GROUP GUIDANCE SERVICES USES ASSERTIVE TRAINING TECHNIQUES TO IMPROVE STUDENTS' INTERPERSONAL COMMUNICATION SKILLS

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Abstract

This study aims to demonstrate the role of group bimbigan service using assertive training techniques in improving student interpersonal communication skills. This research uses quasi-experimental design. Sampling techniques use probability sampling with simple random samplings. The sample involved twenty students at the 3rd Basung State High School, Indonesia, divided equally into experimental and control groups. Instruments used to measure interpersonal communication skills are instruments created by researchers and already through judges hired by several experts. Data analysis methods using the wilcoxon signed rank test and kolmogrov smirnov. Results show that group mentoring services use effective assertive training techniques to enhance student interpersonal communication skills. The interpersonal communication skills of the experimental group students before being given group counselling services using assertive training techniques were on average 67.2 then after being given the group coaching services using the asserative training techniques there occurred an improvement on average to 123. Then the control group before being granted the group counseling services was on average 87.1 after having been granted group mentoring services increased on average 105.6. The exhibition showed that group guidance using assertive training techniques can improve student interpersonal communication skills.

Keywords: Interpersonal Communication, Group Guidance, Techniques Assertive Training

INTRODUCTION

Communication is a social event, an event that occurs when humans interact with others. Communication is one of the problems that can hinder the educational process, because in the learning process teaching requires good and optimal communication (Tutut, 2011). Through communication, individuals can create relationships and manage relationships with other individuals, without communication there will be no social relationship with others. Communication in life becomes a bridge to lead us to a variety of needs (Enjang, 2009).

Interpersonal communication is a communication that takes place between two people who have a stable and clear relationship, so the individual needs to have the ability to communicate interpersonal (Rakhmat, 2012). The ability and quality of communicating is crucial to the quality of life of everyone (Ningrum, 2015). Interpersonal communication is important because it affects how well students in the future, so it is important for students to be able to communicate with others well. It's important to do the learning at school well and effectively (Sahputra et al., 2016).

Many problems arise when students do not have interpersonal communication skills. A previous study showed that student communication is influenced by many things, one of which is the ability to convey a message, so that what is to be conveyed is realized by Okoro, Melvin, and Thomas (2017). Similarly, if there are problems in communicating

then it will raise problems as by Suryaningsih (2014) that the poor interpersonal communication ability of students, can hinder individual development as well as social relations in the school environment.

Agnieszka & Justyna Trepka (2020) argued that in Poland interpersonal communication skills influence the assessment of the quality of teacher-student relations, the anxiety that students feel in relation to others. Then Republika (2012) published in the online daily Rebpulikaa a study conducted by the better communication research programme throughout 2011 on children aged 5 to 16 showed that communication difficulties have increased 71% since 2005.

In improving interpersonal communication skills, counselling teachers can provide skills training to help students improve their interpersonnel communication skills (Wicaksono, 2013). Counselling teachers can provide group counselling (Christine & Fenti, 2020), there is a significant improvement in student interpersonal communication in the school between before and after the application of group counseling (Leo et al., 2015). Prayitno (2018) explains that the general purpose of group mentoring can improve the communicative ability of the service participants (students), more specifically group guidance aims to encourage the development of feelings, thoughts, perceptions, insights and attitudes to realize more effective behavior.

For effective problem-solving, a counselling teacher can add one of the techniques that can help students improve interpersonal communication skills is assertive training (Hartono, 2001). Amal Mousa and friends (2011) The purpose of assertive training is to teach counsel to act or act according to their needs and wishes while respecting the rights and interests of others.

Purwanta argues that assertivity training is a behavioral change procedure that teaches, guides, trains and encourages clients to express and behave firmly in a particular situation (Astinah, 2018). And then, Rina (2013) stated that the training of assertivity has an influence on the improvement of interpersonal communication skills in students. Therefore, this study aims to identify the effectiveness of group guidance using assertive training techniques in improving student interpersonal communication skills.

LITERATURE REVIEW
Interpersonal Communication

In interpersonal language, it consists of two words, namely *inter* which means between or among, and *personal* which means personal. The general definition of interpersonal communication is communication between people face to face, so that each participant can perceive the other's reactions directly, well *verbal* nor *non-verbal* (Enjang, 2009). Interpersonal communication is face-to-face communication between people that allows participants to directly experience other people's reactions, both *verbal* nor *non-verbal* (Deddy, 2005).

