



## The Effectiveness of Assertive Training Techniques to Increase Self-Confidence of Vocational High School Students

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### **Abstract**

Self-confidence is an attitude that must be possessed by every individual in carrying out daily life. The purpose of this study was to determine the effectiveness of group counseling assertive training techniques in increasing students' self-confidence. The population of this study is class XI students of SMK Negeri 6 Yogyakarta majoring in beauty 2, SPA and beauty therapy, and travel business which amounted to 94 students and the research sample amounted to six students. The approach used in the research is quantitative. Pre-experimental research design with one group pretest and posttest design model. The data were analyzed using the paired sample t-test formula with the results showing that group counseling services for assertive training techniques are effective for increasing student self-confidence. The highest increase in aspects of student confidence is seen in the optimistic aspect. The results of this study can be a reference for guidance and counseling teachers or counselors in schools in providing group counseling services to overcome the problem of low student confidence and for further research it is recommended to follow up with individual counseling services.

**Keywords:** *Group Counseling; Assertive Training; Self-Confidence*

### **Introduction**

Education is the key to the human future because without education humans do not easily develop and can make themselves backward, so that between humans and education cannot be separated until when and wherever. (Habsyi, I., Ahmad, I, 2022). Education makes humans have religious spiritual strength, good morals, can control themselves, believe in themselves, and believe in their shortcomings and strengths. Educational institutions, namely schools, have teachers who have the task of guiding, directing, and educating students, including BK (Guidance and Counseling) teachers. The school environment affects students, for this reason, one attitude is needed, namely self-confidence so that students can have confidence in their abilities and strengths.

Self-confidence is an individual's belief and attitude towards their abilities that arise because of a positive attitude towards their abilities, so that individuals do not need to feel inferior and hesitate in making decisions so that they do not depend on others. (Rais, 2022). People with a high level of self-confidence, feel confident in their strengths and abilities, feel relaxed in doing things because they are in

accordance with their capacity, and can be responsible or in accordance with their expected goals (Wulandari, 2020). Some students still have low self-confidence. Feeling inferior and embarrassed to appear in front of the class, difficult to get along, and difficult to contribute to group activities are attitudes shown by students with poor self-confidence (E. D. N. Safitri et al., 2022).

The attitude of trust and confidence in the ability of individuals to view themselves positively and realistically so that they are able to socialize well with others is called self-confidence. (Lasmaida Yanti & Zakir Has, 2020). According to Kelola, A (in Nurasyah, R.F.P., & Fitriani, 2021) Self-confidence is a person's basic capacity to meet a variety of needs on their own. Confidence restores his strength, reinforces his spirit, and increases motivation to pursue success. According to Benabou and Tirole (in Akbari & Sahibzada, 2020) Self-confidence is amazingly effective in motivating individuals and can contribute to changes in behavior. Thus, self-confidence is very effective in motivating someone to achieve self-success and can contribute to changing inappropriate behavior. According to Erhamwilda (in Fajriah, 2021) there are ways to foster self-confidence, namely assessing oneself as it is or objectively, thinking positively, respecting oneself, motivating oneself, taking risks, being grateful for the favors God gives, and making or setting realistic goals according to one's abilities.

Research by Anugrah Prindhinia Rihhadatul Rifda and Hera Heru Sri Suryanti (2020) During PPL 1 and 2 internship activities at MAN 1 Surakarta school, it was concluded that there were 10 students with low self-confidence. This is seen based on 8 students being awkward or afraid when ordered to come to the front of the class, 6 students are shy when asked by the teacher, 7 students make a small voice when speaking, 8 students feel they have failed when presenting, 10 students cheat on exams because they are not sure of themselves. The category of very high as much as 6.72%, high 23.04%, then 33.6% medium, 21.12% low, and 7.68% very low was shown in research on student self-confidence at SMK Muhammadiyah Yogyakarta City (Prasetiawan & Saputra, 2018). Then in a journal about the influence of seniority on student self-confidence, initial data were obtained in general in the high category of 11 students 58%, five students were very high 26%, and three students were low 16%, then low self-confidence due to an unfavorable seniority culture (N. Safitri & Mugiarto, 2022).

