

## EFFECTIVENESS OF GROUP COUNSELING WITH TECHNIQUES ASSERTIVE TRAINING TO IMPROVE CONFIDENCE IN STUDENTS IN SMP NEGERI 2 SONGGON

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### ABSTRACT

This study aimed to obtain the implementation of group counseling and self-confidence condition students with the application of group counseling with techniques assertive training for increase the confidence of junior high school students, and know the effectiveness of the implementation of group counseling with techniques assertive training to increase student confidence. This research is an experimental research that is a way to find a causal relationship between two factors that are intentionally caused by researchers by reducing other factors that can interfere.

The results showed that the group counseling model with techniques assertive training proved effective in increasing student confidence. This is indicated by the test results from the calculation of the confidence scale on the total score of students before being given a treatment (pre test) and after being given a treatment (post test) obtained a probability value below 0.05 ( $0.006 < 0.05$ ). It is recommended to the guidance and counseling teacher to always improve their competence as a BK practitioner, and the group counseling model with techniques assertive training can be used as a service model in helping to increase the confidence of middle school students.

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### INTRODUCTIONS

Middle school students are individuals who are in adolescence early or puberty and are around 12-15 years old. One problem that arises in puberty is a matter of student confidence. According Widarso (2005: 1) states that, according to The American Heritage Dictionary of confidence or self-confidence is defined as "consciousness of one's own powers and abilities" ("awareness of their own strengths and abilities"). Waterman (in Mukhlis, 2000: 4), argues that self-confidence is not something that is innate but is something that is formed through the interaction of individuals with their environment.

One alternative that can be done to increase confidence students is to apply a group counseling service model with techniques assertive training. This model is oriented towards developing or creating attitudes healthy and behaviors of students, both physically and

psychologically and socially. Wibowo (2005: 18), mentions group counseling is a process dynamic interpersonal that focuses (focuses) on awareness thinking and behavior, involving therapeutic functions, reality oriented, there is mutual trust, trust, understanding, acceptance and help . According to Jacobs, Harvill & Masson (1994) in Wibowo (2005: 44-45), states seven benefits that can be obtained related to group counseling, namely: (1) the feeling of sharing a shared situation; (2) the experience of feeling possessed; (3) opportunities to practice with others; (4) the opportunity to receive various feedback ; (5) learning as if experiencing it based on the care of others; (6) estimates for dealing with realities of life; and (7) encouragement of friends to maintain commitment.

According Wibowo (2005: 35) states that through group counseling, the individual will be able to improve the ability of personal development, addressing personal issues, skilled in the alternative in solving the problem, and provide convenience in the growth and development of the individual to 2 action that is consistent with its ability as much as possible through self-manifestation behavior.

Group counseling has the power as a interpersonal process dynamic by focusing attention on mind and behavior awareness, as well as basing on the functions of therapy that are letting and oriented to reality, catharsis, mutual trust, nurturing, understanding and supporting. The advantages of group counseling are used as a reference for the benefits of applying group counseling in this study. Group counseling has the power as a interpersonal process dynamic by focusing attention on mind and behavior awareness, as well as basing on the functions of therapy that are letting and oriented to reality, catharsis, mutual trust, nurturing, understanding and supporting.

The advantages of group counseling are used as a reference for the benefits of applying group counseling in this study. Assertiveness or affirmation is often referred to as self-determination means that the behavior of people who tend to be able to state whether he agrees or not (Sugiyono, 2005: 105). Assertive training is a skill exercise to help someone to express their feelings, be themselves and develop human potential in establishing relationships with others. In this research assertive training is used as a technique in activities group counseling.

According to Robert Norton & Barbara Warnist in De Vito, 1989 (Sugiyono, 2005: 112-113) stated that there are 4 characteristics of assertive people, namely: (a) open, there is openness and express their feelings to others; (b) not anxious, that is to say, in living life and communicating always energetically and they are ready to face a situation full of fearless pressure; (c) having a strong principle means that they have a positive outlook and in communicating interpersonal even though with their friends they always argue if they don't agree, but still show an equal attitude with that friend; and (d) not easily influenced or easily persuaded even though those who persuade their friends or superiors.

Assertive group exercise therapy is basically the application of training behavior in groups with the goal of helping individuals develop ways of dealing more directly in situations in personal. The focus is on practicing, through role playing, newly acquired social skills so that individuals are expected to be able to overcome their inadequacies and learn how to express their feelings and thoughts more openly with the belief that they have the right to show these open reactions. (Corey, 2007: 215).

According to Hjelle & Ziegler, 1994 (in Hartono and Soedarmadji, 2012: 129-130), states the steps to carry out this role playing technique as follows: (1) Give instructions to the counselee clearly (explicit) about the role of counselee who wants to be trained; (2) Demonstrate the behavior desired by the counselee and ask the counselee to follow; (3) This is done to determine the level of counselee's attention to the behavior to be trained; (4) Ask the counselee to determine the role play to be observed; (5) This role play can be overtly done (practiced / practiced) or covertly (only in the mind counselee's); (6) Give a feedback on every behavior that is raised by the counselee, and give new instructions or demonstrate new skills needed by the counselee; and (7) Give directions and establish role plays in an effort to encourage the counselee to play the next role.

