



The Effect of Assertiveness Training on Improving Psychological Well-Being

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Abstract

The study examines the influence of assertive training to improve psychological well-being at the Al Quran Ibnu Katsir 2 Jember Islamic boarding school. The purpose of this study was to determine the effectiveness of using assertive training to improve psychological well-being. The research approach used a quantitative method with a pre-experimental design research method of the one group pretest-posttest type. The population was 26 students of PPA Ibnu Katsir 2 Jember, with a sample of 9 students. The data collection method used was the Wilcoxon Test. The results of the study showed that there was an influence of assertive training to improve psychological well-being at PPA Ibnu Katsir 2 Jember. Assertive training is a training method that is easy for individuals to do. This training emphasizes increasing the individual's ability to communicate socially and avoid deviant behavior.

Keywords: Assertiveness Training, Psychological Well-being, Students

Abstract

The Effect of Assertiveness Training on Improving Psychological Well-Being. Research examines the effect of assertive training to improve

psychological well-being at the Al Quran Ibnu Katsir 2 Jember Islamic boarding school. The aim of this research is to determine the effectiveness of using assertiveness training to improve psychological well-being. The research approach uses quantitative methods with a pre-experimental design research method type one group pretest-posttest. The population is 26 students of PPA Ibnu Katsir 2 Jember, with a sample of 9 students. The data collection method used was the Wilcoxon Test. The results of the research show that there is an influence of assertive training to improve psychological well-being at PPA Ibnu Katsir 2 Jember. Assertive training is a training method that is easy for individuals to do. This training emphasizes increasing an individual's ability to communicate socially and avoiding deviant behaviour.

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A. Introduction

Education plays a crucial role in the potential development of human quality. The potential possessed by students can be expanded through the education process and according to their talents and interests. Educational institutions are expected to strive to create psychological well-being by considering all factors that may influence it. A school is considered good if it is expected to be able to create the best experience for its students, so that they feel good both physically and psychologically (Faradita et al., 2018). The welfare of students has a significant impact on various aspects that affect the optimal performance of students in the ma'had. Student welfare has a positive influence on the learning process and outcomes (Rafli, 2024).

Well-being, or well-being, involves aspects such as life satisfaction and positive feelings such as joy, happiness, and contentment. The psychology of well-being is based on positive psychology which examines the scientific study of what really happens in life, and valuable things in life include optimism, well-being, happiness, creativity, self-efficacy, wisdom, health, and decision-making involving personal strengths (such as: physical, cognitive, socio-emotional) as indicators (Yuliani, 2018).

Based on the initial survey conducted by the researcher at PPA Ibnu Katsir 2 Jember, it was found that there were several students who were less active in

participating in dirosah (teaching and learning activities), could not express their opinions during group work, or were embarrassed to appear in public, and found it difficult to refuse invitations from friends who were not compatible with them. Most students have not shown psychological well-being, which can be seen from the formation of groups that occur in various social opportunities. This results in the formation of small groups, and a lack of positive relationships between students due to competition between these groups in social interactions.

Psychological well-being determinants include demographic characteristics, social stratification, social support, family life stage, and adjustment. Adjustment is a dynamic and ongoing effort that seeks to modify individual behavior in order to harmonize and fit between the individual and the environment. This includes the ability of individuals to meet psychological needs, accept their own identity, experience life's pleasures without obstacles, and actively engage in social activities in their environment. Meanwhile, social support includes comfort, nurturing, recognition, or assistance that individuals receive from various sources, including partners, friends, colleagues, doctors, or community organizations (Kristiyani & Pudjiati, 2019).

