

Developing individual counselling guidelines for assertive training techniques to improve student assertiveness in state senior high schools in Yogyakarta

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Abstract: This study aims to produce an individual counselling guide for assertive training techniques in State Senior High Schools in Yogyakarta. This research is research and development using the Borg & Gall development model, which was conducted through seven stages: preliminary research and data collection, planning, initial product development, early-stage trial, revision of early-stage trial, field trial, and field trial revision. Data collection methods used a questionnaire on the feasibility of assessing material experts, media experts, guidance and counselling teachers, and students' assertive behaviour scale. The data analysis technique used in this research is descriptive quantitative. This study resulted in (1) individual counselling guidelines, which consisted of an introduction, behavioristic approach, assertive nature, assertive training, implementation of assertive training techniques, conclusions, references, and attachments. (2) Assertive training technique guidebook can be categorized as "very good" with a final percentage value of 84.6%, 78% by material experts and 88.3% by media experts. (3) The results of the field trial of three guidance and counselling teachers got a percentage value of 85.3%, which included the "very good" category, and the results of the main field trial of ten guidance and counselling teachers got a percentage value of 87.1% in "very good" category.

Keywords: guideline development, individual counselling, assertive training.

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INTRODUCTION

Guidance and counselling teachers are required to assist students in achieving a valuable life for their families, schools, and environment. According to Ahmadi (2013), a person must adapt to his environment. the relationship can be determined by the interaction between each individual so that the good or bad results of the interaction will determine whether the individual will accept acts of violence. Therefore, today's guidance and counselling teachers must be competent in reading the needs of students. Moreover, students' problems are now arguably increasingly complex. Today's phenomenon is a personal and social adjustment in the peer environment. Relationships with peers are essential for some high school teenagers (Tarigan, 2016).

Moreover, adolescents also have characteristics such as enjoying hanging out with peers, adolescents also need to be accepted by their group, and achieving developmental tasks such as achieving more mature relationships with peers (Hurlock, 2014). Therefore, adolescents need personal and social adjustments to communicate openly and appreciate their feelings towards others. Good assertiveness can help students to fulfil their developmental tasks well.

Assertiveness is a person's ability to communicate what they want, feel, and think to others while maintaining and respecting the rights of others (Ustun & Kucuk, 2020). In assertive behaviour, a person must be honest with oneself and honest in expressing feelings, opinions, and needs professionally, without any intention of manipulating, exploiting, or harming other parties. On the other hand,

Hosseini et al. (2015) say that assertiveness is a natural communication process that follows one's needs, desires, and opinions without punishing or putting others down. Assertive behaviour can also promote equality in human relationships, allowing a person to show good interest, stand-alone without feeling anxious and express feelings honestly and comfortably.

Many students experience obstacles in developing assertive behaviour in their social, family, and school relationships. Research conducted by Pratiwi (2014) suggests that the problem that is often a complaint by teaching staff is the lack of courage of students to express opinions. Research conducted by Gowi and Jennifer (2010) found that low assertiveness students tend to experience bullying and lose self-esteem at school. Parray et al. (2020) also found that students tend to have low self-esteem and assertive behaviour in Poland. Both male and female students have assertiveness problems in schools (Parray et al., 2018). Research conducted by Sitota (2018) showed that assertiveness could influence the academic motivation of students in Ethiopia. Associated with counselling services in schools, researchers searched data on problems regarding counselling services needed by schools. The data found at High School in Yogyakarta shows that many students still have low assertiveness, as evidenced by the analysis of 100 students who received the instrument. The results show that 8% of students are in the deficient category, 59% are in the low category, 31% are in the medium category, and 4% are in the high category. The natural form of low student assertiveness is seen in the number of students who do not dare to express their opinions in class. Moreover, students often find it difficult to refuse a friend's invitation in a social environment because they feel bad for the friend. However, this feeling backfired because they could not manage their time and complete school responsibilities.

The low level of assertive behaviour in students can be overcome by efforts of guidance and counselling teachers in helping the problems faced by their students. Assisting students can be in the form of providing effective counselling services. There are several models of counselling approaches that can be implemented in schools. Crumb and Haskins (2017) states that there are several behavioural counselling techniques: systematic desensitization, inclusive and overwhelming therapy, operant conditioning, aversion therapy, and assertive exercises. Guidance and counselling in schools should play an active role in dealing with the problem of students' low assertiveness. Also, it is essential to apply assertive training in schools because assertive training in behavioristic counselling is an alternative to solving these problems.

