Assertive Training Techniques on Students Self-Confidence

Lena Sulmayanti*, Mustakim Mustakim, I Made Sonny Gunawan ⓘD
Universitas Pendidikan Mandalika, Indonesia
✉ lenassulma@gmail.com*

Abstract

This article is under:

The aim of this study was to determine the effect of assertive training techniques on self-confidence in students. The design of this research is one group pre-test - post-test design. The population of this study were class XI Mechanical Engineering students of SMKN 3 Mataram totaling 62 students, and the sample in this study were 6 people who were indicated to have a low level of self-confidence based on the results of the pre-test. The data collection technique used in this study was purposive sampling. Data collection method used is self confidence questionnaire. The results of the paired samples test analysis show that the significance value is ($T=-15.114$; $p<0.05$) with a mean pretest value ($M=44.33$; $SD=1.366$) and posttest of ($M=79.83$; $SD=6.646$). A value of $p<0.05$ indicates that students' self-confidence has increased significantly from before and after being given group counseling treatment with assertive training techniques. Therefore, the results of this study prove that there is a significant effect of providing assertive training techniques on students' self-confidence.

INTRODUCTION

The transition from childhood to adolescence is an important phase in human development. This phase is interesting to study because of the complexity of the problems experienced by adolescents. In this phase, adolescents experience physical changes, emotional imbalance, and search for self-identity. Various events in the adolescent environment, both large and small, have a significant influence on their developmental process. High school students fall into the category of adolescents who are searching for their identity. They are faced with the challenge of discovering who they are along with new adult roles and statuses, both in personality and in learning If this search for self-identity is not handled properly, adolescents can feel confused about who they really are, which can ultimately result in low self-confidence (Mangela et al., 2024; Mashudi et al., 2020). Therefore, it is important to examine this issue specifically.

Self confidence is a belief in one's own abilities that enables one to act calmly and without excessive anxiety. This attitude helps individuals make decisions and face various situations with optimism and courage. Students who have self confidence tend to find it easier to express themselves, socialize, and overcome the challenges faced (Rais, 2022). Conversely, students who have low levels of self-confidence often show signs of difficulty in interacting with others. They tend to feel hesitant, anxious, or even fearful in socializing, so they may appear more passive or less involved in various social activities. This can affect their relationships with peers and the surrounding environment, and reduce participation in learning activities or other activities (Fitri et al., 2016).

Afifah & Navion (2021) state that self-confidence is an optimistic attitude of a student to build a positive view of himself and the environment and situations faced. Fitri et al. (2018) claim that

students who are satisfied with their strengths will tend to feel happy, not feel worried, have a positive self-concept and have a clear understanding of their needs, so that students can be independent and not depend on others in deciding everything they want. However, in reality there are still many students who have social problems such as difficulty interacting with others, often being alone and even not being active in class because students do not have the confidence to do these activities (Ulviani et al., 2023).

Some other problems regarding low self-confidence are that students have difficulty participating in class and outside the classroom, causing the teaching and learning process to be inactive (Nurjanah, 2018). Furthermore, Astuti (2020) stated that self-confidence problems also occur at SMKN 5 Dumai, some of the problems are not daring to express their own opinions, dependence on friends, hesitation to present the results of discussions in class, some students cheat when given assignments in class, and some students do not dare to go to the front of the class when the teacher asks to do the questions. The problem of self-confidence is also shown by the results of research that there are 14 students who have low self-confidence out of 32 students, namely precisely class VIII F SMPN 16 Bandar Lampung, characterized by students being more quiet, and almost no one comes forward in front of the class to explain their subjects (Damayanti, 2020). If there is no strong self-confidence in a student's heart, then pessimism and lack of confidence can easily affect them.

