



Application of Assertive Training to Improve Self-esteem of Adolescent

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Abstract. Self-esteem is an individual's ability to describe his situation, both positive and negative. Adolescence is an important period for the formation of self-esteem. The more individuals are able to describe positive abilities about themselves, the higher the level of self-esteem of the individual. Conversely, the higher the individual's ability to describe negative abilities in himself, the lower his self-esteem. Low individual self-esteem can be caused by the inability to be assertive towards others. Therefore, assertive training (assertive training) is important to be carried out on an ongoing basis. By doing assertive training, adolescent expected to be able to increase their self-esteem and avoid bullying by their peers. The research method used is literature review and documentation techniques as data collection. The data collected is related to the research problem being studied, namely assertiveness training to increase adolescent self-esteem. The results of the study found that assertive training was effective in increasing adolescent self-esteem.

Keywords: Self-Esteem · Assertive Training · Adolescent

1 Introduction

Adolescence is a phase that will be passed by every individual to reach adulthood. During adolescence, individuals will experience several changes to their development including biological, physiological and psychological aspects [1]. At this time, adolescents experience many physical changes related to changes in height and body shape. In addition, if the adolescent is accompanied by a negative self-assessment about himself which results in a decrease in self-esteem in adolescents [2]. Individuals who are in the adolescent phase begin to search for their identity by being actively involved in social groups. The process of finding the identity of adolescents will help adolescents to find the potential that exists in themselves.

Therefore, self-esteem is an attitude that refers to the perception of a person's value, whether it is a positive or negative attitude [3]. Self-esteem is important in improving the quality of education so that students are able to actualize themselves optimally [4]. When self-esteem cannot be met, students will have difficulty adjusting to adapt in their social environment. The impact will cause self-upheaval in students in the form of feeling

inferior, closed, embarrassed, not confident and that can hinder their potential. Problems that can cause psychological upheaval in students which will have an impact on academic achievement and cause juvenile delinquency [5]. However, if the need for self-esteem can be met optimally, it is likely that they will gain recognition in their environment.

Symptoms of decreased self-esteem will cause low self-esteem, excessive shame and self-doubt, stay away from relationships in the surrounding environment, feel worthless, experience anxiety in facing something new, and unable to be enthusiastic in participating in learning activities [6]. Subsequent effects of low self-esteem can affect health, social skills and achievement, causing loneliness and depression as well as involvement in deviant behavior [7]. According to Miller, self-esteem relates to the mismatch between the ideal (how it should be) and the self-concept (how it actually is) the greater the difference, the lower one's self-esteem. The weaker the self-concept that a person has, the less self-esteem he has [8].

Given the reason students have low self-esteem because there is no strong self-concept, so it is necessary to make efforts to change the way of thinking that will have an impact on one's behavior. Efforts that can be made to increase self-esteem in students are assertive training techniques. Assertive training technique is a means or a tool to improve interpersonal relationships in everyday life. Assertive training is the ability to communicate one's desires for what is felt and thought without any element of hurting the feelings of others. "Assertive training shows you how to communicate what you want, change negative thinking patterns, respect your own opinion, convey rejection and criticism and how to build self-esteem [9].

Assertive training will make students able to reject what is not in accordance with themselves which has an impact on increasing student self-esteem. Assertive training is a technique that can be used to change inappropriate individual behavior. The relation with self-esteem is that individual self-esteem is determined by one's self-image with one's ideal self. Assertive training was given to research subjects to get closer to the ideal self with self-image. Research conducted by Mujiyati (2015) shows that the practice of recording thoughts and reinforcement given systematically in assertive training techniques on the cognitive structure of students who are victims of bullying has been proven empirically effective in increasing aspects of self-esteem [10].

The effectiveness of applying assertive training to increase adolescent self-esteem has been carried out by several studies. In practice, assertive training requires habit and continuous practice. A behavioral approach that is rapidly gaining popularity is assertive training. This technique can be applied to individuals who are in an interpersonal situation and find it difficult to accept the fact that affirming or asserting oneself is the right action [11].

