

## **Assertive Behavior Development for Drug Abuse Prevention through Group Guidance Services**

**Putri Gusti Maulinsari<sup>1</sup>, Diana Septi Purnama<sup>2</sup>**

<sup>1</sup> Yogyakarta State University, Yogyakarta, Indonesia; e-mail: putrigusti.2020@student.uny.ac.id

<sup>2</sup> Yogyakarta State University, Yogyakarta, Indonesia; e-mail: dianaseptipurnama@uny.ac.id

---

### **ARTICLE INFO**

#### **Keywords:**

Group Guidance;  
Assertive;  
Drug abuse

---

#### **Article history:**

Received 2022-01-13  
Revised 2022-04-09  
Accepted 2022-08-13

### **ABSTRACT**

This study aims to determine one kind of student attitude that must be developed by students to avoid drug abuse, namely assertiveness. To develop assertiveness, counseling teachers/counselors can train them in group guidance services. This study used an experimental method with one group pre-test and post-test design, the sample used was students who have low scores on assertive behavior. Data were collected using a questionnaire assertive instrument with a Likert scale. This study contains the analysis using a statistical t-test. The results showed that the influence of group counseling services on assertive behavior for the prevention of drug abuse with t-count (7.043) > t table (1.83) with = 0.05.

---

*This is an open access article under the [CC BY-NC-SA](#) license.*



### **Corresponding Author:**

Putri Gusti Maulinsari

Yogyakarta State University, Yogyakarta, Indonesia; email: putrigusti.2020@student.uny.ac.id

---

## **1. INTRODUCTION**

Teenagers as social beings will always relate to other people. Being a teenager means that you are required to start getting used to socializing with other people. The need to interact with other people has been felt since the age of six months when the child has been able to recognize other humans, especially mothers and family members (Wahyu & Muslikah, 2019). One of the developmental tasks experienced by students is to achieve new, more mature relationships with peers and strive to achieve social roles in their environment (Independence & Mother, 2015). One of the social relationships experienced by adolescents is the relationship with peers. By establishing relationships with peers, one of the important behaviors for students to have is assertive behavior. Assertive behavior for teenagers has a role to make it easier to socialize with their environment, avoid conflicts because they are honest and straightforward, and teenagers can solve their problems effectively. As the problem of drug abuse is a problem that poses a serious threat to almost all countries in the world. At the international, regional, and even domestic levels, the problem of drug abuse is unavoidable. Where the Guidance and Counseling Teacher (BK) is one of the service providers that can equip students to prevent drug abuse. Through counseling services, it is hoped that students will be able to overcome the problems they experience, this is considering that counseling services facilitate the development of students,

individually, in groups, and or classically, according to their needs, potential, talents, interests, developments, conditions, and opportunities that they have (BSNP, 2016).

This service is one type of guidance and counseling service, namely by carrying out group guidance services, group guidance also helps overcome weaknesses and obstacles as well as problems faced by students. One of the behaviors that students must develop to avoid drug abuse is assertiveness. Assertiveness is behavior that displays courage honestly and openly when expressing desires, feelings, and all thoughts as they are, without offending other individuals and while maintaining their rights (Afif & Listiara, 2018). Furthermore, Hasanah in Afif & Listiara (2018) adds, thus assertive attitudes or behavior between individuals can be well and effectively established. This will happen because of mutual respect and respect by upholding the value of honesty, namely by expressing feelings firmly, broadly, and not violating human rights, and without hurting the feelings of others when it is needed by an individual in a relationship between individuals. One of the methods to improve assertive behavior is assertiveness training. Through this assertiveness training, adolescents are also trained to express their thoughts and feelings and can respond to rejection and requests to use drugs as well as drug abuse. This method is considered appropriate to increase assertive behavior is to using assertiveness training. Assertiveness training is used because it requires direct social interaction, whereas increasing assertive behavior requires the involvement of other people's roles as responders and sources of feedback. The concept of assertiveness is simply saying no and doing what we want, and getting what we want at work, in social situations, and at home.

To develop an assertive attitude, BK teachers/counselors can train them in group guidance services. Group guidance services are an appropriate technique used to develop students' assertive behavior, especially for the prevention of drug abuse because group guidance services help individuals meet their needs to achieve self-actualization. Assertive behavior is a positive self-affirming behavior that proposes personal life satisfaction and improves the quality of relationships with others (Sofah, 2017). For the purpose to increase assertiveness through group guidance services, the results show that group guidance services can increase student assertiveness (Putri, 2020). Based on the description above, it is explained that low assertive behavior needs to be handled in to develop properly because if it continues it can harm daily life. The level of assertive behavior is influenced by several factors, namely: (1) family, (2) school, and (3) workplace (Anastia Muntazia, 2015). Meanwhile, Rathus in Suarti (2012: 90) suggests that the development of assertive behavior is influenced by several factors, including (a) gender, (b) personality, (c) intelligence, and (d) culture (Khiyaroh, 2019).