The results of observations made at SMKN 3 Mataram show that there are still many students who are afraid to express their opinions, are easily nervous, often alone, anxious and insecure about their potential. If this continues to happen, it will have a negative impact on students' personality, environment and academics. The cause of the problem arises because of the wrong parenting of parents, the lack of support causes students to be unworthy of doing something they want, this statement is based on the results of interviews with guidance and counseling teachers of SMKN 3 Mataram conducted by researchers during observation.

Guidance and counseling teachers are professional educators who are responsible for counseling services in educational units and have duties and must carry out part of these responsibilities including needs analysis, planning, implementation, evaluation, and reporting and follow-up on guidance and counseling services for students (Fitriani et al., 2023). The existence of guidance and counseling teachers in schools aims to provide guidance and counseling services in helping students explore their potential and adapt to the surrounding environment. One way that is believed to train, develop, and increase student confidence is through group counseling services using assertive training techniques. This technique is used based on student needs, able to train, develop and increase student confidence. Group counseling is a form of assistance service to students in overcoming students' personal problems through interaction and discussion in a group context (Hasan et al., 2019). Group counseling aims to prevent and improve the behavior of group members and has several advantages, namely providing opportunities for interpersonal communication, awareness and focus on current behavior, orientation to individual problems, shared responsibility for the success of the process and goals, belief in the abilities and strengths of each group member (Sarimadana et al., 2022; Wulandari et al., 2024).

Group Counseling Services assertive training technique is an assistance provided to overcome problems related to difficulties in expressing feelings, emotions, and also difficulties in showing assertiveness appropriately (Purnamasari & Suhertina, 2022; Rahmawati et al., 2024). Assertive training aims to strengthen the individual's courage in showing the expected behavior, with the aim of training self-confidence, this activity is designed to assist individuals in improving how to interact well directly in an interpersonal context. In addition, assertive training enhances the ability to assertively and honestly express individual beliefs, thoughts, and feelings, and defend personal rights by maintaining the feelings and rights of others (Azmi & Nurjannah, 2022; Sharma et al., 2020).

Rationale of Study

Most students experience low levels of self-confidence which can affect their academic performance, social relationships, and emotional well-being. Low self-confidence often results in students not expressing their opinions, being afraid to take initiative, and hesitant in interacting with others. Although there have been various studies on methods to improve self-confidence, there are limited studies that specifically examine the effectiveness of assertive training techniques in an educational context. Many existing studies focus more on the general population or adult age group, so there is a need to explore how these techniques can be applied and effective for school students. Developing self-confidence in students is an important aspect of education, as high self-confidence can contribute to academic success and a better social life. Assertive training techniques are known to be effective in helping individuals express themselves more assertively without fear or anxiety, which can directly improve students' self-confidence.

Aims and Hyphotheses

The aim of this study was to determine the effect of assertive training techniques on students' self-confidence. In this study, the proposed hypothesis states that there is an effect of assertive training techniques on students' self-confidence.

METHOD
Research Design

This study used a pre-experiment design with a one-group pretest-posttest type of design. In this design there is only one experimental group that is given a pre-test to determine the initial reaction of the group. After that, the experimental group was given treatment and then given a post-test.

Population and Sampling

The population taken in this study based on the results of observations at school, namely class XI Mechanical Engineering at SMKN 3 Mataram. This study used a sampling technique, namely purposive sampling. Sampling in this technique was chosen because it provides equal opportunities for each student in the population to be selected as a sample. The sample in this study amounted to 6 students.

Instrumentation

The instrument used in this study is a questionnaire given by researchers based on indicators of self-confidence. In the questionnaire the researcher will make a positive and negative statement in accordance with the predetermined indicators. The questionnaire was then distributed to the intended respondents. Then the respondent chooses one of the appropriate answers from five answer choices using a Likert scale, where each answer choice is given a score or value according to the respondent's answer.

Data Analysis

The data analysis used to analyze the results of this study is to use a paired sample test to see the effect of assertive training techniques on self-confidence in students.