2 Method

The research method used is meta-analysis. Meta-analysis is defined as a model based on a study of the results of previous research, having the same problem or studying problems based on longitudinal data. In simple terms, meta-analysis is an analysis of the results of a particular analysis. The steps taken in this study were calling, collecting, reviewing, coding, and ending with the interpretation of the results of the research

study [13] states that the detailed meta-analysis steps can be explained as follows: (1) Determine the topics to be studied, namely assertive training to increase adolescent self-esteem; (2) Determine the period of publication of research journals as data sources, both nationally and internationally; (3) Search and find previous research journals related to the topic under study; (4) Read the titles and abstracts of previous research results to see if the content is compatible with the problem under study, namely assertive training to increase adolescent self-esteem; (5) Reviewing research journals and problem focus, research methodology (covering the type of research, place and time of research, method, population, sample, sampling technique, data analysis technique), and results; (6) Categorizing every result of previous research that has been reviewed; (7) Comparing the results of previous studies that have been reviewed, by category; (8) Synthesize by reviewing the results of previous studies; (9) Summing up.

The category of research journals as data sources, among others, was reviewed from the year of publication of the journal, sample size, control and experimental groups, type of treatment, and length of treatment [12]. Furthermore, the researcher himself is an instrument in this study (human instrument). Data collection uses documentation techniques to collect relevant research journals. The research journal in question is counseling research using assertive training to increase adolescent self-esteem. In addition, these research journals have been published in the period 2011 to 2020, both nationally and internationally. Five journals were reviewed with the theme of assertive training to increase adolescent self-esteem, two journals focused on junior high school students, and the rest on high school students. The research sample used a purposive sampling method with an emphasis on alignment between the main research themes and the existing research samples. Data analysis used is quantitative and qualitative. Quantitative analysis is used to review research results and is made in the form of proportions. Meanwhile, qualitative analysis of data analysis was carried out descriptively and narratively.

3 Results and Discussion

3.1 Result

The research results obtained are research journals that have the same topic. Furthermore, the various journals obtained were analyzed one by one to find out the similarities and differences specifically regarding assertive training to increase adolescent self-esteem.

Meta-analysis Based on Research Objectives. Various objectives regarding the application of assertive training to increase adolescent self-esteem obtained through national and international proceedings and journals found several differences. The general results of various studies in the five-research documentation can be explained in Table 1.

Meta-analysis Based on Research Design. Looking at some of the results of research on the effectiveness of assertive training to increase adolescent self-esteem, five previous research results were found using research designs, including pre-experiments, action research and experiments. The findings can be described in detail in Table 2.

Meta-analysis Based on Population/Sample. Based on the population or samples used from the five research journals, it was found that the implementation of assertive training consisted of a collection of assertive and self-esteem training points from various books, previous scientific studies, junior high and high school students. School/vocational students. As for the results of the meta-analysis of five research journals that have implemented assertive training, reviewed based on population or research sample can be seen in Table 3.

Table 1. Research Objectives on the Application of Assertive Training to Improve Adolescent's Self-Esteem

No	Research design	Frequency	Percentage (%)
1	Pre-experimental	2	40
2	Action research	1	20
3	Experiment	1	20
4	Single subject	1	20
Total			100

Table 2. Implementation of Research Design Application of Assertive Training to Improve Adolescent's Self-Esteem

No	Research design	Frequency	Percentage (%)
1	Pre-experimental	2	40
2	Action research	1	20
3	Experiment	2	40
Total			100

Table 3. Population/Research Sample Application of Assertive Training to Improve Adolescent's Self-Esteem

No	Research design	Frequency	Percentage (%)
1	10 MTs students	1	20
2	Class VIII Junior High School students	1	20
3	8 students of SMK Class XI TMO 1	1	20
4	Class X student SMA Y	1	20
5	355 High School Students	1	20
Total			100

Meta-analysis Based on Data Collection Methods/Techniques. Based on the results of a study on the application of assertive training to increase adolescent self-esteem obtained from five research journals, it was found that the data collection methods of literature review, observation, interviews, treatment processes, as well as therapy and questionnaires were most often used. The results of a study of the five research journals can be seen in Table 4.

Meta-analysis Based on Data Analysis Used. Data analysis that is often used in five research journals on the application of assertive training, consists of: descriptive statistical data analysis and inferential statistical t-test, descriptive statistical data analysis and inferential statistical data analysis Wilcoxon signed rank test. The results of the study in this section can be seen in Table 5.