Group guidance is a counseling guidance service strategy that is included in the basic service program component. Prevention is defined as an effort to hold back so that something bad will not happen or an effort to prevent something unwanted from happening. Prevention or overcoming of drug abuse is a method taken in the context of reducing both the use, production, and illicit traffic of Narcotics and can be carried out by everyone individually, society, and the state (Amriel, 2008). Basic services are assistance services to all students through classroom or out-of-class activities, which are presented systematically, to help students develop their potential optimally (Purnamasari, 2017). Meanwhile, Gibson & Mitchell stated that group guidance refers to group activities that focus on providing information or experience through planned and organized group activities (Gibson & Mitchell, 2015). Group guidance service is one of the services that aim to assist the optimal development of students. The success of the service is strongly influenced by the goals to be achieved in the group guidance that will be held. In this study, the sample used was purposive sampling, so the research sample was students who had low scores on assertive behavior, totaling 10 people. The instrument used in this study was to use a questionnaire, to measure the assertive behavior of students, totaling 39 items out of 50 questionnaire items that were tested using a Likert scale. The data analysis technique used inferential statistics, namely using the t-test formula with a significance level of 0.05.

Putri Hervita Sari's research (2016) shows that group guidance services are effective in increasing student assertiveness at SMKN 9 Padang. Then the research of Silvia, Gusneli, and Rici Kardo (2016) shows that group guidance services seen from the cognitive, affective, and psychomotor aspects of

students after being given group guidance services are in the very good category with group guidance services students understand about the dangers of drugs along with peers and students know the dangers of shared drugs for themselves and can damage the future. So students can avoid the dangers of drugs in the school and community environment. Research conducted by Putri and Sofah (2018) shows that research shows that there is an effect of group counseling services on assertive behavior for the prevention of drug abuse with  $t$  count (7.043) >  $t$  table (1.83) with  $\alpha = 0.05$ . In addition, research conducted by Firman and Amalianita (2019) concluded that group guidance services are effective in increasing student assertiveness in preventing drug abuse. Specifically, the conclusions can be drawn as follows: (1) There is a significant difference in the assertiveness of the experimental group students before and after being given group guidance services (2) There is no significant difference in the assertiveness of the control group students who are given conventional group guidance services (3) There are differences which are significant in the assertiveness of the experimental group students who were given group guidance services while the control group was given conventional group guidance services.

## 2. METHODS

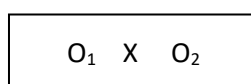
### Types of the Research

This study used experimental research methods. In this study, the experimental method was carried out to investigate whether or not the development of assertive behaviour was used to prevent drug abuse through group guidance services. In this experimental study, a pre-test-post-test control group design research model was used with one type of treatment.

The method used in this research is Pre-Experimental Designs (non-designs), which is a research that is not yet a real experiment. This is because there are external variables that also influence the formation of the dependent variable. In other words, the experimental results in the form of the dependent variable are not solely influenced by the independent variable. This can happen because this study did not have a control variable and the sample was not chosen at random.

The form of pre-experimental design used in this study was a one-group pre-test-post-test design. Namely giving a pre-test before being given treatment. Thus the results of the treatment can be known more accurately because they can compare with the situation before being treated.

The experimental design that will be used in this study is a pre-experimental design with a one-group pre-test-post-test design as illustrated in the following design.



$O_1$  = Pre-test score (before the treatment)

$O_2$  = Post-test score (after the treatment)

$(O_2 - O_1)$  = Group Guidance Service

### Population and Sample

The population is a generalization area consisting of subjects/objects that have certain quantities and characteristics determined by researchers to be studied and concluded (Sugiyono, 2020). In this study, the population was grade VII students at SMP Srijaya Negara Palembang in even semester 2021 with a total of 235 students divided into eight classes. The selection of the SMP Srijaya Negara Palembang as the research location was based on the consideration that 60 students had low assertive behavior in the study. These were students who were administratively registered and active in learning at SMP Srijaya Negara Palembang as measured by the Problem Check List (DCM).