RESULTS AND DISCUSSION
Results

The results of the pretest and posttest data analysis of the level of self confidence can be seen in table 1. Based on the results of the calculation, it shows that in the pretest condition all students have low category self confidence. However, after being given treatment using assertive training

techniques and then carried out a posttest, there was 1 student who experienced an increase to the medium category and 5 students in the high category. These results show that there are differences before and after being given the treatment of assertive training techniques.

Moreover, in table 2. The results of the paired samples test analysis show that the significance value is (T=-15.114; p<0.05) with a mean pretest value (M=44.33; SD=1.366) and posttest of (M=79.83; SD=6.646). The p value <0.05 indicates that students' self-confidence has increased significantly from before and after being given group counseling treatment with assertive training techniques. Thus the results of this study prove that there is a significant effect of providing assertive training techniques on students' self-confidence.

Discussion

Students' self-confidence has increased from before and after being given assertive training techniques. This result is realized because in providing assertive training techniques students learn to show assertiveness appropriately to make a decision that suits their wishes. In addition, using assertive training techniques is very effective and efficient for solving problems faced by students because they are given the freedom to find problems, as well as solve their own problems. Then the counselor provides assertive training assistance, assertiveness exercises carried out directly with interpersonal communication so that students will be able to express their opinions according to what they want. This is reinforced by the results of research conducted by Kamil et al. (2018) group counseling services with assertive training techniques are effective in dealing with students with low self-confidence. There is an increase in self-confidence in class VIII students of SMP Negeri 8 Bandar Lampung after being given treatment with assertive training techniques such as students being able to distinguish passive, assertive and aggressive behavior to find out what behavior they have and students are able to manage themselves well without causing harm to others. Furthermore, the results of research by Ramadhan & Fauzi (2022) showed that assertive training techniques can increase students' self-confidence, this is known from the results after the treatment, that students can better express their feelings and be able to express their ideas.

The results of previous research can be concluded that assertive training techniques can increase students' self-confidence. The problem of self-confidence of vocational and junior high school students can be resolved effectively and significantly. Based on the explanation above, it can be concluded that counselors can use and develop assertive training techniques in helping students' self-confidence problems.

Table 1. Results of Pretest and Posttest self confidence

Initials	Pretest	Category	Posttest	Category
AF	46	Low	84	High
AB	45	Low	88	High
CS	44	Low	77	High
IGPW	45	Low	76	High
MY	44	Low	84	High
T	42	Low	70	Medium

Table 2. Results of Paired Samples Test

Result	N	M	SD
Pretest	6	44.33	1.366
Posttest	6	79.83	6.646
T		-15.114	
p		0.000	

The same thing was also found at SMKN 3 Mataram. A total of 6 students were categorized as having low self-confidence. This is known based on the results of observations and the process of giving a pre-test questionnaire to find out students who fall into the criteria as students who have low self-confidence. Students with low self-confidence are then given treatment by counselors in the form of assertive training techniques using group counseling. After the treatment or treatment is given, then the researcher measures the level of self-confidence in the 6 students by giving a post-test questionnaire. The results of the research that has been done show significant results, this is because the counselor provides assertive training techniques appropriately so that the counseling process runs smoothly and achieves goals in accordance with the alternative hypothesis proposed. This is indicated by changes in the attitudes of the 6 students seen by the researcher and also the direct recognition of the students, where the 6 students were able to fight shyness towards themselves and the surrounding environment, know themselves more deeply, accept themselves, be open to themselves and others, and be able to control themselves better. From the results of the study, it can be concluded that assertive training techniques can increase students' self-confidence.

Implications

Implications of this study include the development of more effective in-school training programs in improving students' self-confidence, which can help teachers and counselors design appropriate interventions. This study also contributes to the theoretical understanding of the Assertive Training technique and its impact on self-confidence, while providing empirical evidence that can be used by educational policy makers to integrate this technique in the curriculum and teacher training programs. In addition, improving students' self-confidence through this technique may have a positive impact on their social interactions, emotional well-being, and academic achievement, thus supporting efforts to improve the overall quality of education.

