Development of the Self-care Module of Assertive Communication Theory to reduce Toxic Behavior

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Abstract

Development of the Self-Care Module Of Assertive Communication Theory to Reduce Toxic Behavior.*The guidance and counseling services provided so far have not paid attention to the problems and the services provided to overcome these problems, especially toxic behavior. This research was conducted to adjust between the problems and counseling guidance services needed so that the services provided are effective in overcoming the problem, as well as to determine the need for guidance service modules and the concept of self-care counseling with assertive communication theory to reduce toxic behavior. The research was conducted using Research and Development (R&D) method with ADDIE model. The results of this study show the need for the development of the Self-care concept module with assertive communication theory to reduce toxic behavior is needed, and this self-care concept module can be developed through limited scale or small group tests, material validation tests, language validation tests and practical validation tests, so that this module can be used as a reference for providing counseling guidance services, especially to reduce toxic behavior.*

Keywords: *Self Care, Assertive Communication, Module*

A. Introduction

Toxic behavior is a phenomenon of a person's behavior that can harm others, this has been widely carried out in various circles, both among adults, teenagers, and children. Pew research in 2017 based on a survey center, approximately 41% of adults in the United States admitted to having experienced various types of harassment behavior both online and offline, such as offensive name calling, deliberate acts of humiliation, threats physical, abuse over a relatively long period of time, sexual harassment, or stalking (Wijesiriwardene et al., 2020).

The phenomenon of toxic behavior often occurs in various educational institutions in Indonesia, such as among students at the Faculty of Social and Political Sciences, Muhammadiyah University, Makassar, where some students become victims of toxic verbal behavior which causes anger because some people experience criticism and actions that are not empathetic (Amir & Wajdi, 2020).

Some forms of toxic behavior that often occur are (1) cyber aggression, which relates to detrimental behavior carried out in the mass media (Corcoran et al., 2015); (2) Bullying in school, this concerns bullying or harassment at school, both physically and verbally (Lessard et al., 2020), (3) Toxic relationship, is a relationship that is poisonous or detrimental, because of circumstances where there is no mutual support for each other, lack of togetherness and so on (Solferino & Tessitore, 2021). forms of this behavior include all behavior that is detrimental, difficult, and hurtful to other people, both in words and actions (Abie & Rosmilawati, 2023).

This toxic behavior is a deep problem among teenagers, especially junior high school students, with the potential for serious impacts on their psychological and social well-being. Junior high school age is a transitional period from childhood to adulthood, which is very vulnerable to being contaminated by negative behavior that can affect a person's character and personality, which is the basis or foundation for speaking and behaving. Friendship in teenagers have quality positive and negative this was stated by Brandt & Murphy (2002: 276) (Zulfah et al., 2023). A study revealed that toxic behavior has occurred a lot among

teenagers, this behavior has the potential to lead to aggressive attitudes, this study states that teenagers are a very vulnerable population. infected with toxic behavior, which This behavior can be observed in the network school students middle class (Wijesiriwardene et al., 2020).

Toxic behavior often occurs due to low assertive communication skills. Assertive communication is the ability that a person has to be able to express their opinions honestly and openly, be able to express their emotions, be able to express what they think, without reducing the rights of others. This was stated by Lambert & Blight (2016)(Gultekin et al., 2018).

Assertive behavior can be built by itself, by trying to train yourself to understand yourself and others, if you have difficulties you can ask the guidance and counseling teacher or someone who can help, some tips for being assertive are (1) listening, the first component of an assertive attitude is listening so that you can understand what is being said without any misunderstandings, (2) stating expectations clearly, someone who has an assertive attitude must state what is expected clearly so that it can be understood by others, (3) paying attention, an assertive person always tries to give full attention to things that happen and to existing problems, (4) compromise and negotiation, when faced with a problem, someone who has an assertive attitude will compromise and negotiate to solve the problem, (5) be persistent and patient, someone who has an assertive attitude will be persistent in upholding their position and patient in dealing with the existing situation, (6) provide criticism and suggestions. Effective, always providing positive and constructive criticism in resolving problems or conflicts (T. Widyastuti, 2017). Someone can be said to be toxic when there are three characteristics of toxic behavior, namely narcissism, psychopathy (carrying out high-risk actions), and Machiavellianism (sycophancy) (Zulfah et al., 2023).