According to Devito (2011), interpersonal communication is the process of sending messages and receiving messages between two people or among a small group of people with some effect and some instant feedback. Interpersonal communication is the process of

exchanging information between one person and at least another person or usually between two people who can immediately know the return. The more people involved in communication, the more people's perceptions of communication events, so that communication becomes more complex. Interpersonal communication is forming relationships with other people (Muhammad, 2014)

Effective interpersonal communication is: (1) Openness, willingness to respond happily to information received, (2) empathy is feeling what other people feel, (3) support is a situation that supports effective communication, (4) positive attitude , and (5) equality is the recognition that both parties respect each other (Devito, 2011)

Group Tutoring Services

Group guidance in counseling services refers to a therapeutic approach in which a counselor works with a group of individuals who have similar concerns or problems. This is a collaborative process that aims to provide support, guidance, and education to individuals in a group (Rita & & Neviyarni, 2021). The goal of group coaching is to help individuals develop self-awareness, gain insight from others, and build a support network. In group coaching, participants come together to share their experiences, thoughts, and feelings in a safe and supportive environment. Counselors facilitate group sessions, provide guidance, facilitate discussions, and offer interventions to address group members' specific needs. Group settings allow participants to learn from each other, develop social skills, and gain a sense of belonging and support (Muya et al., 2022).

Group guidance can be carried out using various techniques and approaches, depending on the goals and needs of the group. Some common techniques used in group guidance include problem solving, role playing, journaling, and discussions based on certain topics or themes (Rita & & Neviyarni, 2021). Group guidance services have become an effective approach in the field of guidance and counseling to address various problems faced by individuals in a group environment. One technique that has been widely used in group guidance is the Assertive Training Technique.

Assertive Training Techniques

Corey (2013) explains a*ssertive training* is a behavioral exercise that helps individuals to develop interactions in interpersonal situations by communicating directly with other people. The essence of assertive behavior is honesty, namely how individuals communicate honestly from the heart as a form of respecting other people in a positive way without hurting feelings, insulting, injuring other people and being able to control themselves. Nabila and Nursalim (2020) assertive behavior is characterized by social conformity and someone who behaves assertively takes into account the feelings and welfare of other people. The presence of social skills in a person indicates the ability to adapt.

Alberti and Emmons (in (Astinah, 2018)) explain aspects of assertiveness, namely acting in accordance with one's own wishes, being able to express honest and comfortable feelings, being able to defend oneself, being able to express opinions and not ignoring the

rights of others. Meanwhile, Irzia Roshida, Hardjono & Karyanta (2013) stated that there are several aspects of assertive behavior, namely: viewing equality in relationships between people, acting in accordance with self-interest, defending oneself, showing feelings honestly and comfortably, exercising personal rights, and not interfere with the rights of others.

Counseling process with techniques assertive *training* It is divided into 8 parts, namely: (1) rational strategy, (2) identification of situations that cause problems, (3) distinguishing between assertive and non-assertive behavior, (4) role playing, feedback*(feedback)* as well as providing better behavior models, (5) carrying out exercises and practice, (6) repeating exercises, (7) homework and not continuing, (8) termination (Mochammad, 2013).

METHOD

This quantitative research uses experimental research designs using quasi-experimental designs. Samples are selected through simple random sampling. There are twenty students selected from the 3rd State High School of Basung, Indonesia, divided into experimental and control groups. Each group consists of ten students.

The instrument used in this research is the interpersonal communication skills of students who have been judged by their experts. The instrument validity test results involving 168 respondents were obtained r table of 0.361. The final validity testing value of the instrument consisting of 50 of these items is 0.361 per item indicating that the instrument is valid. In terms of reliability, the instrument has a Cronbach's Alpha value of 0.923 which is very reliable.

The research procedure begins with a pretest to identify the student's interpersonal communication skills before being given treatment. Subsequently, the experimental group was treated with five group mentoring sessions using assertive training techniques that focused on how to improve student interpersonal communication skills. Meanwhile, the control group was given five group guidance sessions without asserative training techniques. Each mentoring session takes 40 minutes. We analyzed the data using the wilxocon signed ranks test and the kolomogrov smirnov 2 idenpendent sample. The results are later used to answer the hypothesis and identify significant differences between the results of the pretest, posttest and follow-up.

RESULTS AND DISCUSSION

At school, it is expected that students have good communication skills such as interpersonal communication, because through communication students can develop their own potential. However, it was found that some students have low interpersonnel communication skills. Table 1 below shows the level of interpersonal communication skills of high school students.

Table 1. Overall Data Student Interpersonal Communication Skills

Category	Interval	F	%
Very High	140-170	10	3,46
High	117-143	154	53,28
Medium	90-116	101	34,94
Low	63-89	17	5,88
Very Low	34-62	7	2,42
Total		289	100

There are 7 students in the very low category with a percentage of 2.42%, 17 in the lower category with 5.88%, 101 in the middle category with 34.94%, 154 in the high category with 23.3%, and 10 in the extremely high class with 3.46%. The objective of the pretest and posttest is to find out a picture of students' interpersonal communication skills before and after giving group mentoring services.