Based on the results of taking preliminary data on respondents from three classes majoring in cosmetology using a self-confidence scale questionnaire through google form, there are students who feel afraid when they have problems with other people, feel afraid if they are told to perform in front of the class, feel afraid and unable to work on difficult exam questions, embarrassed if they talk to other people who are not yet known, and answer questions and express opinions in a shy and afraid way. Based on some previous research and the results of initial data collection, students still experience self-confidence problems that will affect the process of student learning activities at school. There are various services and strategies that can be carried out by counseling teachers, one of which is assertive training techniques. Assertive training is a procedure in behavioral therapy that is useful to make it easier to express reasonable feelings, resentment or hatred or approval. (Ratnasari & Arifin, 2021).

Assertive techniques are also known as the term assertive training, which is a technique to train individual courage in expressing expected behaviors, so as to train assertiveness which is an activity to help individuals develop ways of relating more directly in interpersonal situations. (Azmi & Nurjannah, 2022).. Assertive training is very effectively used to solve problems related to self-disclosure, assertiveness, and self-confidence (Soemardji, 2012, p. 129). Assertive training is useful for helping individuals who show too much politeness, preferring to always have others precede them, unable to express feelings of anger or offense, difficult to say "no", difficult to express feelings of self-affection and positive responses, in having their own feelings and thoughts feel they have no right to it (Corey, 2003, p. 217). Assertive training group therapy is a behavioral application therapy with groups for the purpose of helping individuals or counselees develop ways of relating or interacting directly or realistically with interpersonal situations (Corey, 2013, p. 215).

According to Smith (Mochamad, 2013) assertive training not only develops verbal or speaking skills, but also nonverbal skills such as eye contact, gesture, posture, facial expression or mimic, and appropriate voice inflection. This research will also shape students' new behavior regarding these nonverbal skills. Thus, the problem of low self-confidence that still exists in students needs to be corrected to support future personalities and student learning achievements at school, so it is necessary to provide counseling services in groups using techniques to help students restore the confidence they should have.

## ***Methods***

An experimental quantitative approach was used in this study. According to Arikunto (2010, p. 9) research by looking for cause and effect on two factors that are deliberately raised is called experimental research. This study conducted a pretest to the population then the results of the pretest obtained a research sample which would then be given treatment, after completion of the treatment was given a posttest and after that the difference in pretest and posttest scores was seen. The population is SMK Negeri 6 Yogyakarta class XI students majoring in travel, beauty 2, and SPA & beauty therapy with a total of 94 students. The research sample was 6 students from the travel business class taken by purposive sampling. The self-confidence scale questionnaire is an instrument used to collect data. According to Sugiyono (2016) the way to collect data by giving respondents a collection of questions or statements to answer is called a questionnaire or questionnaire scale. Data analysis techniques using SPSS (Statistical Product and Service Solution) version 25, paired sample t-test formula to see the comparison of pretest and posttest scores.

## ***Results and Discussion***

Counseling teachers can use assertive training as an intervention to overcome low self-confidence. According to Lauster (in Selviana & Yulinar, 2022) someone has positive self-confidence seen from belief in their abilities, optimistic in attitude and thinking, objective, responsible, rational, and realistic. This assertive behavior needs to be owned especially by adolescents because nowadays the growing social demands must be aligned or balanced with their preparation, this can come from adults or peers (Husnah et al., 2022). The high school period is a time when a student is looking for his identity, sometimes there are still students who are less aware of their responsibilities, are wrong in their way of thinking, and are still reluctant to express opinions or things in themselves. The provision of group counseling is very helpful for students in prevention and especially treatment of problems experienced.

The theory of assertive training is based on the number of individuals who are unable to express their opinions properly such as having anxiety, depression, lack of honesty and openness, difficulty expressing expressions of happiness, and lack of being able to defend their personal interests and rights (Essy, 2018). According to Lee, Chang, Chu, Yang, Ou, Chung, & Chou; Lambertz & Blight (in Ekwelundu, 2022) Assertiveness training improves interpersonal interactions by positively influencing personality behavior, increasing the positive personal reactions, and lowering social anxiety. Sometimes individuals also consider negative thoughts and behaviors about themselves from others as the truth, thus unconsciously affecting the individual's self-concept. Assertive training services are given to students because this service has the view that individuals need to know the behavior they do is assertive or not assertive, if it is not assertive individuals must change their behavior and thinking by realizing that assertive behavior and thinking must be owned to support individual self-development and make the individual confident. The following subject data is obtained after being given a pretest, then the assertive training group counseling treatment will be given:

Table 1. Data of Research Subjects Given Treatment

No	Subject	Pretest	Category
1.	NAB	63	Medium
2.	ANH	65	Medium
3.	ARW	65	Medium
4.	FA	65	Medium
5.	NFAZ	66	Medium
6.	ZFRH	66	Medium
<b>Total</b>		<b>390</b>	
<b>Average</b>		<b>65</b>	

The implementation of the research, treatment was given to a research sample of six people with the lowest pretest scores in the moderate category. The service begins with the first meeting with the aim of creating a good rapport and getting to know each other between the researcher (group leader) and the counselee (group member), the counselee can understand the purpose, benefits, and purpose of group counseling, the counselee understands the description of the implementation of group counseling, makes an agreement regarding group rules and contracts, explains the principles of group counseling, fosters mutual comfort, trusts each other and is open, the researcher provides worksheet 1 to find out the counselee's personal self-image including deficiencies and strengths, and the counselee can express the hopes to be achieved in group counseling activities.

The second meeting, the researcher makes the counselee to develop a good relationship, feel comfortable, and believe that he can express his problems, and between the counselees believe and trust each other. NAB has problems with socializing and he feels worse than others, this makes him unsure of his abilities and doubts that one day he will succeed. ARW counselee has problems socializing and he feels dislike for a lot of schoolwork, lazy in doing assignments. The problem of difficulty socializing and laziness towards ARW obligations as a student arises because of the influence of friends, the influence of the environment, the absence of a sense of responsibility. Researchers direct the counselee to carry out assertive training techniques and try to overcome the problems faced. Other counselees provide responses, input, and views on the problem. The counselee tries to understand assertive and non-assertive behavior. As a reinforcement so that the counselee can overcome the problems he is experiencing, the researcher determines a similar attitude or additional problems for the counselee to create his assertive behavior or attitude and the researcher also provides worksheet 2 so that the two counselees are confident to better prepare themselves in the future.

At the third meeting, FA counselee had a problem of lack of enthusiasm in the learning process and practicum and FA did not feel like talking, so he preferred to be silent. For example, in teaching and learning activities FA feels passive in class, if there is material that he does not understand he does not want to ask the teacher or friends. During practical lessons he feels afraid first because he thinks he won't be able to. NFAZ counselee has the problem of feeling uncomfortable with other friends and being emotional. The researcher directs the counselee to carry out assertive training techniques and try to overcome the problems faced. Other counselees provide responses, input, and views on the topics discussed. The counselee tries to understand assertive and non-assertive behavior. As a reinforcement so that the counselee can overcome the problems he is experiencing, the researcher determines a similar attitude or additional problems for the counselee to create his assertive behavior or attitude and the researcher also provides worksheet 2 so that the two counselees are confident to better prepare themselves in the future.

At the fourth meeting, the researcher invited the next counselee to be assisted in solving the problem. Consumers ANH and ZFRH are willing to do group counseling. ANH has a problem of not being good at public speaking and having difficulty expressing feelings. This can be seen from him who

revealed that he did not like crowds, preferring to be alone and avoiding noisy situations. As a result, ANH sometimes prefers to be alone rather than with friends, it is difficult to express feelings as a result of this making ANH if he does not understand the material lazy to ask, lazy to meet difficult lessons, lazy to do assignments, feeling afraid or nervous during practical lessons and ZFRH Consumers have problems lacking discipline or obeying the rules and like to rely on others. Lack of discipline or compliance with regulations can be seen from ZFRH when ZFRH enters school sometimes ZFRH is late. Then ZFRH likes to rely on friends because he easily gives up with the situation. The researcher directs the counselee to carry out assertive training techniques and try to overcome the problems faced. Other counselors provide responses, input, and views on the topics discussed. The counselee tries to understand assertive and non-assertive behavior. As a reinforcer or so that the counselee can overcome the problems he is experiencing, the researcher determines a similar attitude or additional problems for the counselee to create his assertive behavior or attitude and the researcher also provides worksheet 2 so that the two counsees are confident to better prepare themselves in the future.