There are also ethics in interacting with other people, especially in making friends, which were put forward by Ibn Miskawaih, which can strengthen social relationships without any toxic behavior in them. The tips given by Ibn Miskawaih are (1) trying to choose friends wisely. In choosing friends, it is necessary to

emphasize awareness of the importance of morals and ethics that can support us in goodness, because the influence of peers in the process of self-development is very large, (2) maintaining healthy friendship boundaries. Maintaining boundaries here means not allowing friends who behave toxically towards us to continue to take advantage of us for their own personal gain. (3) establishing relationships with everyone. Establishing broad relationships will increase self-understanding and provide us with a lot of experience (Study et al., nd).

Considering that the junior high school period, which is around 12-15 years old, is a phase that is a process of revolution from childhood to adulthood, this is usually called the teenage phase. In this phase, a person will experience various changes both physically and psychologically. Physical changes that can be seen in teenage girls are enlarged breasts, menstruation, while in teenage boys, it can be seen from the occurrence of wet dreams, the production of sperm, the growth of the Adam's apple and so on (Lahmi et al., 2020), these rapid changes can certainly be felt by each person so that teenagers will become very sensitive to their body shape and try to compare it with their peers (Coal, 2016).Teenagers are the successors of the baton of the life of the nation and state, the quality of human resources is determined by the character and personality they possess, namely a character or personality that is moral and full of motivation (Untari et al., 2020).

The rise of toxic behavior at this time is unstoppable, driven by social media activities that have almost no limits to carry out various cyber toxic, even at junior high school age considers this behavior as something fun, some of these toxic behaviors researchers found in a junior high school International Islamic Boarding School Indonesia which attracted researchers to conduct research in that place, the reality is that some children often carry out toxic behavior, this behavior certainly brings down its victims who are often the victims are weaker students and the perpetrators are students who are stronger and more influential among their friends, victims of this toxic behavior even do not dare to go to school for some time, one example is verbal harassment such as calling friends with bad names,

mocking friends, then hurting friends in physical forms such as hitting, kicking and so on.

Assertive behavior that is often ignored by students is usually when a stronger student asks something to a weaker student using harsh words and tends to take advantage of weak friends to do what they want, some students also act very rudely by hitting friends, kicking for no reason, some also mock other friends, make fun of their father's name, there are also students who care less about other friends, have no empathy, some cannot control their emotions when angry.

Based on the results of the interview with the BK teacher at SMP IIBS AR Rahman, it can be concluded that the BK teacher finds it difficult to provide services to students in reducing this toxic behavior, the BK teacher acknowledges the need for learning media as a tool and reference in providing counseling services to students. The quality of services provided by the BK teacher has a significant impact on the level of educational success and holistic development of students (Suharmawan & Isriyah, 2023).

For counselors, success in providing counseling services to students brings its own satisfaction, especially if counselors can also do many things outside of school (Rahmayanty et al., 2021), so that various skills and guidance are needed that can help counselors in the process of providing counseling guidance services so that they can provide maximum services and be successful as expected.

It must be acknowledged that the provision of character building facilities at SMP IIBS Ar Rahman is very good, but there are still many students who are unable to control themselves from behaving in a way that is detrimental to their friends and the surrounding environment, this shows that there needs to be an improvement in service facilities to be able to reduce toxic behavior in students by developing a service module that introduces the concept of self-care where services will be carried out by providing awareness to students of the importance of self-care in maintaining all behaviors and reducing this detrimental behavior, then supported by the use of assertive communication theory which can make

students firm in behaving but still uphold the rights of others (Pipaş & Jaradat, 2010).

Researchers use the concept of self-care because this concept has been proven to be very effective in reducing negative behavior. The concept of self-care is widely used in the medical field to reduce or cure chronic diseases (Jaarsma et al., 2021), but currently researchers will use this concept in the realm of counseling to reduce toxic behavior.

Self care is an activity carried out by a person to maintain well-being, both physically, mentally and socially (Wulandari & Widiasavitri, 2021). This concept will make someone understand how valuable their life is so that it needs to be cared for both physically, mentally, and behaviorally.

In 1971, Dorothea Orem developed the concept of self-care and then divided it into three parts, namely (1) Self-Care, where this concept believes that humans can carry out self-care independently, (2) Self-Care Deficit, this is an effort to provide assistance if someone experiences difficulties in practicing self-care, and (3) Nursing System, the third concept is the various properties and attributes given to people who are experts as providers of assistance in nursing (Muhlisin & Irdawati, 2010).