Table 2. Pretest and Posttest Experimental Groups

No	Initial	Pretest		Posttest	
		Score	Category	Score	Category
1	AA	87	Low	128	High
2	CA	81	Low	119	High
3	NMP	84	Low	133	High
4	AGS	60	Very Low	144	Very High
5	FK	61	Very Low	118	High
6	KAH	57	Very Low	123	High
7	C	58	Very Low	114	Medium
8	YPG	62	Very Low	116	Medium
M	HH	60	Very Low	117	High
10	DMR	62	Very Low	118	High
Total		672	Low	1230	High
Average		67,2	Low	123	High

Based on the above table it is known that the comparison of interpersonal communication skills students of the experimental group before given treatment showed an average score of 67.2 with the low category. After treatment the average increased to 123 with the high category. There were significant differences in the experimental groups before and after the treatment. This proves that group guidance using assertive training techniques does change the student's interpersonal communication skills. Here are the results of the Wilcoxon sigmed rank test which can be seen in Table 3 below.

Table 3. Wilcoxon Signed Rank Test Results Interpersonal Communication Skills Students Pretest and Posttest Experimental Groups

Test Statistics[a]	
	PostTest – PreTesr
Z	-2.807[b]
Asymp. Sig. (2-tailed)	.005
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on Table 3 above, it can be seen that the probability figure Asymp. Sig.(2-tailed) interpersonal communication ability of the experimental group of students is 0.005 or probability below 0.05 (0,005 < 0.05). From that result, Ho was rejected and HI accepted. Thus, the first hypothesis tested in this study is acceptable, namely, "there are significant differences in interpersonal communication skills of students of the experimental group before and after following group guidance using assertive training techniques"
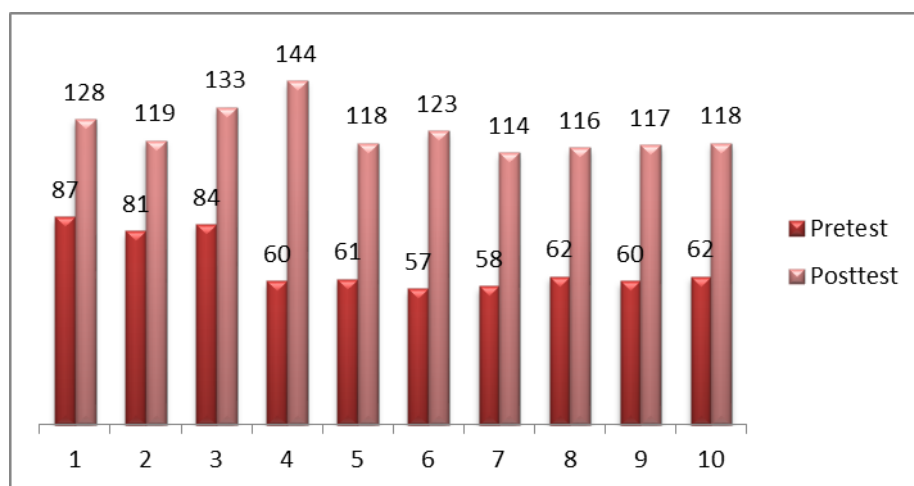

Figure 1. Pretest Histogram and Posttest Experimental Group

Looking at the picture above, it can be seen that there are differences in student interpersonal communication skills before and after being treated in the experimental group. The pre-test score is on average 67.2 after treatment, the average rises to 123. Then there's the pre-test and posttest results from the control group.

Table 4. Pretest and Posttest Control Groups

No	Initial	Pretest		Posttest	
		Score	Category	Score	Category
1	ZS	84	Low	93	Medium
2	SDR	93	Medium	117	Hight
3	NZ	89	Low	116	Medium

4	NZA	92	Medium	107	Medium
5	MZA	74	Low	100	Medium
6	UF	90	Medium	127	Hight
7	NVA	88	Low	98	Medium
8	RF	84	Low	101	Medium
9	KNS	87	Low	92	Medium
10	EN	90	Medium	105	Medium
Total		871	Low	1056	Medium
Average		87,1	Low	105,6	Medium

It can be seen from the above table that the interpersonal communication ability of the control group before and after the treatment, which is an average of 87.1 in the low category. After the treatment the average is 105.6 in the medium category. There were significant differences in the control group before and after treatment. Here are the results of the Wilcoxon sigmed rank test that can be seen in Table 5 below.