Group counseling is very effective and efficient in discussing topics and alleviating the problems of group members whose impacts can be had by other group members through a fun atmosphere through group dynamics. Benefits through group counseling services include; (1) group atmosphere can be a means of healing (2) through group dynamics of courage of opinion, sharing and mutual support for ideas / opinions can be developed, (3) can improve the way individuals behave in interacting with each other in groups. Assertive training helps students to be able to behave assertively so that confidence arises. People who have assertive attitudes and behavior are people who think of orientation in themselves, have good self-confidence, can express opinions and express themselves without fear and communicate smoothly with others.

Thus, group counseling with techniques assertive training helps students to be able to express their opinions, practice communication, increase self-confidence, be able to say no to make requests and express feelings. With habitual assertive practice students can learn to express or express feelings, opinions, desires and needs directly, openly, frankly and still respect the feelings and rights of others.

Based on the results of interviews and observations of the supervisor, there still are students who lack confidence. In addition, the problem of providing group counseling services that were immersed was felt not to be going well. So to assist students in developing their potential and prevent problems in student development, therefore in this study the researcher wanted to know the effectiveness of group counseling techniques assertive training to increase student confidence. So, problems at home can be resolved and at school can learn with feelings of pleasure so that the effective can be realized daily life in students.

## MATERIALS AND METHODS RESEARCH LOCATION

This research method uses an experimental research procedure carried out with a view to knowing the accuracy and validity of a hypothesis proposed (Samsudi 2009: 69). In this study, researchers used pre-test and post-test group design. Analysis of research using 2 path anava. The trial design in this study was done by arranging and counseling groups with techniques assertive training to increase the confidence of high school students by conducting several trials. While limited trials will be carried out with experimental designs, namely the method one group pre-test-post test design. For more details, depicted in Figure 1.

$$O_1 \quad X \quad O_2$$

Desain One Group Pre test-Post test

Note:

O1 : Pre-test score

O2 : Post-test value

X: Treatment conducted

In a limited trial 8 students as research subjects taken with technique purposive sampling to sample collection techniques with consideration particular (Sugiyono, 2009: 124). The subject of the study was given a pre test to measure the condition of initial confidence and then treated in the form of counseling services group with techniques assertive training, the next step was to do a post test and then compare the scores pre test and post test to see the effectiveness of group counseling with techniques assertive training to increase trust yourself a middle school student.

The instruments used in this study consisted of interview guides and observations on the BK teacher, expert validation sheets and practitioner validation sheets to collect qualitative data as well as psychological scales of student confidence to collect quantitative data. The data analysis technique used is the technique the percentage description analysis and the analysis of statistical test results. To prove the hypothesis in this study the authors compare the level of confidence of students before and after treatment with the help of software (software) 20:00 SPSS for Windows. If the test results show results significant, then group counseling with techniques is assertive training effective for increasing the confidence of middle school students.

## RESULTS AND DISCUSSIONS

### A. Research Results The

The results of the study showed that the implementation of guidance services group in SMP Negeri 2 Songgon had been carried out by the counselor, but the implementation was still minimal and not scheduled. In addition, the group guidance that is carried out is still general in nature, not using specific approaches or techniques

. The preparation of a group guidance program in SMP Negeri 2 Songgon was preceded by aactivity need assessment, but the need forassessment a conductedwas not yet comprehensive, still limited to the assessment ofneeds and environmental problems students', the environmental assessment had not been carried out, the parties involved in the preparation of the program were not only BK teachers, but also subject teachers, homeroom teachers andprincipals school, but not yet optimal because they do not involve parents and the community. The implementation of 1 semester is scheduled 2x, but in practice it is not relevant. For the objective conditions of student confidence can be seen in table 1.

Criteria	F	%	Categories
195, 25 - 240, 5	6	2 %	Very High
150 - 194, 5	20	8 %	High
104, 75 - 149	152	60 %	Medium
59, 5 - 103, 75	76	30 %	Low
Amount	254	100 %	

Based on table 1 shows that most of the students' confidence is classified as moderate, the authors conclude that in order to increase student confidence more optimally there needs to be an effort to help students. The implementation of group counseling services conventional with discussion techniques is not effective in increasing student confidence.

Tutor teachers need an counseling service appropriate and effective group to increase student confidence low. Therefore, group counseling services withtechniques assertive training to increase the confidence of middle school students. Based on the results of the feasibility test by experts and practitioners of guidance and counseling, it was concluded that counseling group withtechniques assertive training to increase the confidence of high students junior school was appropriate to be used in schools.