Self-care is not simply practiced on a person, it is necessary to divide it into several parts of care so that it does not become confusing and confusing in its implementation, several aspects that need to be distinguished in the implementation of self-care are (1) physical aspects, this activity relates to physical conditions such as exercise, eating, sleeping and other physical activities, (2) emotional aspects, this aspect relates to activities that can trigger an increase in positive emotions in a person, such as relaxation, painting, listening to music and so on, (3) mental aspects, in self-care this aspect is an activity that is carried out to be able to improve cognitive skills such as reading, discussing and so on, (4) spiritual aspects, activities related to a person's belief in God, this activity is carried out to strengthen our relationship with God, purify ourselves and so on which

includes religious activities, such as praying, praying for Muslims and so on (Faz, 2019).

Researchers use the concept of self-care as developed by Orem in an effort to reduce toxic behavior, because it is strongly believed that humans can actually solve and resolve the problems they face and can achieve their goals rational (Isriyah & Lasan, 2018). If someone can take care of themselves physically and behaviorally, it will be very easy for them to carry out various social interactions and build healthy and non-harmful social networks.

This research was conducted using the research and development method, which means that this research will produce a product (Isriyah, 2017). The results of this research are not only in the form of modules or products, but will also be able to produce new knowledge that can answer practical problems (Gale & Lingard, 2010). The product developed is a service module intended for counselors that focuses on the following hypotheses: a. researchers are able to develop a service module oriented towards reducing toxic behavior with the concept of self-care through assertive communication theory, b. the module is made according to student development tasks, c. the module can facilitate counselors in the counseling service process.

B. Method

This type of research is development research which will develop a service module to help the process of providing guidance and counseling services to students to reduce student behavior.*toxic*. The development model used is the ADDIE model which is an abbreviation of (*analyze, design, development, implementation, evaluation*)(Maxnun et al., 2024). The ADDIE model has proven to be very suitable for use in development research, especially in the realm of education and learning (Mariam, 2019).

This research and development was conducted by developing a product in the form of a module. The implementation process of this research involved two important subjects, namely expert validation subjects and trial subjects. Validation was carried out by several experts, namely expert lecturers in guidance and

counseling materials, expert language lecturers, and practitioners, while for group trials involving 24 students of junior high school classes VII and VIII at IIBS AR Rahman Indonesia. The data collection process for this research used closed questionnaires and interviews with respondents to obtain statistical and descriptive answers in the service module design stage. The beginning of this research process is stage (1) Problem analysis*toxic behavior*and assertive communication, as well as identifying the need for a guidance and counseling service module, this analysis is carried out to obtain information, as a source of a problem (Ranuharja et al., 2021); (2) product design, the product design process focuses on materials that are appropriate to the product. student characteristics and focus on the desired results (E. Widyastuti & Susiana, 2019); (3) product development, at the development stage it needs to be based on a previously designed design, and must be accompanied by the awareness that this module was developed to be able to be practiced and tested as an evaluation that will be used for further development (Wibawa et al., 2021). (4) Implementation, stages implementation is the stage where products are actually applied to students (Ghani & David, 2018); (5) evaluation, by looking at the results of the process that has been carried out, an evaluation is carried out to identify deficiencies that need to be revised in the product being developed (Rafiola et al., nd).

Figure 1. ADDIE Model

The researcher describes the process of research and development conducted to clarify the research description. The following is a description of the ADDIE model research conducted by the researcher:

1. Analyze

Research activities for developing conceptual guidance and counseling service modules*self care*with this assertive communication theory, it begins with analyzing needs, this is done to find out the conditions and initial picture in the implementation of guidance and counseling services for students at SMP IIBS AR Rahman Indonesia, this analysis is carried out specifically to be able to find out the obstacles experienced by teachers in developing student character and what difficulties are experienced in efforts to reduce student behavior.*toxic*students, this analysis process can also be a determinant of what should be developed by researchers. This analysis stage is carried out by conducting interviews with the boarding school or BK teachers to be able to ascertain the actual situation, and also to find out the needs of the module to be developed, also by giving questionnaires to class VII and class VIII students, the questionnaire in relation to being able to reveal the level of behavior*toxic*students at SMP IIBS AR Rahman Indonesia, also as a means of determining the services to be developed.