A behavioural approach is an approach that emphasizes the cognitive dimension of the individual and offers a variety of action-oriented methods to help take clear steps in changing behaviour (Neukrug, 2012). This approach emphasizes specific behaviour that conflicts with or against the environment and oneself (Baraja, 2008). Assertive training is a behavioural counselling technique that focuses on one who has difficulty conveying feelings (Arumsari, 2016; Wilis, 2019). According to Edward (2015), assertive training is the application of behavioural training to help individuals develop more direct ways of relating in interpersonal situations. Moreover, Defriyanto and Masitoh (2016) explains the notion of assertive training, namely training procedures given to counsees to practice social adjustment behaviour through self-expression of feelings, attitudes, expectations, opinions, and rights.

The provision of powerful training techniques must be tailored to the school's services. Counselling services can be in the form of individual counselling services with a behavioural approach using assertive training techniques. The definition of individual counselling has a specific meaning in the sense of meeting the counsellor with the counselee individually, where there is a counselling relationship that is nuanced in report cards, and the counsellor seeks to assist in the counselee's personal development. The counselee can anticipate the problems encountered. Individual counselling is the key to all guidance and counselling activities. Mastering individual counselling techniques will make conducting the guidance and counselling process easier. Therefore, in providing assertive training counselling, individual counselling services are considered appropriate in helping counsees develop assertive behaviour because the focus of counselling is on problematic individuals so that the counselee's problem-solving process will run optimally.

The responsibility of guidance and counselling teachers in the counselling process is to encourage students to develop their potential in addition to helping students, and guidance and counselling teachers are responsible for the problems faced by their students, including the problem of low student assertiveness at school. Based on the researcher's brief interview with the guidance and counselling teacher regarding efforts to improve students' assertive behaviour at school, the researcher found that

the guidance and counselling teacher had never done counselling using assertive training techniques. This happened because the implementation of assertive training services had not been maximized due to improper or unstructured steps used. Moreover, some guidance and counselling teachers did not carry out assertive training counselling techniques because they did not master the technique. The inability of guidance and counselling teachers to overcome student problems related to the behaviour of students' low assertiveness and in mastering professional competencies will have an impact on performance outcomes in schools. Therefore, the problems faced by students tend to be neglected, and the guidance and counselling teacher profession will be underestimated. Based on the competency standards of Indonesian counsellors issued by the Indonesian Guidance and Counseling Association (ABKIN), counsellors or counselling guidance teachers must master the existing competencies, including mastery of the provision of assertive training and technical counselling services in schools. However, in reality, not all competencies are mastered by school counsellors. One of the competencies required in the performance of guidance and counselling teachers is mastering approaches and techniques in guidance and counselling.

The low skills of guidance and counselling teachers in professional implementation in high school are not following the regulation of the Minister of National Education No. 27 of 2008. One of the efforts to improve the skills of guidance and counselling teachers is to use media containing guidance in conducting the duties. Guidance and counselling teachers need media that will assist them in mastering existing professional competencies so that problems faced by students can be resolved. According to [Mustaji \(2010\)](#), guidance and counselling media can channel guidance and messages that stimulate students' thoughts, feelings, attention, and willingness to understand themselves, direct themselves, make decisions and solve problems encountered.

Guidebooks are media/tools in the form of books that contain principle procedures and descriptions of basic materials for use by educators ([Suryaman, 2012](#)). The material in the guidebook can be in the form of theories related to the development of professional duties of educators ([Slamet et al., 2019](#)). Guidebooks are considered media that meet the needs because they succinctly contain the information needed by guidance and counselling teachers. Previous research has proven the effectiveness of assertive training in improving students' assertiveness. [Bulantika and Sari \(2019\)](#) prove that assertive training and thought-stopping techniques effectively increase student assertiveness. [Anagbogu and Ahoagu \(2019\)](#) also found that assertive training can improve the assertiveness of students in Nigeria. However, no research has developed an assertive training guidebook for guidance and counselling teachers.

Moreover, the diminutive form of the manual makes it easy to carry. The guidebook can make guidance and counselling teachers more effective in solving student problems and can master the competencies in their performance. The research aims to develop a counselling guide for assertive training to improve student assertiveness in State Senior High Schools in Yogyakarta.

