

Conference Paper

The Effect of Assertive Training towards Self-assertiveness among Female Adolescent of Bullying in Junior High School

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Abstract

In Indonesia, children victims of bullying incidence always increase every year. 10-60 % Indonesian students reported experience of bullying. These problems need to get special handling to prevent unexpected impacts on students. The results of several studies suggest that the main characteristics of bullying victims are students who have low assertiveness levels, and to build these skills need to provide an assertiveness intervention. Objective: This study aims to determine the effect of assertiveness training on self-assertiveness assessment of early adolescent female bullying victims at SMP 52 Bandung. This study used quasi experimental research with pre-test and post-test control group. This study conducted in 50 female students at 7th & 8th grade who identified as bullying victims, divided into 2 groups, 25 respondents as intervention group and 25 respondents as control group. This study used The Rathus Assertiveness Schedule (RAS) instrument. The data analysis used Mc.Nemar Test for univariate and Kruskal Wallis test for bivariate. Result of the Mc.Nemar Test showed there were differences in assertiveness of early adolescent female bullying victims before and after the intervention on intervention group (p value 0.003). While on control group, there were no differences before and after standard intervention (p value 1.000). The result of Kruskal Wallis test showed assertiveness differences on both groups. Conclusion is assertive training can affect assertiveness in early adolescent female victims of bullying at SMPN 52 in Bandung City.

Keywords: Assertive, Adolescent, Bullying

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1. Introduction

The period of child development is started from neonate, infant, toddler, pre-school, school and teenager. From those periods, adolescence is the most turbulent period because it is a transition period between childhoods into adulthood. In adolescence there are many changes in terms of physical, psychological, and social. Children aged

11-14 years, have a high risk of behavioral disorders, delinquency, violence, and bullying both as victims and as perpetrators of these actions. This action is susceptible to selection towards negative or positive actions, resulting from the influence of the environment, family and peers. One of the actions that become a phenomenon among teenagers is bullying [1]. Bullying is like an iceberg phenomenon that appears "small" on the surface, but keeps millions of problems that most of them are not easily captured by the eyes of parents or teachers. Bullying is a problem that occurs in various countries [2].

In Indonesia the incidence of bullying against children is always increasing. According to Indonesian Child Protection Commission (KPAI), that bullying cases were at the top of public complaints, were as many as 396 complaints related to bullying from 2011 to August 2014. That number was around 25% of the total complaints in the education sector, namely 1,480 cases [3].

In West Java, the incidence of bullying is most common in the city of Bandung, especially at public or private schools on the border between the city of Bandung and Bandung regency. Bullying in schools is a problematic behavior among adolescents, which greatly affects school performance, psychosocial skills, and psychological well-being for victims and perpetrators. Wang, Innnoti and Nasel [4] suggested that children, who are victims of bullying, psychologically feel a lot of negative emotions (anger, resentment, irritation, stress, fear, shame, sadness, discomfort, and threats) but are unable to deal with them. Bullying has an impact on post-traumatic stress disorder, feeling depressed, afraid of meeting bullying, even depressed and suicidal.

In SMP 52 Bandung, the bullying action often occurs to female students is in form of verbal bullying such as the words "PHO" (Destructive Person Relations), "fat guy", "emon", "flirtatious", "sassy" and cyber bullying, while in men more to physical bullying. The action is done when the teacher is not in class, at resting time, or at home. Bullying victims usually keep silent, but some get angry when bullied. The increase in bullying cases in adolescents and the effects that occur are felt by victims will leave a prolonged trauma if it is not handled appropriately. This is must be a concern of health workers, including nurses.

Keliat and Erna [5] explained that interventions to overcome the problem of bullying victims for school adolescents can be done through the implementation of a program that focuses on children's ability to solve problems, overcome anger, self-control, understand their feelings, social abilities, and communication ability because of the main characteristics of bullying victims are students who have low assertiveness. Individuals who have a low assertiveness have many irrational fears, including often experiencing

anxiety and not having the ability to defend their personal rights. An effective way to achieve the ability to be assertive is to build capacity by assertive training.

