Conference Paper

Use of Assertive Training Techniques to Improve Adolescents' Self-Confidence in High School Students of Class VIII

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Abstract

This research aimed to find out the improvement of adolescents' self-confidence through the use of assertive training method in high school students. It used action research by determining the research subjects based on purposive sampling techniques in 5 students of class VIII. The research instrument was a scale of self-confidence and observation guidance. The assertive training method was performed in one cycle which had been divided into four activities. This research used statistical analysis techniques of non-parametric by using Wilcoxon Signed Rank Test. The results indicated that: (1) the initial condition of self-confidence in high school students of class VIIIB SMP Muhammadiyah Pakem was individually low. The condition was proved according to the results of Pre Test with the average scores of the students' self-confidence of 56.4 and categorized as low self-confidence. (2) The assertive training method was used in one cycle which had been divided into four activities, such as case study, group discussion, role playing, and worksheet filling which lead to improvement of their self-confidence. It had been proven by conducting the average scores of self-confidence Post Test of 97.2 and was categorized as low self-confidence.

Keywords: assertive training; self-confidence

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1. Introduction

Adolescence is a period of social development changes. It also becomes the transition period when an individual leaves the dependence and starts to get his independence and maturity in both physic and mental (Santrock, 2003: 26). During this period, individual's ability also develops in order to understand others. It enables him to make his own decision on how to have a relationship with others (Kathryn Geldard and David Geldard, 2011: 12). Adolescents are expected to have a good self-confidence to get their adjustment with the surroundings. Self-confidence is an important personal aspect for human life, particularly in adolescents. McPheat, Sean (2010: 14) stated in their book "Personal Confidence and Motivation" that there are two aspects of self-confidence, namely competition (what skills they need to achieve something, or if they have abilities to achieve it or not).

Al-Mighwar (2006: 127) said that the more an individual frequently involves in various social activities, the more self-confidence he will get. An individual's attitude shows that he does not have self-confidence to do something, especially an important and full-challenged job always feels the sense of hesitation, easily anxious, unsure, tend to avoid, does not have any initiatives, easily discouraged, does not dare to appear in front of many people and other psychiatric symptoms that inhibit to do something (Thursan Hakim, 2005: 4).

The results of observations done on May 14, 2018 in class VIIIB of SMP Muhammadiyah Pakem, it can be seen that most students lacked self-confidence. This can also be seen from a group of students in class VIII B who were less confident in interacting, such as being uneasy in speaking, trembling while talking, stammering in delivering speech and being unable to convey the meaning of the conversation while communicating. There were some students who were less active while the learning process. The researchers obtained data by interviewing the students of class VIII B.

The problems of self-confidence faced by the students of class VIIIB at SMP Muhammadiyah Pakem towards the assertive training techniques is that the students cheated when the assignment was made by the teacher. It triggered the problems of distrust. The strategy is to use an assertive training technique and it is expected that the self-confidence on students of class VIIIB of SMP Muhammadiyah Pakem will increase. The basic assumption of assertiveness training is that an emphasized training allows people to have their rights (but not obligations) to express themselves (Corey, 2013: 264). Wolpe (in Walker, 1981: 292) The results of the research conducted by Asrowi, Chadidjah, and Ferisa Prasetyaningrum (2003) showed that there was an increase in the average value before and after being given treatment i.e. the average Pre Test was 90.8 and the average Post Test was 103.07. In addition, the results of the research conducted by Makinde, Bola O & Akinteye A. Jonathan (2013) showed an increase in self-confidence through assertive training techniques.

1.1. The structure

Every human being has advantages and disadvantages in various aspects, one of them includes self-confidence. Regarding this confidence, it will clearly be seen when an individual is doing various kinds of activities or daily activities. The things that should be take into consideration is that each individual has different experiences about self-confidence, either for themselves, friends, family or other people around them.

According to Fishbein & Ajzen (Parsons, Crft & Harrison, 2011: 53) "Self-confidence is belief." This is in line with the opinion of Preston (2007: 39) "When you think like a configuration person you feel confident and act more confident, commit yourself to taking charge of your thought." Self-confidence is characterized by a positive belief in one's abilities and positive beliefs about one's worth as an individual (Gaskill, 2011: 4).

Lauster (Ghufron & Rini, 2011: 35) argued that excessive self-confidence is not a positive trait. It can be concluded that self-confidence can help an individual to be able to easily adjust himself, motivate himself to be more accomplished. On the other hand, an individual with the lack of self-confidence will only make him feel smaller than others and pull himself from the association, thus it can inhibit the communication with others.

Various supporting studies on assertive training can increase self-confidence in students, this is supported by research from Makinde, Bola O & Akinteye A. Jonathan (2013) entitled "Effects of Mentoring and Assertiveness Training on Adolescent's Self Confidence in Lagos State Secondary School." The results showed that there was an increase in self-confidence through assertive training techniques.

The hypothesis is that group counseling carried out using assertive training techniques in all group members was performed openly and honestly, mutually expressing feelings and thoughts, accepting each other, empathizing each other, mutually respecting, supporting and a trust can increase self-confidence in students.

1.1.1. Reference citations

This article is divided into sections as follows: Section 1 contains an introduction. The researchers explain the research problems, the interest of the issue, and the justification for the problems. Section 2 presents a literature review that supports this research and contains previous related research. Section 3 describes the methodology. Sections 4 and 5 present the results and conclusion.