METHODS

This research is a type of research and development (R&D). According to [Sugiyono \(2019\)](#), research and development is a method used to produce specific products and test the feasibility of these products. The development model is used ([Borg & Gall, 2003](#)). Research and Development (R&D) study by Borg & Gall can choose and find the most appropriate steps for their research based on the conditions and constraints researchers face. The following are the stages of conducting research by [Borg and Gall \(2003\)](#): (1) Conducting preliminary research and collecting data (research and information), (2) Planning, (3) Developing a preliminary form of product, (4) preliminary field test, (5) preliminary field test revision, (6) preliminary field test, (7) major field test revision.

The steps in the validation stage are (1) Pre-validation; at this stage, the researcher consulted about the guide product that had been prepared. This stage aimed to get input, criticism, and suggestions from the supervisor about the quality of the guide before the experts validated it. Hopefully, the input from the supervisor will make the guide product more qualified. (2) Validation, the experts validated the guidelines to find out the deficiencies that still existed. The results of the expert validation would be the material for making product revisions. Material experts assessed the feasibility of the content/material, and media experts assessed the feasibility of the guidebook design. (3) Field test, the researchers tested the guidebook for guidance and counselling teachers to get

suggestions and criticisms. The data from this initial field test was analyzed and revised again to produce an even better product.

The subjects used in the development of this guide are (1) expert subjects, which are material experts consisting of two guidance and counselling lecturers as material/content experts and media experts in the design of the guidebook. (2) The subjects of the user trial were 13 guidance and counselling teachers at State Senior High Schools throughout Yogyakarta who had an undergraduate education background in guidance and counselling. The research subject used purposive sampling, a technique with specific considerations (Azwar, 2012).

The data analysis technique in this study uses qualitative and quantitative approaches. Data in the form of information, responses, opinions, suggestions, and criticisms from experts and teachers of guidance and counselling was analyzed with a qualitative approach. Furthermore, the qualitative descriptive analysis data results were considered for product improvements/revisions. While the data obtained from the questionnaire assessment or evaluation sheets based on the results of the initial test, primary field test, and operational field test were processed using a quantitative descriptive approach. The percentage used in quantitative calculations is tested, compared with the expected number, and then presented in qualitative sentences (Sugiyono, 2019).

Initially, the model used was Borg and Gall (2003) with ten research steps, but this study only used seven steps because, during the pandemic, it was not possible to meet face-to-face with students. In addition, researchers have limited costs and time. To be accountable, researchers need to pay attention to the steps of product development and whether they follow what was planned. This plan is supported by Cohen et al. (2013). They revealed that research and development occur in a cycle of refinement, testing, and feedback (design, determination, and analysis), so steps can be simplified.

The researchers used the subjects in the development of this guide: Subject Experts, namely material experts consisting of material/content experts, and a media expert, in the design of the guidebook. The experts validated the guidebook to find out what deficiencies still exist. The results of expert validation would be used as material for product revisions. The user trial subjects were 13 Guidance and Counseling Teachers at State Senior High Schools in Yogyakarta City who had an undergraduate education background in guidance and counselling. The reason for choosing a public high school in Yogyakarta is the problem of student assertiveness which is still low as a finding in the preliminary study. In addition, the competence of guidance and counselling teachers in public high schools in Yogyakarta is also not maximized to carry out counselling with assertive training techniques.

Furthermore, the data collection instruments in this study were questionnaires and scales. The scale used is the assertiveness scale. In compiling the instrument, the researcher refers to the psychological scale, according to Azwar (2012). A questionnaire to measure the feasibility of the product was developed through material experts, while the guidance and counselling teacher was the user. Seeing the level of student assertiveness can also use assertive behaviour. Data analysis of research results was conducted using qualitative and quantitative approaches. Data in the form of information, responses, opinions, suggestions, and criticisms from experts and teachers of guidance and counselling was analyzed with a qualitative approach. Furthermore, the qualitative descriptive analysis data results were considered for product improvements/revisions. Meanwhile, the data obtained from the questionnaire assessment sheet or evaluation based on the results of the initial test, primary field test, and operational field test was processed using a quantitative descriptive approach.