Psychological well-being refers to a state in which an individual has the capacity to make independent life choices, navigate their environment efficiently, and cultivate positive interpersonal relationships. This concept elicits the process of individuals articulating subjective emotions in response to their life experiences (Gómez-López et al., 2019). There is a framework consisting of six dimensions that contribute to an individual's psychological well-being. These dimensions are: (1) Self-acceptance refers to the capacity to maintain a positive view of oneself and life experiences. Individuals who lack self-acceptance exhibit feelings of dissatisfaction with themselves, disappointment with past life experiences, and concerns about their personal attributes; (2) Self-growth refers to the process of becoming aware of one's potential and embracing new experiences. Inadequate self-development can lead individuals to experience feelings of boredom, lack of interest in life, lack

of motivation to grow or improve, perceptions of having no capacity to advance, and a state of stagnation. (3) Enhancing positive relationships with others involves developing qualities such as warmth, trust, caring, closeness, affection, and empathy. (4) Purpose in life refers to having a clear sense of direction and finding meaning in current and past experiences. A person's life can be enriched by having a more meaningful and purposeful purpose in life. (5) Environmental mastery refers to the ability to manage the environment effectively, take advantage of opportunities, exercise control over external activities, and make judgments based on specific situations, needs, and personal values. (6) Independence refers to the ability to demonstrate determination and autonomy, by resisting social influences and then engaging in deliberate thought and action. Individuals will also regulate their own behavior and judge themselves according to their own criteria (Gusmini & Tetteng, 2023)

Improving the psychological well-being of Islamic boarding school students is very important to research and develop because it will affect social, emotional and academic development as well as being a defense against attacks of emotional disorders such as depression, suicide, self-harm, antisocial behavior and substance abuse (Apriyeni et al., 2021). In previous research, assertive techniques were considered effective in helping to improve individual psychological well-being. This was proven by research conducted (Apriyeni et al., 2021) which states that there is an increase in psychological well-being in adolescents who receive assertiveness training.

Therefore, there needs to be special action to improve the psychological well-being of students at PPA Ibnu Katsir 2 Jember, one of the assistances that will be provided by the researcher is the assertive training technique, assertiveness, or behaving assertively, referring to behavior that shows the courage to express desires, feelings, and thoughts without disturbing other individuals and still maintaining personal rights honestly and openly (Rukmana & Zikra, 2024).

Assertive training is a special therapy used to train interpersonal communication skills in various situations. Assertive training can help individuals

to express things in themselves more effectively, train them to be able to express feelings that they like or hate, or their sense of agreement, with confidence. Help them to dare to say no (Kamil et al., 2018). This method can foster a sense of self-awareness in individuals about their right to protect themselves from attempts to oppress others. In addition, this training can also facilitate the understanding and application of skills. (Rinanda, 2021). Assertive behavior can actually be built by itself, either by training yourself to understand yourself and others, if you experience difficulties, of course assertiveness training can be assisted by a counselor (Sulistianingsih, 2024).

Assertiveness training methods are behavioral strategies that can be applied to interpersonal communication. They are particularly useful in situations where individuals struggle to recognize the appropriateness or appropriateness of expressing themselves. Assertiveness training is beneficial to individuals because it allows them to express their emotions and thoughts openly (Faradita et al., 2018).

In this study, researchers will train students using assertiveness training that will train individuals to demonstrate assertive behavior that will help improve students' psychological well-being. Assertiveness training has been designed to help change perceptions in order to improve a person's ability to be more confident, express emotions and think adequately and build self-confidence. Based on the background above, researchers are interested in conducting an experiment on the effectiveness of using Assertiveness Training on improving psychological well-being in students.

B. Method

Researchers use experimental research types. Experimental techniques are quantitative research approaches used to determine the impact of independent factors on dependent variables in controlled situations (Sugiyono, 2021). The researcher used a pre-experimental design research design of the one group

pretest-posttest type in this study. One group pretest-posttest design is a study that provides an initial test (pretest) before being given treatment, after being given treatment, then a final test (posttest) is given (Arikunto, 2010). The results of the two tests are compared to test whether the treatment given is able to increase students' motivation in entrepreneurship. The illustration of the One Group Pre-Test Post-Test Design is as follows:

Table 1
Desain Penelitian

Kelompok	Pre-test	Perlakuan	Post-test
Eksperimen	O ₁	X	O ₂

Keterangan :

O₁ : Kegiatan *pre-test*

O₂ : Kegiatan *post-test*

X : Perlakuan/*Treatment* dengan menggunakan teknik *assertive training*

The population of this study is all students of PPA Ibnu Katsir 2 Jember totaling 26 students. The sample that the researcher will use is non-probability sampling, which is a sampling technique that does not provide equal opportunities/chance for each element or member of the population to be selected as a sample. After grouping respondents according to the provisions set by the researcher, 9 samples were found to be respondents in this study.