Limitations and Future Research Direction

This study proves that assertive training techniques have a significant effect on students' self-confidence, but this study also has several limitations that need to be considered. One of them is that the research sample is limited to one school, so the results cannot be generalized to a wider population. In addition, the duration of the intervention and individual variations in response to the training could also affect the results. For future research, it is recommended to expand the sample coverage by involving more schools and various demographic backgrounds. Research could also explore the long-term effects of assertive training and compare it with other techniques to improve self-confidence.

CONCLUSION

The results of this study show that the application of assertive training techniques has a positive influence on increasing students' self-confidence. Through training that focuses on developing the ability to express opinions, rights, and feelings assertively and positively without harming others, students experience an increase in courage, confidence in socializing, and the ability to deal with challenging social situations. Students who participated in assertive training showed significant improvements in their ability to express their feelings, deal with conflict more calmly, and showed a decrease in passive behavior. This shows that assertive training is effective in helping students increase their self-confidence.

AKCNOWLEDGMENT

REFERENCES

Afifah, A. N., & Navion, F. P. (2021). Pengaruh Bimbingan Kelompok Teknik Sosiodrama Untuk Meningkatkan Self-Confidence Siswa. *Borobudur Counseling Review*, *1*(1), 33–43. https://doi.org/10.31603/bcr.5261

Astuti, F. (2020). *Efektivitas Teknik Assertive Training dalam Konseling Kelompok Terhadap Kepercayaan Diri Siswa dalam Belajar di Sekolah Menengah Kejuruan Negeri 5 Dumai*. Universitas Islam Negeri Sultan Syarif Kasim Riau. Google Scholar

Azmi, W., & Nurjannah, N. (2022). Teknik Assertive Training Dalam Pendekatan Behavioristik Dan Aplikasinya Konseling Kelompok: Sebuah Tinjauan Konseptual Assertive Training Techniques in Behavioristic Approaches and Its Applications Group Counseling: a Conceptual Review. *Journal of Contemporary Islamic Counselling*, *2*(2), 101–112. https://doi.org/10.59027/jcic.v2i2.155

Damayanti, S. (2020). *Pengaruh konseling kelompok dengan teknik assertive training untuk meningkatkan percaya diri pada peserta didik kelas VIII DI SMP Negeri 16 Bandar Lampung Tahun Pelajaran 2019/2020*. UIN Raden Intan Lampung. Google Scholar

Fitri, E., Ifdil, I., & Neviyarni, S. (2016). Efektivitas layanan informasi dengan menggunakan metode blended learning untuk meningkatkan motivasi belajar. *Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi Pendidikan Dan Bimbingan Konseling*, *2*(2), 84–92. https://doi.org/10.26858/jpkk.v2i2.2250

Fitri, E., Zola, N., & Ifdil, I. (2018). Profil kepercayaan diri remaja serta faktor-faktor yang mempengaruhi. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, *4*(1), 1–5. https://doi.org/10.29210/02017182

Fitriani, D., Arifyadi, A., & Hasan, H. (2023). Analisis Karakteristik dan Kepribadian Ideal Guru Bimbingan dan Konseling dalam Meningkatkan Kualitas Bimbingan dan Konseling di Kota Palu. *Ghaidan: Jurnal Bimbingan Konseling Islam Dan Kemasyarakatan*, *7*(2), 237–242. https://dx.doi.org/10.19109/ghaidan.v7i2.19834

Hasan, H., Sugiharto, D. Y. P., & Sunawan, S. (2019). Group counseling of cognitive behavior with self instruction technique on self efficacy and academic burnout. *Jurnal Bimbingan Konseling*, *8*(1), 91–96. Google Scholar

Kamil, B., Monica, M. A., & Maghrobi, A. B. (2018). Meningkatkan Rasa Percaya Diri Peserta Didik SMP dengan Menggunakan Teknik Assertive Training. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, *5*(1), 23. https://doi.org/10.24042/kons.v5i1.2663