Table 5. Wilcoxon Signed Rank Test Results Interpersonal Communication Skills Students Pretest and Posttest Control Groups

Test Statistics[a]	
	PostTest – PreTest
Z	-2.805[b]
Asymp. Sig. (2-tailed)	.005
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on Table 5 above, it can be seen that the probability figure Asymp. Sig. (2-tailed) interpersonal communication ability of the student control group is 0.005 or probability below 0.05 (0,005 < 0.05). According to the results, Ho was rejected and HI accepted. Thus, the second hypothesis tested in this study is acceptable, that "there is a significant difference in interpersonal communication ability of control group students before and after following group guidance services without special treatment". To see the conditions of each pretest and posttest interpersonal communication skills students of the experimental group and control group in Figure 2 below.
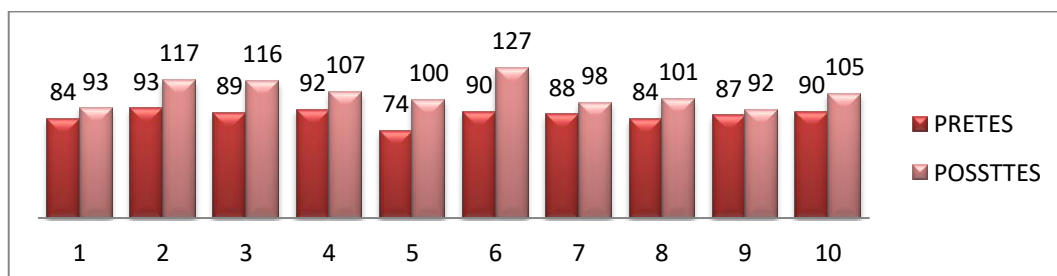

Figure 2. Pretest Histogram and Posttest Control Group

Looking at the picture above, you can see that there are differences in student interpersonal communication skills before and after being treated in the control group. The pre-test score is on average 87.1 after treatment, the average rises to 105.6. Here are the results of kolmogrov smirnov 2 independent samples.

Table 6. Results Analysis Kolmogorov Smirnov 2 Independent Samples Interpersonal Communication Skills Students Groups Experimental and Control

Test Statistics[a]			
			VAR00001
Most Extreme Differences	Absolute		.800
	Positive		.000
	Negative		-.800
Kolmogorov-Smirnov Z			1.789
Asymp. Sig. (2-tailed)			.003
a. Grouping Variable: Kelas *Posttest* Eksperimen dan *Posttest* Kontrol			

Based on Table 6, the Z score for the two-sided test was 1,789 with the probability figure Sig. (2-tailed) interpersonal communication ability of the experimental group and control group students was 0,003 or probability below 0.05 (0,003 < 0.05). From that result, Ho was rejected and HI accepted. Thus, the third hypothesis tested in this study is acceptable, namely, "there are significant differences in interpersonal communication skills of the experimental group students who follow group guidance using assertive training techniques with the control group who are given group guidancing services without special treatment".

As previously presented, the experimental group given group guidance treatment with assertive training techniques showed significant improvement in student interpersonal communication skills, while the control group with group mentoring treatment without asserative training techniques experienced insignificant improvement. Therefore, our hypothesis is that group mentoring services using assertive training techniques effectively enhance student interpersonal communication skills.

Group guidance using assertive training techniques provides a benefit for students to be able to practice their communication skills (Khadijah, Hayati, & Rizki, 2022;Aditya Ardhi et al., 2014). Thus, it can be said that if giving group guidance with this technique can improve interpersonal communication skills of students, because through student services can also practise in person how his ability in communicating by playing a role, so that after playing this role students are able to communicate even better (Budiarti, 2020). And then, Gunarsih (2007) Explains the meaning of assertive practice, which is the practice procedure given to the council to train social adjustment behavior through self-expression of feelings, attitudes, expectations, opinions, and rights.

Group guidance without giving treatment also improves the student's interpersonal communication skills (Christine & Fenti, 2020). However, the improvement is not so high because students only discuss without practicing what is called the ability to communicate.

The results of this study are in line with research that revealed that group mentoring services with assertive training techniques effectively enhance interpersonal communication skills (Lubis, Hayati dan Novirson 2022), Improve student interpersonal communication (Astinah, 2018) , adolescent assertive communication (Endang Mei & & Arif Nurma Etika, 2019) and self-esteem (Mujiyati, 2015). Based on the above exposure the effectiveness of group guidance using assertive training techniques can improve interpersonal communication skills of students.

CONCLUSION

Students understand that low communication skills can be an obstacle for students to develop and exploit their potential. With this understanding, students begin to sharpen their communication skills like having the courage to start communicating with others, develop their openness in communicating and empower themselves to communicate better. Experimental and control groups showed significant improvements in interpersonal communication skills. However, changes in experimental groups that were given group guidance services using assertive training techniques were more effective than in control groups who were given groups guidance. Consultants are expected to be able to use assertive training techniques in mentoring and counselling services in the personal, social, learning and career areas of individuals.

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