2. Design

After analyzing several things in the first stage, when they found the problems and obstacles experienced, the researcher began to design or plan the development of the module, which was carried out by the researcher in the module design process including, formulating the material, the formulation of this material was adjusted to the theme or topic of the service to be provided and in accordance with the problems to be implemented, the material presented, namely understanding of behavior.*toxic,* self awareness and application*self care*and assertive communication, time allocation, facilities and infrastructure, then starting at the stage of selecting the module format, designing guidance and counseling services by creating an RPL (Service Implementation Plan), when creating an RPL, tasks and assessments are also determined, from the results of the module design, a service module product is obtained as follows.

Figure 2. Module view

The services provided in the module material refer to self-care, in fact every individual is able to care for themselves. themselves Alone(Silva et al., 2021), but some obstacles that make someone have difficulty in meeting their self-care needs, self-care or self-care referred to here is not limited to taking care of themselves physically but self-care is also done on cognitive and behavior. Not only focusing on self-care, the developed module also neatly packages service tips that can be applied by BK teachers to improve students' assertive communication skills, assertive behavior cannot only be taught with class material but must be accompanied by practice in everyday life.

The developed module is intended for BK teachers as a reference for providing counseling services to students, the contents of the module contain steps for providing services, which instill self-care behavior and assertive communication to students, this module can guide BK teachers to provide more structured services from the understanding stage to the prevention and healing stage, with this module, BK teachers can easily provide appropriate services to students, especially to reduce toxic behavior.

First, the module will invite BK teachers to provide an understanding of toxic behavior or detrimental behavior, the module provides material that BK teachers can convey to students regarding toxic behavior and its types, then the module provides the second RPL (Service Delivery Plan) to be implemented by BK teachers as a means of making students aware of whether

they have ever behaved toxically either verbally or nonverbally, then the third stage of the module provides a theme about self-care in the third RPL which includes an understanding of self-care and assertive communication how to apply it, what should be done for self-care and to improve assertive behavior and how to reduce or stop toxic behavior. The module is also accompanied by the application of the Pancasila student profile (P5) which contains six elements to add to the completeness of the module and is adjusted to the curriculum used, namely the independent curriculum.

Figure 3. Pancasila profile elements

The implementation of this module is actually to guide students to be able to manage themselves in handling various things in their lives, providing an understanding of the importance of peace between each other will make students more careful in behaving and avoiding toxic behavior, similar to treatment for chronic diseases, toxic behavior also requires serious management, namely by changing mindsets and behavior, directing thoughts to something more positive than before, and training students' behavior to be more positive in interacting with friends and the surrounding environment.

The medical world has widely used self-care theory in various chronic disease sufferers, with various formulas and assistance provided by nurses to patients according to their respective needs, the aim of which is to prevent or

cure a disease. Here, researchers use their theory to prevent and cure toxic diseases that are currently rampant in this era of moral crisis.

This module is designed to provide appropriate services to prevent toxic behavior, and to reduce the level of toxic behavior and increase their awareness and habits to be assertive among fellow junior high school students, especially SMP IIBS AR Rahman Indonesia. Assistance will be given to individuals who are unable to control their attitudes to act toxically, while those who are able will only be guided to develop and maintain better moral attitudes. Situations that can affect the validity or necessity of self-nursing assistance if the individual is unable to meet their nursing needs(Theories & Practice, nd).

3. Development

The preparation of the self-care module with assertive communication theory reached the development stage, the researcher made improvements and revisions to the module according to the suggestions and input given by the validator. The product feasibility analysis was obtained from the calculation of quantitative and qualitative data obtained from two expert validators, namely material experts and language experts, and also obtained from practitioner validation. Table 1 shows the feasibility scale of the validation results given by the validator.