2. Literature Review

The students' self-confidence is a supporting factor in students' learning efforts to get the achievement. An individual with high self-confidence will face each change with pride, because they are able to adjust to these changes. He will also strive to get the achievement by developing his potentials.

Self-confidence grows from the belief to always doing it, even though feeling fear of failure. Lauster (Ghufron & Rini, 2011) argued that excessive self-confidence is not a

positive trait. It was concluded that self-confidence can help an individual to be able to easily adjust himself, and motivate himself to be more accomplished. Whereas the results also indicated that an individual with the lack of self-confidence will only make him feel smaller than others and withdraw himself from the relationship, thus it can inhibit communication with others.
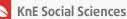
According to Maslow (Poston, 2009: 202), self-confidence is the basic capital for the development of self-actualization that will be able to recognize and understand themselves, so individuals who lack self-confidence will hinder the development of self-potential. The researchers provided group counseling services with assertive training techniques to increase self-confidence that aimed to make the students communicate well and confidently.

The basic assumption of assertive training techniques is that everyone has the right to express their feelings, opinions, belief and the attitude to do something without hesitation, but does not hurt the feelings of others (Corey, 2013: 264). Wolpe (in Walker, 1981: 292) directs assertiveness as the right expression of various anxieties. Assertive behavior is an honest and straightforward expression to others and oneself about feelings what are felt. The purpose of assertive training is to train individuals to express themselves what they feel and adjust in interacting, without any anxiety since each individual has the right to express feelings, opinions, beliefs and attitudes.

3. Material & Methodology

This research used action method. The data were collected using scale and observation techniques. The content validity carried out by the experts was ended by revising the research instrument, so the content was valid in terms of the instrument. The instrument was a trial sample of 31 students with purposive sampling techniques by using Wilcoxon test. Self-confidence can increase students' assertive behavior. This can be seen from the score of action I and action II. The results of cycle I Pre Test score were 56.4, then increased after Post Test I to 85.4 and Post Test II to 97.2 in class VIIIB of SMP Muhammadiyah Pakem.

4. Results and Discussion

4.1. Result

There was an increase in self-confidence. The results of Wilcoxon signed ranks test confirmed that the hypothesis was acceptable. These results indicated an increase in self-confidence by using assertive training techniques.

TABLE 1: Results of Wilcoxon Signed Ranks Test of Self Confidence.

Test Statistics[a]	
	Post Test - Pre Test
Z	-2,032[b]
Asymp. Sig. (2-tailed)	,042
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on table 1, the results of Wilcoxon test show that Z count is -2,032 and sig of 0,042. This shows that the sig value of 0.042 is smaller than <0.5 (with a level of error of 5%). It can be then concluded that "Ha is accepted". This means that there is an increase in self-confidence by using assertive training techniques in high school students of class VIII B.
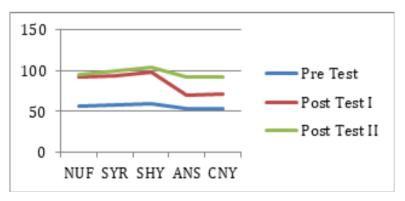

Figure 1: Graph of the increase in students' self-confidence after action.

Based on Figure 1, it can be concluded that there is an increase in the self-confidence score in each student in two cycles according to the results of the Pre Test, Post Test I and Post Test II. The following table presents the average increases in students' self-confidence:

TABLE 2: Average Score of Pre Test and Post Test of Research Subjects.

Aspect	Rata-Rata		
	Pre Test	Post Test I	Post Test II
Student's Self-confidence Score in Class VIIIB at SMP Muhammadiyah Pakem	56,4	85,4	97,2

4.2. Discussion

An individual is required to be honest to himself and to the expression of his feelings, opinions and needs proportionally, without any intention to manipulate, exploit or harm others. Assertiveness means communicating what is obviously desired by respecting both personal rights and others' rights. Increasing students' self-confidence in the implementation of these actions showed that group counseling techniques by using assertive training techniques can increase their self-confidence.

The results of giving assertive training techniques to self-confidence indicated that students could believe in their abilities, start having the desire to succeed, not easily give up, responsible, start to be open and get along with others. This happened since the students were trained to have self-confidence, practiced to say "no" to the thoughts and behaviors that are not assertive and practiced to express themselves through the assertive training techniques.

The findings of the hypothesis were in line with the research conducted by Makinde, Bola O & Akinteye A. Jonathan (2013) who found that assertive training techniques can increase self-confidence in high school students. Another one, Mahrup (2013) stated that when the teachers point out the students to come to the front of the class to answer the questions or read, many students are feeling shy and tend to not be confident while talking in front of their classmates. In addition, other studies also mentioned that people who are not confident tend to rely more on the approval of others to be happy with them. As the result, they tend to avoid the risk of fear to fail. They generally do not expect success. They often demean themselves and tend to ignore the completion paid to them (Dr. Manisha Goel & Preeti Aggarwal, 2012).

5. Conclusion

The implication of the findings of subject hypothesis test is that this research has the potential to increase self-confidence by using assertive training techniques. It is also expected to be a benchmark for interventions that can be started to give to the students from the period of high school by considering some factors related to self-confidence.

Although the results of this research have many limitations, the findings are expected to be one of the basics for providing personal guidance services to students to have high self-confidence. Therefore, the further research is highly expected to deepen the factors affecting low self-confidence.

Acknowledgement

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