Base on result of Hermalinda research [6] asertif training is one of effective method for preventing bullying among teenagers. In fact, bullying often occurred to the female students and it was cause them more silent, passive in class, especially when the teaching and learning was processing, unable to express their ideas and opinions in discussion and seemed not trying to express their opinions, more silent when there is an opportunity to ask questions, prefer to follow the opinions of other friends, and some students rarely attend school for reasons of illness. Based on the phenomenon above, the researchers wanted to know the effect of assertive training on assertiveness of early adolescent female victims of bullying at SMPN 52 in Bandung City.

2. Methods

The design of this study used quation experimental, with the design of pre and post test with control group. This research design consists of treatment groups and control groups as a comparison. The purpose of this study was determine the effect of assertive training towards self-assertiveness among female adolescent of bullying in Government of Junior High School (SMPN) 52 Bandung.

The populations in this study were female adolescent of SMPN 52 Bandung. The sample technique used purposive sampling [7]. Result from the screening, they were 50 students had experienced bullying. An then, the numbers of samples were divided into 25 in the treatment group and 25 in the control group. The treatment group was given an intervention of assertive exercise and then researcher evaluated one week after the intervention. The control group was not given intervention, only given motivation to attend school activities as usual. The data collection tools used an Assertiveness Self Assessment instrument in the form of The Rathus Assertiveness Schedule (RAS).

The instrument used Likert Scale and modified of RAS tools. The content of instrument focused to cognitive, affective and behavior of individual assertiveness. The data processing stages are data editing, the researcher checks the data that has been obtained by coding the data, and the researcher gives the code to the data into a number form to facilitate the data analysis process. Next is Entering the data, the researcher enters all the necessary data into the computer statistics program for data analysis. And then Tabulating the data, the researcher grouped the data into predetermined categories and tabulated them. Next is Cleaning the data, the researcher conducted data cleaning; the researcher re-examined the correctness of the data that had been

entered into the computer program by looking at missing, variations and consistency of data. While analyzing data, the researcher analyzed the data obtained and interpreted the data. The analysis used univariate and bivariate. Univariate analysis was used to analyze the feasibility of the data and description of variables before and after treatment using Shapiro-wilk. Bivariate analysis was used to see assertiveness differences before and after intervention in the group using Mc. Nemar test and intergroup use *Kruskal Wallis* test.

3. Result

This study was conducted on 50 female students consisting of 25 treatment group students and 25 control group students. The results of this study can be seen in table.

TABLE 1: Distribution of Frequency of the Effect of Assertive training towards Self-Assertiveness among female adolescent in SMPN 52 Bandung (n=50).

Groups			Assertiveness			p-value between group	
	Before		p-value between group	After			p-value between group
	High n (%)	Low n (%)		High n (%)	Low n (%)		
Treatment	9 (36)	16 (64)	**0.773	20 (80)	5 (20)	**0.009	*0.003
Control	10(40)	15(60)		11 (44)	14 (56)		*1.000

* Significance of differences in groups before and after, intervention, $p \leq 0.05$
 ** Significance of differences between groups before intervention and after intervention, $p \leq 0.05$.

3.1. Assertiveness in treatment groups

Adolescent female victims of bullying with the treatment group were 36% who had high assertiveness before intervention. After the intervention, there was a significant change in the number of students with high assertiveness to 80% (p value 0.003). indicator of assertiveness is about cognitive (thinking and rationality), affective (feeling, expression and emotions) and behaviour (what to do).

3.2. Assertiveness in the Control Group

There was no difference in assertiveness before and after giving motivation (p value 1,000) in the control group.

3.3. The Differences in Assertiveness in Control Groups and Pre-Intervention

Treatment Based on the data from Table 1, it was found that there were no differences between the 2 groups (treatment group and control group) before intervention, with the results of statistical tests using the *Kruskall Wallis test* obtained p value $0.773 > \alpha (0.05)$. This means that before the intervention the data is homogeneous.

3.4. The Differences in Assertiveness after Intervention in Treatment and Control Groups

The results showed that more than half of them were 16 respondents (66%) of early adolescent female who were victims of bullying in the treatment group before the intervention experienced low assertiveness, and only a small percentage of respondents, 9 people (36.0%) experienced high assertiveness. Whereas in the control group obtained more than half of them were 15 respondents (66%) the early adolescent female victims of bullying experienced low assertiveness as many as 15 people (66%), and as many as 10 respondents (40.0%) experienced high assertiveness. Base on the data, the authors argue that assertiveness or the ability of students to express thoughts, feelings, ideas, beliefs, is still low or most respondents have scores below the average. In other words, assertiveness behavior in adolescent victims of bullying indicates shy, withdrawn, closed, reluctant / lazy to talk about the right thing, behavior feels uncomfortable with others.