Table. Validity criteria of self care module

Eligibility scale %	Criteria
81-100	Very valid
61-80	Valid
41-60	Less valid
21-60	Invalid
0-20	Totally invalid

The validation carried out aims to obtain a useful, feasible and appropriate product, to ensure that the module has the appropriate material density, material validation is carried out, while the material expert validator is

a Lecturer in Guidance and Counseling at PGRI Argopuro Jember University, namely Weni Kurnia Rahmawati, M.Pd, based on the results of the material expert validation calculation, the module developed obtained a score of 95% with the criteria "very feasible and can be used without revision", Figure 2 shows the assessment diagram of the material expert validator.
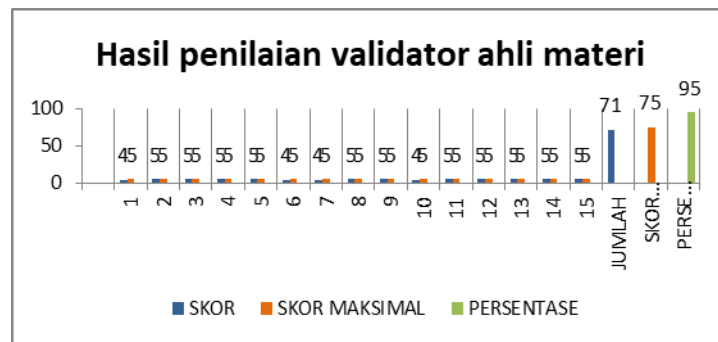

Figure 4. Material expert validation diagram

then to ensure that the module has a good and correct language composition and is easy to understand, validation was carried out by a language expert who is a lecturer in Indonesian Language at the PGRI Argopuro University, Jember, namely Nurhafit Kurniawan S.Pd, M.Pd with a score of 84%, the predicate obtained was "Very feasible and can be used without revision", Figure 3 shows the language expert assessment diagram.
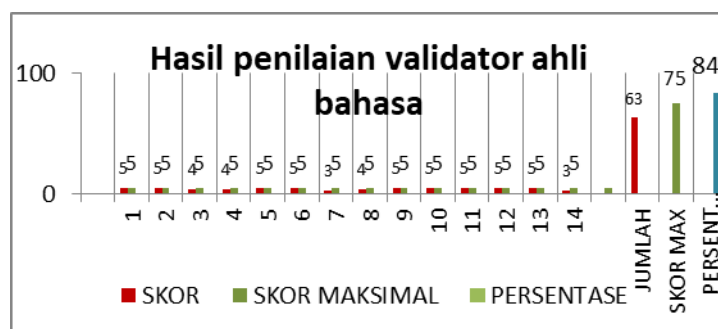

Figure 5. Linguist validation diagram

Another important thing is the convenience in using the module, this can be seen from the statement of the practitioner directly, from the assessment results given by the practitioner who is a BK teacher at SMP IIBS AR Rahman Indonesia, namely Dani Setiawan S.Tp.MP, the module got a score of 89% with the predicate

"Very feasible and can be used without revision", Figure 3 shows the practitioner validation diagram.
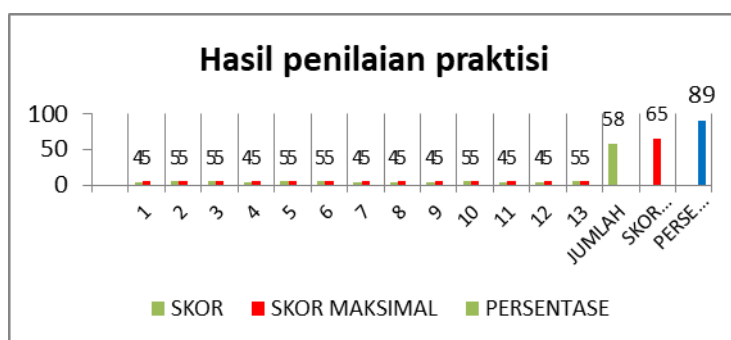

Figure 6. Practitioner validation diagram

The average value of all elements of the assessment obtained a score of 89% with the criteria of "very valid". The conclusion of the assessment of experts and practitioners regarding the value of the feasibility, usefulness and accuracy of the self-care concept module with assertive communication theory is that it is worthy of use and can help reduce or reduce toxic behavior and can improve students' assertive communication skills. Some input from experts and practitioners became revision material before applying the module to students for limited scale trials or small groups.

The module was then tested on a limited scale or small group to be able to test the effectiveness of the self-care concept module with the assertive communication theory developed in preventing and resolving toxic behavior problems and to be able to improve students' assertive communication skills, especially at SMP IIBS AR Rahman Indonesia. The limited-scale trial involved 24 students of SMP IIBS AR Rahman Indonesia, this limited-scale trial was held at the end of April 2024. The results of the limited-scale trial by distributing questionnaires to 5 students can be concluded that the self-care concept module with the assertive communication theory developed is effective in reducing toxic behavior.