At the fifth meeting, the researcher invites the counselee for final evaluation and follow up. Researchers can monitor and evaluate the development of group members, provide support and strengthen the achievements of group members, end a series of group counseling sessions. After assertive training group counseling is given to six students, then a posttest is conducted. The following are the results of the comparison of the pretest and posttest:

Table 2. Description of Self-Confidence Score of Travel Business XI Class

No	Subject	Score and Category				Gain (d)
		Pretest		Posttest		
1	NAB	63	Medium	73	High	10
2	ANH	65	Medium	76	High	11
3	ARW	65	Medium	75	High	10
4	FA	65	Medium	72	High	7
5	NFAZ	66	Medium	72	High	6
6	ZFRH	66	Medium	80	High	14
<b>Total</b>	<b>N = 6</b>	<b>390</b>		<b>448</b>		<b><math>\sum d = 58</math></b>
<b>Mean</b>		<b>65</b>		<b>74,66</b>		<b>9,6</b>

Based on the table above, it can be seen that there is an increase in student confidence from the moderate category to the high category. Before service treatment, the average score of student confidence was 65, after being given the service the average score of student confidence was 74.66. Furthermore, through the pretest and posttest calculations that have been carried out, the counselee has increased with an average score of 9.6. This study also explains that the largest increase in self-confidence score is for ZFRH students with a score of 14 and the lowest increase in self-confidence score is for NFAZ students with a score of 6. The following is a graph of the increase in student confidence:

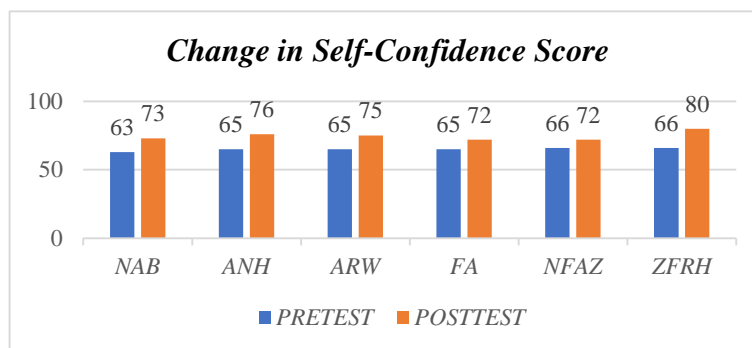


Figure 1. Changes in Self-Confidence Score of Class XI Travel Industry Students

This study measures self-confidence using a self-confidence scale designed based on aspects of self-confidence according to Lauster, namely aspects of self-confidence, optimistic, objective, responsible, rational, and realistic. The scale instrument consists of 25 statement items. Next, a bar chart will be presented regarding the difference in pretest and posttest results to see which aspects have a higher difference between the average results of the pretest and posttest. The following is a graphic image of the bar chart of the six aspects:

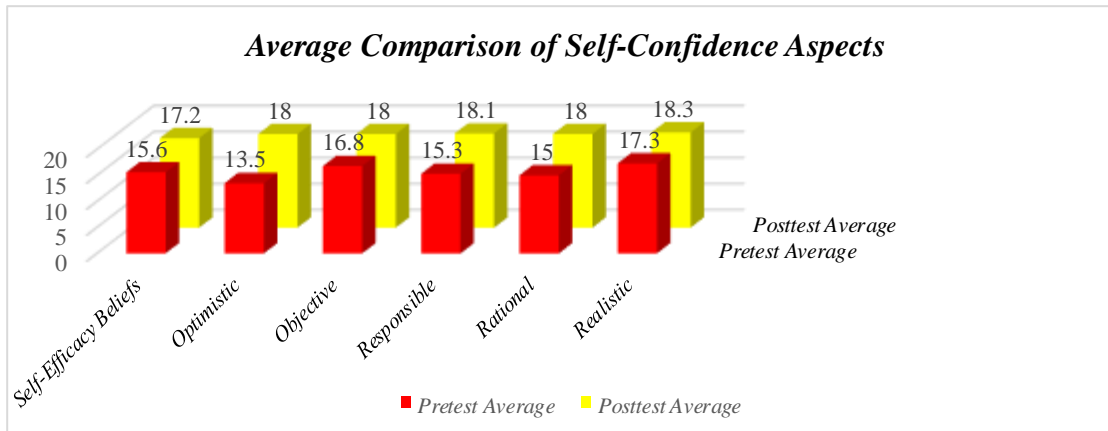


Figure 2. Average Comparison of Self-Confidence Aspects

Based on the picture above, the self-ability belief aspect gets an average pretest of 15.6 and posttest of 17.2, which means it has an increase of 1.6. The optimistic aspect gets an average pretest of 13.5 and posttest of 18, this means an increase of 4.5. The objective aspect gets an average pretest of 16.8 and posttest of 18, this means an increase of 1.2. The responsible aspect gets an average pretest of 15.3 and posttest of 18.1, this means an increase of 2.8. The rational aspect gets an average pretest of 15 and posttest of 18, this means it has an increase of 3. The realistic aspect gets an average pretest of 17.3 and posttest of 18.3, this means it has an increase of 1. Thus, if sorted, the aspects that experienced the greatest increase after the treatment of assertive training group counseling services seen from the average pretest and posttest were in the optimistic aspect with an average pretest of 13.5 and posttest of 18 with an increase of 4.5. Then there are rational aspects, then responsible aspects, then aspects of self-confidence, then objective aspects, and finally realistic aspects. So, experimental research by providing treatment to vocational students using group counseling services using assertive training techniques can be seen that the aspect that has the highest increase is the optimistic aspect. This is also reinforced by observations of students after being given treatment that students begin to think optimistically in carrying out all activities carried out.

Furthermore, a t-test was conducted, with the results:

Table 3. Paired Sample Test Results

		Paired Samples Test							
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST-POSTTEST	-9.667	2.875	1.174	-12.684	-6.649	-8.235	5	.000

The t-test table above shows the Sig. (2-tailed) is 0.000. Furthermore, the significant value of alpha ( $\alpha$ ) 0.05 is determined. Then 0.000 is compared with the significant value of alpha ( $\alpha$ ) 0.05, the value of Sig. (2-tailed) is smaller ( $<$ ) than the significant value of alpha. Thus, there is a difference in pretest and posttest score which can be seen from  $H_0$  rejected and  $H_a$  accepted. The initial average score was 65 and increased to 74.66. So that the research hypothesis reads “Group counseling service with assertive training techniques are effective for increasing the self-confidence of class XI students of Travel Business at SMK Negeri 6 Yogyakarta”.

Previous research resulted in assertive training group counseling services effectively increasing assertive behavior with class XI counselees at SMK Teuku Umar Semarang (Putri et al., 2021). The study both used assertive training as a treatment, but the study examined assertive behavior variables while this study examined self-confidence. The research with the subject of class XI students of SMK Teuku Umar Semarang used a quantitative approach, as well as the research that the researchers conducted with a quantitative approach and using class XI subjects. The results showed that there was a difference from the results of the pretest to the posttest, namely the average pretest of 85.00 and the posttest to 92.80.

Student self-confidence in learning can be done effectively using assertive training techniques (Astuti, 2020). The purpose of the research is the same as the research that the researchers conducted. The study used a quantitative approach one group pretest and posttest design. The study population was 181 students and only 15 samples were obtained for the implementation of the study. The study used Wilcoxon Test analysis, while this researcher used paired sample t-test analysis. The research resulted in self-confidence before assertive training was categorized as low with an average of 48% and after treatment it was categorized as high with an average of 71%.

In research on the self-concept of broken home students, assertive training can be effective in class XI MAN 4 Banjar (Ananda et al., 2022). Pre-experiment one group pretest and posttest design was used in the study. Group counseling services with assertive training techniques are effective, as evidenced by the posttest score seen  $450\% < 595\%$  or an average of  $56\% < 74\%$ . Then in research on the effect of assertiveness training or assertive training on students' academic anxiety, it succeeded in making anxiety decrease and increasing students' self-assertiveness in the group given services with assertive training techniques and had no effect on the group that was not given the treatment. The research sample was aimed at Gonabad college students with a total of 89. 5 training sessions were conducted for the experimental group. The results showed that ( $r = 0.69$  and  $p < 0.001$ ) there was a decrease in anxiety. (Mohebi et al., 2012).

Based on several previous studies which state that it has successfully proven the effectiveness of assertive training techniques to overcome or solve various problems. Therefore, for this study it can also prove that assertive training group counseling is effective in increasing student confidence. So that it can help students in treating their low self-confidence.

## **Conclusion**

It can be concluded that this research by providing group counseling services with assertive training techniques to increase self-confidence has proven effective. The aspect of self-confidence that experienced a high increase was shown by the optimistic aspect. BK teachers can make assertive training techniques as a reference in providing group counseling services related to self-confidence. It is hoped that counseling teachers can help alleviate student problems regarding self-confidence through assertive training techniques and can also try using other techniques in further research.

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