Mangela, N. A., Silalahi, M. F., Arifyadi, A., & Lestari, M. (2024). Individual Counseling Empty Chair Technique on Introverted Children Self-Concept: A Single Subject Research (SSR). *Journal of Gifted Studies*, *1*(1), 9–18. Google Scholar

Mashudi, T., Hesti, R. M., & Purwandari, E. (2020). Membangun Kepercayaan Diri Remaja Melalui Pelatihan Public Speaking Guna Menghadapi Era Industri 4.0. *Abdi Psikonomi*, *1*(2), 78–79. https://doi.org/10.23917/psikonomi.v1i2.214

Nurjanah, I. (2018). Peningkatan Rasa Percaya Diri Siswa Melalui Strategi Pembelajaran Inkuiri Terbimbing. *Basic Education*, *7*(8), 738–748. Google Scholar

Purnamasari, H., & Suhertina, S. (2022). Efektivitas Layanan Konseling Kelompok Dengan Teknik Assertive Training Untuk Meningkatkan Penyesuaian Diri Siswa Di Sekolah Menengah Kejuruan

Negeri. *Jurnal Administrasi Pendidikan Dan Konseling Pendidikan*, *3*(2), 75–82. https://doi.org/10.24014/japkp.v3i2.11506

Rahmawati, R., Syahran, R., Fitriani, D., & Rosyidah, H. (2024). Improving Student Communication Skills: A Trial of Group Counseling with Assertive Training Techniques. *Journal of Gifted Studies*, *1*(1), 34–41. Google Scholar

Rais, M. R. (2022). Kepercayaan diri (self confidence) dan perkembangannya pada remaja. *Al-Irsyad: Jurnal Pendidikan Dan Konseling*, *12*(1), 40–47. https://doi.org/10.30829/al-irsyad.v12i1.11935

Ramadhan, A.-N. P., & Fauzi, T. (2022). Pengaruh Teknik Assertive Training terhadap Rasa Percaya Diri Siswa. *Bulletin of Counseling and Psychotherapy*, *4*(2), 475–480. https://doi.org/10.51214/bocp.v4i3.308

Sarimadana, D., Sutja, A., & Yaksa, R. A. (2022). Penerapan Teknik Assertive Training untuk Meningkatkan Kemampuan Mengungkapkan Pendapat Siswa dalam Layanan Konseling Kelompok pada Kelas XI di SMA Negeri 3 Kota Jambi. *Jurnal Pendidikan Dan Konseling (JPDK)*, *4*(6), 6456–6462. https://doi.org/10.31004/jpdk.v4i6.9317

Sharma, D., Sharma, M., & Kaur, G. (2020). A quasi experimental study to assess the effectiveness of assertiveness training program on self esteem and interpersonal communication satisfaction among nursing students in selected nursing institutes of Ambala, Haryana. *Indian Journal of Forensic Medicine and Toxicology*, *14*(4), 180–185. https://doi.org/10.37506/ijfmt.v14i4.11466

Ulviani, T., Netrawati, N., & Karneli, Y. (2023). Meningkatkan Kepercayaan Diri Siswa Dalam Berinteraksi Sosial Dengan Konseling Kelompok Rational Emotive Behavior Therapy: Literature Review. *Jurnal Ilmu Pendidikan Dan Sosial*, *1*(4), 389–395. https://doi.org/10.58540/jipsi.v1i4.76

Wulandari, N. S., Firman, F., Netrawati, N., & Nazri, M. (2024). Efektivitas Konseling Kelompok Menggunakan Pendekatan REBT Untuk Mengurangi Kecemasan Siswa dan Meningkatkan Kepercayaan Siswa Kelas XII Dalam Mengikuti Ujian Masuk Perguruan Tinggi Negeri di MAN 1 Aceh Tenggara. *Madani : Jurnal Ilmiah Multidisipline*, *2*(1), 107–110. https://doi.org/10.5281/zenodo.10494749