3.2 Discussion

Summarizing the results of several studies on the application of assertive training to improve self-esteem, the following conclusions can be drawn:

First, in each individual self-esteem has a different level from one another. Perspective, self-image and self-esteem that cause students to have different levels of self-esteem. The more a person views of positive things about himself, the better the level of self-esteem. Conversely, if the individual looks down on himself, the level of self-esteem will decrease. Low self-esteem in students becomes a problem that must be handled so that students are able to optimize themselves optimally so that students can achieve

Table 4. Research Data Collection Methods/Techniques Application of Assertive Training to Improve Adolescent's Self-Esteem

No	Research design	Frequency	Percentage (%)
1	Self-esteem psychological scale	3	60
2	Treatment/treatment pre-test-post-test	2	40
Total			100

Table 5. Data Analysis in Research Implementation Application of Assertive Training to Improve Adolescent's Self-Esteem

No	Research design	Frequency	Percentage (%)
1	Descriptive statistics and t-test inferential statistics	2	40
2	Descriptive statistics and inferential statistics Wilcoxon signed rank test	1	10
3	Descriptive statistics, observations, interventions	2	40
Total			100

maximum achievement in school. The level of self-esteem that students have cannot be said to be very good, so it is necessary for families, schools and communities to pay attention so that all students can improve and maintain self-esteem in order to organize a better future [14]. Seeing this condition, some suggestions can be given to the school and students. For School Counselor who find students have low self-esteem, they can use assertive training techniques as a way out. It is recommended that after completing the treatment, the School Counselor conducts a long-term evaluation to see the self-esteem graph owned by the students. In the application of assertive training techniques, guidance and counseling teachers should pay attention to several aspects to support successful implementation such as student willingness, implementation time, rapport development, facilities used and ice breaking.

Second, the study was conducted to test whether assertive training can increase the self-esteem of victims of cyberbullying in students of SMPN 5 Sidoarjo. Researchers conducted a pre-test to 5 victims of cyberbullying who were given a self-esteem questionnaire that became the subject of the study. Then these 5 students were given treatment in the form of assertive training which aims to increase the self-esteem of victims of cyberbullying. After being given treatment, the subject was given a post-test to determine the difference in the results of the pre-test and post-test before being given treatment and after being given treatment. Based on the results, it can be concluded that "Ha is accepted", meaning that there are differences in the results of cyberbullying victims' self-esteem for pre-test and post-test, so it can be concluded that "assertive training can increase the self-esteem of cyberbullying victims" [15]. Similar research too shows that bullying exists in schools and needs to be handled appropriately and systematically. This study provides results that can answer conditions in schools regarding victims of bullying and at the same time empower school counselors in dealing with bullying cases. Scenario assertive training prepared using the PLSIM model is in accordance with previous conceptual studies, which is useful for helping to improve individual assertive skills. Assertive skills are given, aimed at victims of bullying so that they can express their feelings and opinions about the treatment they experience to bullies [16].

Third, formation self-esteem occurs since childhood and is open to constant change. Burns [17] describes the formation of self-esteem includes psychological, namely: self-evaluation (self-evaluation) and self-esteem (self-worth). Self-evaluation (self-evaluation) refers to making judgments about self-importance. While self-esteem (self-worth) is a feeling that the self is valuable. Level self-esteem determine many things that will happen in a person's life. Level of self-esteem determined by how well self-image person's current performance and behavior with self-ideal A person is a description of a person's behavior when he is in the best condition. Individuals with self-esteem High is an individual who is satisfied with his character and abilities. Individuals will receive and give positive awards to themselves so that they will foster a sense of security in or react to stimuli from the social environment. Individuals with self-esteem highly expect verbal input from others to judge him/herself. Individuals see themselves as valuable, important and valuable. Individuals with high self-esteem is an active and successful individual and has no difficulty in building friendships and is able to express opinions. Assertive training which is done with group counseling services, with a moderate number of members (8 students) able to develop group dynamics. The dynamics of this group motivate

each group member to be open and develop, so that in assertive training they are able to properly grow and improve the following components of self-esteem: (1) Power shows an ability to influence and control their own behavior and behavior of others based on the recognition and respect that individuals receive from others. (2) Significance shows the concern, attention and affection that individuals receive from others. (3) Virtue shows the existence of an obedience to follow moral and ethical standards.