Group counseling withtechniques assertive training that have passed the test feasibility will then be tested to see its effectiveness in increasing student confidence. The trial was carried out at Songgon 2 Public Middle School as many as 8 meetings by determining the task topic as the topic to be discussed in the pilot activities. To see the increased self-confidence of students before and after giving guidance services group techniques, assertive training can be seen in Table 2.

Scores <i>pre test</i>	Scores <i>post test</i>
50,18%	74,76%

From the table above shows that the confidence of students has increased by 24.58% after participating in group counseling activities with techniques assertive training. Test the effectiveness of counseling services developed at the same time to answer the research hypothesis is to compare the difference between pre-test scores and post-test scores using the help of software SPSS 20.00 for Windows. More detailed exposure can be seen through table 3.

Note	Total
Statistik Uji z	-2,524
Asymp. Sig. (2-tailed)	0,012

The above table shows that:

1. There were significant changes between pre-test and post-test on the total indicators. This is seen from the probability  $<0.05$ . In the above statistical test in the column Asymp.Sig. (2-tailed) / Asymptotic Significance for the two-sided test listed, 0.012, because the case in this study is a one-sided test, the probability becomes 0.006. So it can be seen that the probability is below 0.05 ( $0.006 < 0.05$ ). The score same is also found on indicators of positive thinking, self-love, ability decision-making, having decisiveness, ability to control oneself, and realizing that all of God's people are blessed basic rights with the same. Then it can be said that group counseling with techniques assertive training effective to increase the confidence of middle school students.
2. There is a significant change between pre-test and post-test on indicators of communication ability. This is seen from the probability  $<0.05$ . In the statistical test above in the column Asymp.Sig. (2-tailed) / Asymptotic Significance for the two-sided test listed, 0.035, because the case in this study is a one-sided test, the probability becomes 0.0175. So it can be seen that the probability is below 0.05 ( $0.0175 < 0.05$ ). Then it can be said that group counseling with techniques assertive training effective to increase the confidence of middle school students.
3. There is a significant change between pre-test and post-test on the indicators of Thanksgiving and Enjoying God's Grace. This is seen from the probability  $<0.05$ . In the statistical test above in the column Asymp.Sig. (2-tailed) / Asymptotic Significance for the two-sided test listed, 0.017, because the case in this study is a one-test 8-sided, the probability becomes 0.0085. So it can be seen that the probability is below 0.05 ( $0.0085 < 0.05$ ). Then it can be said group guidance with techniques assertive training effective to increase student confidence.

More detailed exposure increased self-confidence of students as follows:

Indikator	<i>Pre Test</i>	<i>Post Test</i>	<i>Different</i>
	%	%	%
Positive thinking	44,27	77,08	32,81
Self love	44,44	62,15	17,71
The ability to make decisions	53,90	81,64	27,74
Communication skills	52,60	72,39	19,79
Ability to control yourself	53,51	80,46	26,95
Has firmness	44,14	78,90	34,76
Be grateful and enjoy God's grace	53,12	73,21	20,09
Realizing that all of God's people are blessed with the same basic rights	55,46	72,26	16,8
<b>Average</b>	<b>50,18</b>	<b>74,76</b>	<b>24,58</b>

Based on the table above, group counseling services using techniques assertive training for increase student confidence effectively. This can be proven in this study, after students took eight activities group counseling, there were significant changes. Increased self-confidence does not occur by itself but always takes place in the interaction of group members with the group counseling service component and role play that is done. Therefore it is necessary to maximize counseling group with techniques assertive training as one of the effective strategies for increasing the confidence of middle school students.

## CONCLUSION

Based on the results of data analysis, starting from the preliminary study stage to the trial phase, it can be concluded that: The implementation of group counseling at SMP N 2 Songgon has been implemented but has not been effective due to limited infrastructure and also the implementation time incidental. Group counseling is carried out by four stages 9 execution, but in every stage of implementation, there are still important that did not get done. Group counseling that is carried out is still general not to use specific approaches or techniques and has not discussed specific confidence.

The implementation of the group guidance program is scheduled 1-2 times in 1 semester but the implementation is not relevant and the discussion of the problem is only done once and has not been followed up. The results of filling out the questionnaire regarding the condition of the

students' families of 256 students in SMP Negeri 2 Songgon namely that the conditions of the families students' are categorized as follows: (1) the state of separated parents, as many as 35 students; (2) 25 parents who are rarely at home; (3) communication family, 25 students; and (4) one parent has died, as many as 15 students. The results of the distribution of confidence scale in 256 students of class VIII at SMP Negeri 2 Songgon, found students with low self-confidence categories of 76 students or 30%, 152 students or 60% in the medium confidence category, 20 students or 8% in the confidence category high, and 6 students or 2% in the category very high. So the majority of class VIII students in SMP Negeri 2 Songgon have confidence in the medium category. This means that the majority of students at SMP Negeri 2 Songgon need increased self-confidence.

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