4. Implementation

The module was then tested on a limited scale or small group to be able to test the effectiveness of the self-care concept module with the assertive communication theory developed in preventing and resolving toxic behavior problems and to be able to improve students' assertive communication skills, especially at SMP IIBS AR Rahman Indonesia. The limited-scale trial involved 24 students of SMP IIBS AR Rahman Indonesia, this limited-scale trial was held at the end of April 2024. The results of the limited-scale trial by distributing questionnaires to 24 students can be concluded that the self-care concept module with the assertive communication theory developed is effective in reducing toxic behavior.

5. Evaluation

As an evaluation of the module with the concept of self-care which was developed as a reference and guide for BK teachers to be able to provide guidance and counseling services that are sequential and appropriate, there are only a few terms that are not yet listed in the glossary as additional information for BK teachers, this is the subject of revision in the development of the module by researchers..

C. Discussion

The research and development of the ADDIE model produced results that can answer two problem formulations, first: steps in developing a self-care module, second: the level of validity and effectiveness of developing a self-care concept service module with assertive communication theory in reducing toxic behavior. The preparation of the module is very effective by using the ADDIE model as stated in the research method, the impact produced by this study is also very effective in reducing students' toxic behavior.

The limitation of the development attempted by the researcher is that the product developed only contains tips or service guides that focus on toxic behavior only, meaning that the module product being developed does not contain all types of problems that occur in schools. This module development research only selects

and focuses on one problem, but this module can be developed by further researchers, and this module has not been tested on a large scale due to time and cost constraints.

As stated by Dorothea Orem, self-care is an activity carried out by a person to care for and maintain their own health, life and well-being, where the individual carries out various activities and efforts in the name of their own good (Silva et al., 2021). Thus, this study attempts to develop a self-care module that can be used as a guide by BK teachers to provide guidance and counseling services with the concept of self-care. In this study, the discussion of self-care is limited specifically to behavior that emphasizes assertive communication, where some students are unable to apply or behave assertively in the current era of moral crisis.

Like several development studies that have been conducted previously, the creation of self-care concept modules has been widely carried out to help someone in their self-care efforts, especially in medical circles. In the module compiled by Emdat Suprayitno and Cory Nelia D, a special self-care module has been compiled for hypertension sufferers (Suprayitno Emdat, 2020), Fadly and Nilawati Uly did something similar, compiling a self-care concept module for diabetes sufferers (Fadli & Uly, 2023), some also compile to reduce other mental illnesses, this study compiles a self-care module to reduce toxic behavior, where the concept of self-care is adopted into the field of guidance and counseling to be able to overcome the problem of toxic student behavior. the great hope of the current research is that there will be further research that can be carried out by various parties Guidance and counseling by applying the concept of self-care in their research, there will be many problems that can be overcome through the concept of self-care, because in fact everyone has good behavior, good life, and good health, becomes bad due to lack of self-care or even not knowing how to care for it, self-care or self-care is what needs to be taught and instilled in everyone.

D. Conclusion

The results of the needs analysis data contained in the qualitative and quantitative data in this study show that BK teachers really need a special module to be used as a reference for providing guidance and counseling services to students in order to reduce student behavior.*toxic*at school and dormitory. This can be seen from how students behave in their daily lives, and BK teachers have not been able to provide effective and efficient services to overcome these problems.

Research and development of concept modules*self care*with this assertive communication theory, the ADDIE method is used, which includes five stages of development, starting with*analyze (*data analysis),*design*(product design),*development*(product development, including validation testing),*implementation*(product implementation), and evaluation.

Based on the results of a limited scale or small group trial of 5 students from IIBS AR Rahman Indonesia Middle School, it can be concluded that this module is very helpful for guidance and counseling teachers to reduce this behavior.*toxic*and improve students' assertiveness skills.

The research and development carried out by researchers has been declared suitable for use, it is hoped that with the development of the concept module*self care*With this assertive communication theory, it can help BK teachers to provide counseling services to students in an effort to reduce behavior.*toxic*and to improve assertive behavior, as suggestions for product utilization and agency development as well as for further research.

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