With the development of these components properly, it is expected that all group members (subjects) have high self-esteem. Individuals with high self-esteem will be able to build good and healthy relationships with others, be polite and make themselves successful, and show the following behavioral characteristics: something confidently and not easily discouraged. (2) Goal oriented (referring to the final result), namely when you want to do something, you always think about the steps that will be taken to achieve that goal by thinking about all the consequences that are expected to arise and thinking about other alternatives to achieve that goal. (3) Appreciative (appreciate), that is to feel enough and always be able to appreciate those around him and be able to share his pleasures with others. (4) Contented (satisfied/happy), which is able to accept himself as he is with all his weaknesses and strengths and has a high tolerance for the weaknesses of others and is willing to learn from others [18].

Fourth, after the intervention, there were significant changes in students' aggression, surrender, and assertiveness in the experimental group. However, no changes were described in the control group, where no training was provided to students. This shows that assertiveness training has significantly changed students' behavior from obedient behavior to assertive behavior and from aggressive to assertive behavior. Regarding submissive behavior, a significant difference was observed between the pre-test and post-test submission scores in the experimental group. The results obtained by this confirm that before the intervention students had a less assertive attitude because they could not share or express their views because they had threats of rejection, were afraid of losing respect, and were judged negatively. They also avoid conflict by avoiding communication about their wants, feelings, opinions, and needs, which damages their relationship in the long run. However, as we showed from the results that after the intervention, assertive training helped them how to express freely and stand in front of others without hesitation [19].

Fifth, global living conditions involve constant survival skills and people of all ages should be equipped with these skills; important issues that educational organizations should focus on them. As literature points [20] point out the importance of skills influencing self-esteem and also self-efficacy of adolescents. In addition, a trained counselor suggests that by learning how to communicate, the counselee can honestly and directly train himself to be assertive [21].

4 Conclusion

Based on a summary taken from five studies involving the application of assertive training to improve adolescent self-esteem, assertive training has an effective performance in dealing with trauma cases in children, adolescents, and even adults. This study specifically discusses the impact of the application of assertive training on adolescent self-esteem, both at the junior and senior high school levels. The results of the study were

obtained through the acquisition of data from the pre-test and post-test, to describe whether or not there was a change in scores on students' self-esteem. Pre-test results were obtained before giving treatment to students and post-test results were obtained after giving treatment/therapy. From five studies concluded that the application of assertive training is effective in increasing adolescent self-esteem.

In each individual self-esteem has a different level from one another. Perspective, self-image and self-esteem that cause students to have different levels of self-esteem. The more a person views positive things about himself, the better the level of self-esteem. Assertive exercise is basically a technique used to change maladaptive behavior. In the research that has been done, it has also been proven that assertive training is able to increase self-esteem so that students/counselees can avoid bullying, including what is done in cyberspace (cyberbullying).

Its effect on self-esteem is determined by how well a person's self-image fits with the self-ideal. Assertive exercises are given to students who have low self-esteem to get closer to their self-ideal and self-image. Students are trained to respond to situations by behaving or doing something (self-image) in accordance with what should be (self-ideal). With this exercise, students can find out how much they like themselves based on their evaluation and habits of seeing themselves, belief in their abilities, meaning and self-worth. Assertive training techniques help students to describe themselves positively and as they are. When someone often practices to improve the quality of life without complaining and keeps trying to get closer to the self-ideal with self-image.

After implementing assertive training for adolescents, it can be seen specifically that individuals with high self-esteem will be able to build good and healthy relationships with others, be polite and make themselves successful, and exhibit the following behavioral characteristics: (1) Self-confidence, which is to face everything confidently and not easily give up. (2) Goal oriented (referring to the final result), namely when you want to do something, you always think about the steps that will be taken to achieve that goal by thinking about all the consequences that are expected to arise and thinking about other alternatives to achieve that goal. (3) Appreciative (appreciate), that is to feel enough and always be able to appreciate those around him and be able to share his pleasures with others. (4) Contented (satisfied/happy), which is able to accept himself as he is with all his weaknesses and strengths and has a high tolerance for the weaknesses of others and is willing to learn from others.

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