In this study, the researcher only took 10 students as a sample, determining the sample with a total of 10 students referring to the theory that states that the group's ineffectiveness will begin to be felt if the number of group members exceeds ten people (Priyitno, 2017). Therefore, the researcher

determined the number of samples as many as 10 students so that the process of giving treatment in the form of group guidance services can run effectively. So the sample in this study was 10 students of class VII SMP Srijaya Negara Palembang.

#### Technique for Collecting the Data and Technique for Analyzing the Data

This observation was carried out when students carried out group guidance and the data collection tool in this study was in the form of a student assertive behavior questionnaire. The preparation of observation guidelines was carried out to facilitate the observation of the development of students' assertive behavior before, during, and after the implementation of group guidance services. This observation guide is used to complete data on students' assertive behavior and to find out changes in assertive behavior during treatment so that the results can be used to support quantitative data. The scale data collection technique given to the respondent as the party being studied uses the Likert scale (Sugiyono, 2020). The statements that will be given are following the needs, namely about the assertive behavior of the seventh-grade students of SMP Srijaya Negara Palembang. It is in the table below.

**Table 1. Likert Scale**

Favorable Statement (+)			Unfavorable Statement (-)		
N	Catego	Sco	N	Catego	Sco
o	ries	re	o	ries	re
1	SA	4	1	SA	1
2	A	3	2	A	2
3	D	2	3	D	3
4	SD	1	4	SD	4

Where this questionnaire is compiled based on aspects of assertive behavior, the instrument used in this research is to use a questionnaire, to measure the assertive behavior of students, totaling 39 items out of 50 favorable and unfavorable questionnaires. The research modifies the questionnaire compiled by Siampa (2011) which refers to aspects of assertive behavior from Alberti & Emmons. Which refers to being tested using a Likert scale. The data analysis technique used in this study consisted of initial data and final data. The initial data analysis was seen from the pretest before being given treatment and the final data analysis was seen from the posttest after being given the treatment. Development of assertive behavior for the prevention of drug abuse through group guidance services to determine differences in assertive behavior using the t-test technique and for its management using program assistance using inferential statistics version 26 for Windows using the t-test formula with a significance level of 0.05.

### 3. FINDINGS AND DISCUSSION

#### 3.1. The Result of the Research

From the data, it can be seen that of the 10 students who took the pre-test, none of the students were in the very high and very low categories, from 10 students, 1 student is in the high category, 2 students are in the medium category and 7 students are in a low category. This shows that students' assertive behavior needs to be improved to support student development so that it is more optimal.

The description of students' assertive behavior before receiving treatment in the form of group guidance services. A comparison of students' assertive behavior before and after receiving group guidance services can be seen by comparing the results of the pre-test and post-test. The following table presents a comparison of the level of assertive behavior before and after receiving treatment.

## 2.2. Figures, Tables and Schemes

Based on the results of the data analysis using the t-test statistic, it was found that there was an average pre-test value of 122.1 and 151.1 post-test. More details can be seen in Table 1. Description of the data as follows:

**Table 2. Data Description**

	Activities	N	Sid.Deviation	Sid.Error Mean
Post-test	1.5110E2	10	10.1529	3.21265
Pre-test	1.2210E2	10	5.85852	1.85263

The results of the analysis of Table 1. Description of the data using the t-test formula, it was found that there was an effect of group guidance services on assertive behavior for the prevention of drug abuse to be more clearly seen in the following:

**Table 3. The Effect of Group Guidance Services on Assertive Behaviour for Drug Abuse Prevention**

Subject	Mean	N	Sid.Deviation	df	t
Post-test	1.5110E2	10	10.1529	9	7.043*
Pre-test	1.2210E2	10	5.85852		

The results of the analysis performed using the t-test technique showed that t count 7.043 > t table 1.83 with  $\alpha = 0.05$ . This shows that there is an effect of group guidance services on assertive behavior for the prevention of drug abuse. These results are strengthened by descriptive analysis. A comparison of the results felt by each subject before and after group guidance showed a difference where the average value of students' assertive behavior before group guidance was 122.1 to an increase in the average value of student assertiveness after being given treatment which was 151.1.

## Discussion

Based on the results of the study, it is known that there is an influence of group guidance services on assertive behavior for the prevention of drug abuse. Students who have low assertiveness tend to experience bullying and lose their self-esteem while at school. Related to guidance and counseling services in schools, the influence of student learning in participating in this training occurs in the student learning process by carrying out group guidance service activities in increasing student assertive behavior. Guidance and counseling teachers in helping the problems faced by their students. Assisting students can be in the form of providing effective counseling. Group guidance can be used as a way to increase students' assertive behavior to prevent drug abuse.