Researcher analyzed that assertive communication behavior experienced by adolescents female who experienced bullying can occur due to pressure, for example in this case, respondents were women, in which they were not assertive, because they were required to obey with no asking and not allowed to express thoughts and feelings. Then the problem is education, the education of respondents is junior high school, in the psychological development of early adolescents who sit on junior high school the opportunity to develop themselves is still not open, this will certainly be different from someone who is highly educated.

The results of the distribution of questionnaire answers in the treatment group most respondents thought that the people around them mostly seemed more aggressive and assertive, the respondent was hesitant to do or accept something because it was not in accordance with her, the respondent could not express if she was dissatisfied with her friend's opinion, then would not convey complaint to her friend. From the results

of positive assertiveness, the study also found that respondents could express their caution and not hurt the feelings of others, even when the respondent felt that she had been hurt, the respondent was able to refuse when her friend invited her to watch her back from school while she did not intend to do it.

4. Discussions

4.1. Assertiveness of adolescent female victims of bullying in the treatment and control groups after intervention

Based on the results was found that almost all of the respondents, 20 respondents (66%) of adolescent female victims of bullying in the treatment group after intervention experienced high assertiveness, while in the control group more than half were 14 respondents (66%) women adolescent victims of bullying at in the control group experienced low assertiveness.

The data indicates that the female adolescent's initial certification of bullying victims in the treatment and control groups after the intervention has increased. This shows that the intervention of assertive training can motivate respondents to behave assertively. This means that respondents want to express their thoughts, feelings and ideas to others.

Assertive training given to 25 respondents showed good results. Respondent's ability to adapt her social required the respondent to make changes in terms of social attitudes and behavior. Besides these problems, the existence of changes in assertive behavior in the treatment group and control group is inseparable from the factors that influence it as previously stated.

The increase of assertiveness behavior has a positive impact on communication and social environment. Where respondents can maintain their correct opinion in the existence of assertiveness training can be a stimulus for respondents to have self-confidence thus can change low assertive behavior to high. High school student victims of bullying obtained results that there was an increase in the number of students who experienced low assertiveness to be high in students who were victims of bullying after being given a moral motivation.

Based on the description, the author argues that the assertiveness of female adolescent early victims of bullying in the treatment group experienced an increase. But in the control group after intervention only 1 person experienced an increase. After an assertiveness intervention in adolescents can be more open, willing and able to express

themselves, want to talk about what they feel and care for the social environment. The goal for individual is to be able to make appropriate choices, come out in the form of assertive behavior. Assertive behavior is a bold behavior demanding the rights of others, assertive behavior means providing a response that is relevant and consistent with the demands of a particular social context.

Based on the results of the study showed that of the early adolescent female victims of bullying in the treatment group who continued to experience high assertiveness after being given treatment as many as 8 people, and who experienced low assertiveness before intervention then changed to high assertiveness after being treated as much as 12 people. Statistical test results obtained p value $0.003 < \alpha (0.05)$ means H_0 rejected thus there is a difference in the assertiveness of female adolescents in the early victims of bullying in the treatment group before and after the intervention. These data show that the difference in the assertiveness of female early adolescent victims of bullying in the treatment group before and after the intervention can be linked to the intervention carried out. Where in this study the intervention carried out was assertive training.

Based on the description the author argues that the difference in female assertiveness of early adolescent victims of bullying in the treatment group before and after the intervention is the end result obtained after being given assertiveness training. Thus, this assertiveness training can help increase trust, ability, interaction, talking to adolescent victims of bullying to express their feelings.

4.2. The Differences in female assertiveness of early adolescent victims of bullying in the control group before and after intervention

Individuals who get negative treatment repeatedly will bring up a low self-assessment of both self and others; this will lead to withdrawal from their social environment. Assertiveness in early adolescent female victims of bullying in the control group before and after the intervention has not changed. This can be seen from the results of research in which early adolescent female victims of bullying at SMPN 52 Bandung in the control group who continued to experience high assertiveness as many as 6 people, and who remained low assertiveness after being treated as much as 10 people. The result of the statistical test using Mc. Nemar Test obtained p value $1,000 > \alpha (0.05)$ means that H_0 was accepted, thus there was no difference in assertiveness of women in the early adolescent victims of bullying in the control group before and after the intervention, meaning homogeneous data before intervention.

