at the beginning of the activity, such as students being quiet a lot from the beginning of the activity to the end of the activity and not yet seen dynamic and close relationships between group members. to others so as to result in assertive behavior decreases, it is a symptom that must be corrected by individuals.

According to hasanah et al (in Juniarni, 2016) said that many factors can be behind the low assertive behavior within individuals, including the influence of the environment which is less conducive and does not teach assertiveness, parenting parents, weak self-concept, socio-cultural conditions, gender, age, and economic level so as to improve assertive behavior there needs to be a balance between internal factors and individual external factors.

Assertive behavior of students which often arises is fear, silence and shame, which is in line with the opinion of the Dept. of Education & Science (in Elita & Roslina, 2018) namely children also often show a shy, fearful and reserved attitude so that they seem alienated from their surrounding friends and teachers in the classroom.

Furthermore, assertive behavior, if allowed to drag on, will have an adverse effect on the behavior of individuals both within the school and community, therefore there is a need for preventive behavior so that assertive behavior becomes better and more improved. One activity in guidance and counseling that can improve assertive behavior through group activities is group counseling. According to Tri (2015) group counseling emphasizes interpersonal communication that involves thoughts, feelings and behavior and focuses on the present and now.

Assertive Behavior of Experiment Group Students After the Treatment (Posttest)

The description of assertive behavior of students is obtained through the posttest results of 134,625 in the medium category. Based on these results it can be interpreted that assertive behavior felt by students generally experience good improvement conditions. These results were obtained after carrying out group counseling services through the Assertive Training approach.

As for assertive behavior experienced is difficult to express opinions, feel afraid, like to be silent, and often close themselves, the purpose of group counseling is to train group members to speak in front of a crowd, as Corey (in Tri, 2015) explains the purpose of group counseling, namely to learn to develop awareness and self-knowledge, to develop sensitivity to others, to know the needs of the group community and problems and a universal understanding, to expand self-motivation, self-confidence, self-respect in the command to achieve a new view in him, to find the path of choice in a relationship with normal developmental issues and of course solving the problem, to expand self-insight, autonomy, and be responsible for himself and others, to be aware of a choice and to decide wise choices, to make specific plans for Some behavioral changes, do it yourself, follow along with this plan, to learn more effectively social skills, to be more sensitive to the needs and feelings of others, to learn how to deal with others with care, attention, honesty, and guidance, to avoid talking alone , expectations and to learn from one hope that is owned and to explain a value and decide how to change them, from this explanation it can be concluded that group counseling activities can improve students' assertive behavior.

The Assertive Training approach is an approach and technique in guidance and counseling that can effectively improve related to assertive behavior, therefore efforts to improve students' assertive behavior are carried out through group counseling with Assertive Training approaches. Furthermore, based on the implementation of these activities revealed various obstacles and obstacles experienced by group members such as, like to be silent, do not want to build relationships with other people, fear in talking, difficult to express opinions to others, and difficult to make a decision. Through group counseling service activities using an assertive training approach can provide emphasis on less assertive behavior.

The statement, much expressed by group members, so that if they meet the conditions of assertive behavior by several people, then the decision that is most often taken is to be silent and not want to talk to others. This is what makes each group member difficult to improve and bring up the assertive behavior. Therefore, the need for group counseling service activities by providing assertive training training in order to improve students' assertive behavior.

Assertiveness training was conducted for eight meetings, one meeting was used for interpreting, six meetings were used for assertive training, and the eighth meeting was to conduct posttest and evaluation because at this meeting researchers could observe the skills that had been learned. Based on observations, students are able to apply the skills they have learned such as expressing negative feelings, self-affirmations and expressing positive feelings.

From group counseling activities using assertive training approaches that were carried out in several meetings, there was a significant change from each group member, because group members already had strong self-confidence, knowing each other, being close, willing to respect friends, making decisions, have a good view, and want to foster relationships with other people, this can be seen from the results of the experimental group before treatment and after treatment. This is in accordance with the characteristics put forward by Fensterheim and Baer (in Rahmi et al, 2017) that individuals who have assertive behavior include: 1) Dare to express thoughts and opinions, both through words and actions; 2) Can communicate directly, openly and honestly; 3) Able to express feelings, both pleasant and unpleasant in the right way; 4) Having an active attitude and outlook on life; 5) Accept the limitations that exist within him by still trying to achieve

what he wants as best as possible, so that both success and failure he will still have self-esteem and confidence.

In accordance with the purpose of the study, it is to improve assertive behavior of students through group counseling activities through assertive training approaches. This can be seen from the results of the pretest and posttest which showed significance between the experimental group before and after the treatment was 0.012. Based on the statement, it can be concluded that after participating in assertiveness training, students are able to be assertive in dealing with their problems, students have strong self-confidence, students dare to express opinions, students gain skills and express positive feelings.

▪ CONCLUSION

Based on the findings and discussion of research results, it can be concluded as follows: The pretest value of the experimental group is 99.125, in the less category. The experimental group's posttest value is 134.63, in the medium category From the findings it can be concluded that there is an influence of the application of assertive training techniques in group counseling to improve students' assertive behavior.

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