RESULTS AND DISCUSSION

The development of this guide was designed to follow a step-by-step procedure by Borg and Gall (2003). Researchers can only conduct seven stages in the procedure due to various limitations. Researchers have limited time to do all of the stages. After the researchers produced the initial product, namely the individual counselling guidebook for assertive training techniques to increase the assertiveness of high school students, the experts needed to validate the guidebook and then tried it out on guidance and counselling teachers. Expert validation used material validation by material experts and media validation by media experts. The data obtained from the material expert validation was used as the basis for the revised data. Furthermore, the media expert validated the design after the researchers improved the material's content. After the researchers obtained the results of improve-

ments from material experts and media experts, the individual counselling guidebook on assertive training techniques was ready to be tested by guidance and counselling teachers.

There are two stages of trials conducted for guidance and counselling teachers, namely limited field trials and main field trials. The subjects of the limited field trial were three guidance and counselling teachers from SMA Negeri 8 Kota Yogyakarta. After a limited field trial, the researcher received suggestions and input on the product. Furthermore, after the researchers made revisions and improvements to the limited field test, the product was piloted to more guidance and counselling teachers or called the main field trial. The subjects of the final trial were ten guidance and counselling teachers from SMA Negeri 1 Kota Yogyakarta, SMA Negeri 3 Kota Yogyakarta, SMA Negeri 5 Kota Yogyakarta, SMA Negeri 8 Kota Yogyakarta, and SMA Negeri 10 Kota Yogyakarta. After the researchers received suggestions and input from the main field trials, the researchers made improvements and revisions. The final product is a guidebook for individual counselling on assertive training techniques to increase the assertiveness of appropriate high school students.

The main field trials produced qualitative and quantitative data. Qualitative data was based on suggestions and input, while quantitative data was based on the results of filling out a questionnaire. Table 1 is the results of the assessment of the guidebooks for ten guidance and counselling teachers.

Table 1. Results of the assessment of the guidebooks for ten guidance and counselling teachers

No.	Item	Score	Value	Category
1.	The material presented can help increase student assertiveness.	33	83	Very good
2.	The material presented in the guidebook can increase the knowledge of guidance and counselling teachers.	38	95	Very good
3.	The examples of interviews (verbatim) in the guidebook are accurate.	34	85	Very good
4.	The material presented in the manual has a coherent flow.	35	88	Very good
5.	The material presented in the guidebook is easy for guidance and counselling teachers to understand.	35	88	Very good
6.	The material in the guidebook relates to individual counselling services.	38	95	Very good
7.	The material in the guidebook relates to the behavioristic approach.	38	95	Very good
8.	The material in the guidebook relates to assertive training techniques.	38	95	Very good
9.	Complete information provided	34	85	Very good
10.	The material presented in each chapter is related to each other.	33	83	Very good
11.	Instructions for use are easy to understand.	37	93	Very good
12.	Clarity of the use of technical counselling services.	37	93	Very good
13.	This guidebook is practical and easy for guidance and counselling teachers to use.	36	90	Very good
14.	The guidebook makes it easier for guidance and counselling teachers to provide individual counselling services.	34	85	Very good
15.	Completeness of the material presented	34	85	Very good
16.	Setting the proportion of examples and illustrations is correct.	35	88	Very good
17.	The material presented uses the Indonesian language that follows the General Guidelines for Indonesian Spelling (PUEBI).	35	88	Very good
18.	The material uses good and correct terms.	36	90	Very good
19.	The material presented uses effective sentences.	35	88	Very good
20.	The language is communicative.	35	88	Very good
21.	The language is interactive.	34	85	Very good
22.	Attractive book cov	30	75	Very good
23.	The colour of the book cover is attractive.	32	80	Very good
24.	The suitability of the selection of the font type.	31	78	Very good
25.	The title of the guidebook attracts the attention of guidance and counselling teachers.	33	83	Very good
	Total		87.1	
	Value		87.1	
	Category			Very good

The overall score obtained from the guidance and counselling teacher assessment questionnaire on the guidebook in the main field trial was 871 with a conversion value of 87.1, so it could be categorized as “Very good” or “Very decent”. The guidebook received suggestions and criticisms in implementing the main field trials. Suggestions and criticisms from guidance and counselling teachers have been concluded as follows: (1)The choice of font is too small and too tight, making it difficult for

older teachers to read it; (2) The cover or appearance of the guidebook is less attractive for guidance and counselling teachers; (3) Researchers are advised to add conclusions at the end of the guidebook; (4) Researchers are advised to add about the book at the back of the guidebook to make it look exciting and contain about the guidebook before reading the contents of the guidebook.