Group Guidance Services discuss general topics of concern with group members by utilizing group dynamics. Where group guidance is intended to prevent problems or difficulties from developing in each group member. Group Guidance is often interpreted narrowly and simply, which sometimes is not related to the true meaning and purpose of guidance and counseling. Group guidance is intended to prevent the development of problems or difficulties in individuals by being carried out in groups (Putri, 2020).

One of the benefits that can be obtained by group members through group guidance services is being able to make the right choice and be done wisely to prevent drug abuse (Elida, 2018).

In training, there is a learning process, positive changes in behavior, and training criteria. What is successful is determined by: 1. the readiness of the participants includes the attitude and readiness of the participants, thereby motivating them to learn 2. The structure of the training program includes when, where, how, and for how long the training is held 3. Transfer of training how to transfer learning from the training situation to the real work environment 4. Learning outcomes how are learning outcomes applied? More effective behavior after the training takes place from the trainees is the main objective of the training. Teaching that influences behavior then the teaching has transfer value. Effects that generate profits are called positive transfers (Hamriana, 2021). The success of the transfer is determined by the similarities between the training situation and the situation of everyday behavior. In this study, Assertive training can be used to develop student soft skills to support the success of interpersonal communication in students.

Self-concept has a strong influence on one's behavior, self-concept as a person's beliefs, views, or assessments of himself (Afif & Listiara, 2018). Adolescents who have a positive self-concept have confidence that they can overcome their problems, and realize that each individual has their rights. Through this explanation, adolescents must have a positive self-concept to develop assertive behavior in adolescents, so that the socializing process goes well.

Assertiveness is influenced by several factors, one of which is self-esteem. The relationship between assertiveness and anxiety has an impact on mental health, the process of implementing education, and daily life. Students should be given training by equipping them with the necessary skills to interact with others, increase assertiveness and reduce anxiety. Similar research on Enhancement Of Assertive Behavior Through Psychodrama Techniques Of The Students In Class VII D In Junior High School State 2 Moyudan (2017). This study succeeded in increasing assertive behavior with psychodrama techniques for junior high school students. By behaving assertively, a person can communicate what they want honestly, not hurt others and themselves, feel and think about others but still maintain and respect the rights and feelings of others besides that we get what we want. This technique can also be used to train someone who has difficulty by stating that their actions are not right (Mohammad, 2018). Assertive behavior is not created by itself but needs to be trained in such a way that assertive behavior can be applied properly, but assertive behavior is influenced by several factors including gender, self-esteem (beliefs), culture, education level, personality type, and situation certain surrounding environment (Purnamasari, 2017). Assertive behavior needs to be instilled from an early age because assertiveness is not something outward but rather a pattern of attitudes and behavior that is learned as a reaction to various social situations that exist in the environment. In addition, assertive behavior is not innate or appears by chance at the stage of individual development, but is a learned pattern as a reaction to social situations in life. So this assertive behavior can grow and develop over time if the individual learns continuously to develop assertive behavior within himself (Hasanah et al., 2010).

Assertiveness involves many different behaviors, for which it needs to be trained and practiced. Assertive behavior patterns are formed from childhood. Parents who show fear and anxiety will cause children to be submissive (non-assertive). Parents who tend to blame others or use fear of punishment as discipline cause children to become aggressive, if we are not from an assertive environment, we must be able to change behavior to be assertive. One of the techniques to achieve assertive behavior is to do observation, that is, if we are not sure about the type of personality we have, then observe attitudes,

body movements, reactions, and responses to the environment. Assertive people develop effective ways of dealing with situations that produce anxiety. Assertive people strive to demonstrate positive qualities and abilities. Assertive behavior can be shown from the non-verbal aspect, namely "Body Language" or different body language. Body language shown in assertive behavior is a non-verbal aspect that plays an important role in the success of communication. According to Sam R Lloyd (1991) in communication, what is more, essential is how you say it. Most people use the term "Body Language" to refer to all aspects of interpersonal communication beyond word choice. Everything matters when a message is being delivered: tone of voice, volume, intonation, pace, eye contact, facial expressions, gestures, changes in position, posture, and so on.

#### 4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that this indicates that there is an influence of group guidance services on assertive behavior for the prevention of drug abuse. Students who have low assertiveness tend to experience bullying and lose their self-esteem while at school. Related to guidance and counseling services in schools, the influence of student learning in participating in this training occurs in the student learning process by carrying out group guidance service activities in increasing student assertive behavior. Guidance and counseling teachers in helping the problems faced by their students. Assisting students can be in the form of providing effective counseling. Group guidance can be used as a way to increase students' assertive behavior to prevent drug abuse.