Based on these data, the authors argue that the absence of differences in female assertiveness of early adolescents of victims of bullying in the control group before and after the intervention is part of the process that has been passed by the respondent. Assertive assessment in the control group (post test) was carried out a week after being given an initial evaluation (pre test). During this time period, the respondents in this study had no intervention or treatment in the control group, so that the level of assertiveness tended to settle. Nevertheless, there was a change in the number of high assertiveness in the previous control group, amounting to 10 people increasing to 11 people after the intervention, but the changes did not change statistically.

These changes can be caused by the experience of respondents in filling out the questionnaire given earlier or has undergone a thought process. Another factor that influences assertive change is the existence of a culture related to the boundaries or norms of behavior of every citizen according to age, gender, and social status. These conditions can affect the adjustment of individuals and individuals will behave as expected by the social and cultural environment.

Based on the description, the assertiveness behavior in the control group before and after the intervention there is no difference or a permanent score. Changes in the assertiveness of female early adolescent victims of bullying in the control group before and after the intervention are a form of inability to express or communicate their feelings.

4.3. The Differences in assertiveness of early adolescent female victims of bullying in the treatment and control groups before and after intervention

Assertive training shows the desired way of communicating, changing negative thinking patterns, appreciating one's own opinions, expressing rejection and criticism and ways to build self-esteem and self-confidence. The results of the data from the study found that from the early adolescent female victims of bullying at SMPN 52 Bandung City in the intervention group before being given treatment who experienced high assertiveness as many as 9 people and experienced low assertiveness as many as 16 people. Whereas the early adolescent female victims of bullying at SMPN 52 in Bandung City in the control group experienced high assertiveness as many as 10 people and experienced low assertiveness as many as 15 people. The result of the statistical test using *Kruskall Wallis* test was obtained p value $0.773 > \alpha (0.05)$ meaning that H_0 was accepted, thus there was no difference. The result of the statistical test using *Kruskall Wallis* test was obtained p value $0.773 > \alpha (0.05)$ meaning that H_0 was accepted, thus there was no difference in

assertiveness before Interventions were given between early adolescent female victims of bullying in the treatment and control groups.

After being given treatment in the form of assertive training, it was obtained the results of the early adolescent female victims of bullying who experienced high assertiveness as many as 20 people. Whereas in the control group that experienced high assertiveness there are as many as 11 people. The result of statistical tests using *Kruskall Wallis test* obtained p value $0.009 < \alpha (0.05)$ meaning that H_0 was rejected, thus there was a difference in assertiveness after being given treatment between early adolescent female victims of bullying in the intervention group and the control group.

Assertiveness training makes self-confidence and the ability of the intervention group to get better and higher. The purpose of this exercise is teenagers able to communicate better and solve problems together or to support good interpersonal relationships with others in various ways and situations.

This is in accordance with the theory of Kaplan & Saddock [8], the purpose of assertive training can improve the assessment of oneself and others, increase self-esteem, reduce anxiety, improve the ability to make life decisions, express something verbally and nonverbally, express needs and rights, training one's basic interpersonal skills, learning cognitive, affective and behavioral procedures to improve interpersonal skills, reducing cognitive and affective barriers to assertive behavior such as anxiety, irrational thoughts, feelings of guilt and anger.

Assertive behavior in respondents will make bullying behavior avoided, because students are able to resist or avoid the bullying behavior they experienced. Students can report the abuse they experienced because they were able to report to headmaster or teachers. Although assertive behavior does not guarantee individuals to get what they want, this behavior can have positive consequences. Assertive behavior can improve individual self esteem that will help in increasing the individual's self-confidence, in the form of the ability to interact with other people, talk in groups, reject inappropriate requests and be able to express feelings (both positive and negative feelings).

Based on the description, the difference between assertiveness in the treatment group and control group is because the treatment group is given training to improve students' ability to express their thoughts, feelings, ideas, beliefs, an ability to communicate what desired, and thought of others but still maintain and respect the rights and feelings of others.

5. Conclusion

Based on the results of the study and the discussion presented it can be concluded that assertiveness training can affect assertiveness in early adolescent female victims of bullying at SMPN 52 in Bandung City.

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