The results of expert validation and the results of field trials determine the results of the quality and feasibility of individual counselling guidebooks on assertive training techniques. The results of the assessment of the development of the guidebook are as follows:

Table 2. Guidebook Assessment Total Score

No.	Assessment	Total Score	Category
1.	Material Expert	78%	Very Good
2.	Media Expert	88.3%	Very Good
3.	Three Guidance and Counseling Teachers	85.3%	Very Good
4.	Ten Guidance and Counseling Teachers	87.1%	Very Good
	Mean Score	84,7%	Very Good

The criteria for the guidebook were based on the analysis results from material experts, which were "very good" with a percentage of 78%. From media experts, it was "very good", with a percentage of 88.3%. Furthermore, the results of the limited field trial by three guidance and counselling teachers showed the "very good" criteria with a percentage of 85.3%. The results of the main field trial by ten guidance and counselling teachers showed the criteria of "very good" with a percentage of 87,1%. The results of the assessment of individual counselling guidebooks on assertive training techniques to increase the assertiveness of high school students were included in the "very good" category with a percentage of 84.6%. From the results, it can be seen that the guidebook is feasible and suitable to use. The results follow research by [Salawane et al. \(2020\)](#), who got an outstanding category on their behavioural counselling guidelines with self-management techniques. The guidebook is feasible based on the cover and the material and is easy to use. The research conducted by [Rahim and Hulukati \(2021\)](#) also got an excellent category for developing a handbook for guidance and counselling services. The handbook is practical and can be used by the teacher to facilitate students' needs.

The cover got a good score because it can attract user attention and use interactive illustrations. The level of attractiveness of a product is seen from the design and content of the product, in the research conducted by [Darling \(2020\)](#) is supported by [Sternberg and Hayes \(2018\)](#), which states that an attractive product design is determined based on aspects of appearance and characteristics. The percentage results of the design assessment based on the appearance and characteristics in the individual counselling guide for assertive training techniques are included in the "very good" criteria, with a percentage of 88.3%. The feasibility of product design is also supported by the Ministry of National Education (2008), which states that aspects that make product design attractive are appearance, illustrations, colours, layouts, language, and characteristics of manuals. The result follows research by [Fidiawati et al. \(2020\)](#) that cover design must be attractive and included in a very good category to be feasible.

The material of the guidebook is also included in the very good category. The researcher put information, the example of interviews, and other helpful material for guidance and counselling teachers. Research conducted by [Khoiriyah and Nuryono \(2019\)](#) reveals the aspects developed to assess the guidebook so that the material is suitable for use, namely aspects of suitability, accuracy, completeness, usability, and language clarity. These aspects are adapted and reused by researchers by adjusting existing products. The results of the material expert's research based on the aspects of suitability, accuracy, completeness of usability, and clarity of language in the individual counselling manual for assertive training techniques are included in the "very good" criteria with a percentage of 87%. The material used in this guidebook is accessible to understood by teachers. Following the research result by [Putri and Prodjosantoso \(2020\)](#), the media material is easy to understand and use, so that the media can get a very good feasibility score. [Daryono and Rochmadi \(2020\)](#) also developed a media that is easy to use so users can quickly get benefit from the media.

A good guidebook is prepared based on the needs in the field so that the book can be used by users/guidance teachers in solving student problems ([Nugroho, 2015](#)). In this study, the guidebook has been adapted to the problems faced by students, namely the number of students with low assertiveness at school. There is no reference for guidance and counselling teachers in handling these problems.

Following the research conducted by Purnamasari et al. (2020), teachers need to use effective strategies to overcome students' needs. The teacher can use the guidebook to practice assertive training and help students who need treatment.

Based on the explanations above, this individual counselling manual for assertive training techniques is feasible based on the material expert test, media expert test, limited field trial, and primary field trial and understanding the terms and conditions in product development.

CONCLUSION

The development research results show that the counselling guidebook for assertive training techniques can be categorized as "very feasible", so it can be used by guidance and counselling teachers in assisting students significantly to increase the low level of assertive behaviour in schools. The feasibility assessment of the guidebook was based on the results of validation by material and media experts. The field trial results were limited to three guidance and counselling teachers. The results of the main field trial were for ten guidance and counselling teachers, with the final result category being "very good".

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