The researcher used a closed questionnaire, which requires respondents to choose from a series of predetermined answer choices. The questionnaire had previously been tested for reliability and validity to test the accuracy of the questionnaire. In the reliability test, the Cronbach Alpha was obtained at 0.887.

The data analysis method in this study is descriptive data analysis. Descriptive statistics are statistics used to analyze data by describing or depicting the data obtained as it is without intending to make a conclusion that applies to the public or generalization (Sugiyono, 2019). Descriptive analysis is used to determine the picture of the low level of social interaction before and after being given treatment in the form of assertive training techniques.

The data analysis used is parametric statistics using the t-test formula, namely by comparing the differences in the results of the pre-test and post-test using the SPSS version 25.00 using the Wilcoxon test.

The basis for decision making in the Wilcoxon test is as follows (Arikunto, 2010):

- a. If the probability value of Asym.sig 2 tailed < 0.05 then there is a difference in the average of the data being tested.
- b. If the probability value of Asym.sig 2 tailed > 0.05 then there is no difference in the average of the data tested.

C. Results and Discussion

Pretest data is needed to assess which students have low psychological well-being. The initial stage, the researcher gave a questionnaire to all 26 students of PPA Ibnu Katsir 2. Based on the results of the pretest or baseline scores of the students, it can be seen in the following table:

Table 2
Pretest Results Psychological Well-being Level of Classes 8 & 11

No	Respondent Name	Amount	Score	Category
			Score %	
1	AFA	175	70%	S
2	AR	122	48%	R
3	US	180	72%	S
4	AFFAIRS	165	66%	S
5	APS	130	52%	R
6	ADPS	159	63%	S
7	CH	128	51%	R
8	DBD	160	64%	S
9	EAH	158	63%	S

10	FA	135	54%	R
11	JNY	140	56%	R
12	LCA	169	67%	S
13	ITAW	157	62%	S
14	MAP	163	65%	S
15	MRH	170	68%	S
16	MFAM	185	74%	S
17	MIF	135	53%	R
18	MRAS	107	42%	R
19	NDF	205	82%	T
20	PP	185	74%	S
21	PBH	190	76%	S
22	RAW	185	74%	S
23	SASR	115	46%	R
24	SNA	212	84%	T
25	TNNP	155	62%	S
26	ZRP	125	51%	R

Table 3
Pre-Test Result Presentation

No.	Value Range	CRITERIA	NUMBER OF STUDENTS
1	50-100	Psychological well-being is very low	-
2	101-150	Low psychological well-being	9
3	151-200	Psychological well-being is moderate	15
4	201-250	High psychological well-being	2
		Total	26

The researcher took the low and very low pretest results, referring to the data the researcher found 9 students, then the researcher will apply handling in the form of assertive training techniques to the 9 students. The results of the analysis can be examined in the table below:

Table 4
Student Data Those with Low Levels of Psychological Well-Being

No	Respondent Name	Score	Score%	Category
1.	AR	122	48%	R
2.	APS	130	52%	R
3.	CH	128	51%	R
4.	FA	135	54%	R
5.	JNY	140	56%	R
6.	MIF	134	53%	R
7.	MRAS	107	42%	R
8.	SARS	115	46%	R
9.	ZRP	129	51%	R
Average value		126.3	50%	

Based on the pretest results above, the students of PPA Ibnu Katsir 2 Jember have low psychological well-being with the number of research subjects of 9 students. The next thing that the researcher will do is provide treatment to students who have low psychological well-being.