Based on the researcher's direct experience in the research process, there are some limitations experienced and can be several factors so that future researchers can pay more attention to further refine their research because this research itself certainly has shortcomings that need to be improved in research. -Future research. Some of the limitations in this study, among others: 1. The number of respondents who were only 10 people, of course, is still not enough to describe the actual situation. 2. In the process of collecting data, the information provided by the respondent through the questionnaire sometimes does not show the respondent's true opinion, this happens because sometimes the thoughts, assumptions, and understandings are different for each respondent, as well as other factors such as the honesty factor in filling out the respondent's opinion in the questionnaire.

#### REFERENCES

- Afif, R. Y., & Listiara, A. (2018). Hubungan Antara Konsep Diri Dengan Asertivitas Pada Remaja Di Sma Islam Sultan Agung 1 Semarang. *Jurnal Empati*, 7(2), 9–17.
- Amriel, R. I. (2008). *Psikologi kaum muda pengguna narkoba*. Penerbit Salemba.
- Anastia Muntazia, D. (2015). *Kaitan Antara Pola Asuh Permisif Dengan Perilaku Asertif*. Universitas Muhammadiyah Surakarta.
- Arikunto, S. (2010). *Metode penelitian*. Jakarta: Rineka Cipta.
- BNN. (2018). *Peran Remaja Dalam Mengatasi Masalah Penyalagunaan Narkotika*. BNN.
- BSNP. (2016). *Panduan Pengembangan Diri*. Pusat Kurikulum.
- Dwi, Y. (2021). *Metode Statistik Jilid 1*.
- Elida. (2018). *Konseling Kelompok*. PPK UNP.
- Gibson, R. L. dan, & Mitchell, M. H. . (2015). *Bimbingan dan Konseling*. Pustaka Pelajar.
- Hamriana, H. A. (2021). IMPLEMENTASI PENDIDIKAN KARAKTER DALAM KURIKULUM 2013. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 10(2). <https://doi.org/10.33578/jpkip.v10i2.8095>
- Hasanah, N., Supriyono, Y., Herani, I., & Lestari, S. (2010). PENINGKATAN KEPERCAYAAN DIRI MAHASISWA MELALUI PELATIHAN ASERTIVITAS Nur Hasanah, Yoyon Supriyono, Ika Herani, dan Sumi Lestari Dosen Program Psikologi, Universitas Brawijaya. *Interaktif*, 1(2).
- Kemandirian, P., & Ibu, P. (2015). Perbedaan Kemandirian Remaja Berdasarkan Status Pekerjaan Ibu. *FamilyEdu*, 1(2), 99–120.

- Khiyaroh, I. (2019). *Sukses dengan Bersikap Asertif Hal-Hal yang Wajib Anda Tahu Agar Tidak Mudah dipengaruhi Orang Lain*. PT Adi Jaya.
- Kusmiran, E. (2011). *Kesehatan reproduksi remaja dan wanita*. Jakarta: Salemba Medika, 21.
- Majid, A. (2020). *Bahaya Penyalahgunaan Narkoba*. Alprin.
- Mohammad, J. S. (2018). *Dasar-Dasar Konseling Panduan Lengkap Memahami Prinsip-Prinsip Pelaksanaan Konseling*. PT. RinekaCipta.
- Nuha, I. S. (2014). *Hubungan Antara Perilaku Bullying Dengan*.
- Priyitno. (2017). *Seri Panduan Layanan dan Kegiatan Pendukung Konseling*. UNPAD.
- Purnamasari, L. R. (2017). *Teknik-Teknik Konseling*. UNNES Press.
- Putri, N. (2020). *Jurnal Ilmiah Mahasiswa Bimbingan dan Konseling Volume 5 Nomor 3 tahun 2020 ISSN : 2615-0344*. 5(September), 1–6.
- Sofah, D. (2017). *Mengembangkan Perilaku Asertif untuk Pencegahan Penyalahgunaan Narkoba. Proceeding Seminar Dan Lokakarya Nasional Revitalisasi Laboratorium Dan Jurnal Ilmiah Dalam Implementasi Kurikulum Bimbingan Dan Konseling Berbasis KKNI*, 4–6.
- Sugiyono. (2020). *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. ALFABETA.
- Wahyu, A. D., & Muslikah. (2019). *Hubungan antara konsep diri dengan perilaku asertif siswa kelas XI. Jurnal Bimbingan Konseling*, 5(2), 168–182.