The purpose of administering a posttest to several students of PPA Ibnu Katsir 2 Jember is to assess whether there is a change in the level of psychological well-being after the treatment is implemented. The results can be examined in the following table:

Table 5
Post-test

No	RespondentName	Score	Score%	Category
1.	AR	172	68%	S
2.	APS	181	72%	S
3.	CH	160	64%	S
4.	FA	201	80%	T
5.	JNY	204	81%	T
6.	MIF	153	61%	S
7.	MRAS	170	68%	S
8.	SARS	176	70%	S
9.	ZRP	166	66%	S
Average value		175.8	70%	

The post-test results showed that from a total of 9 students as samples, they experienced an increase in psychological well-being after undergoing treatment. To assess the effect of assertiveness training to improve psychological well-being at PPA Ibnu Katsir 2, the difference data between the pre-test and post-test can be observed in the following table:

Table 6
Psychological Well-Being Pre-Test and Post-Test Results
Students Class 8 & 11

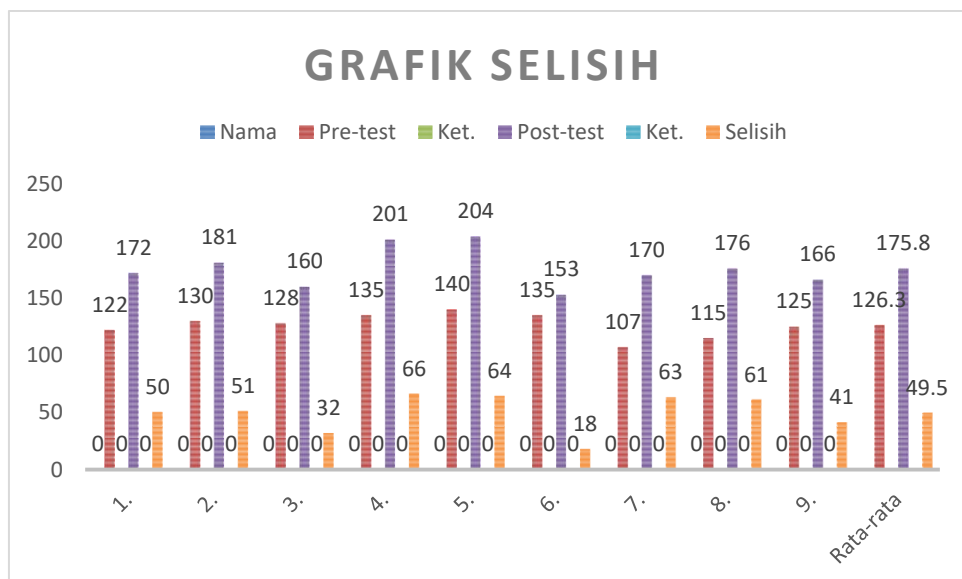
No.	Name	<i>Pre-test</i>	Caption	<i>Post-test</i>	Caption	Difference
1.	AR	122	R	172	S	+50
2.	APS	130	R	181	S	+51
3.	CH	128	R	160	S	+32
4.	FA	135	R	201	S	+66
5.	JNY	140	R	204	S	+64
6.	MIF	135	R	153	R	+18

7.	MRAS	107	R	170	S	+63
8.	SASR	115	R	176	R	+61
9.	ZRP	125	R	166	S	+41
Average		126.3		175.8		49.5

It is known that of the 9 students, their psychological well-being increased. From students who initially had low psychological well-being, seen from the results of their pre-test, then after that they were given treatment 3 times and the post-test, it can be seen that each student can experience an increase from low to medium and high. The average of the pre-test is 126.3, the average post-test data is 175.8, so the difference between the two is 49.5.

Figure 1

Graph of Difference between Pre-test and Post-test Results



Based on the calculation, the average data on the pre-test and post-test decreased. The pre-test produced data of 126.3, while the post-test produced 175.8. This shows that there was an increase in students'

psychological well-being after the treatment with the assertive training technique. The following are the results of the Wilcoxon test,

Table 4.9 Wilcoxon test results

Ranks

Wilcoxon Signed Ranks Test

		Ranks		
		N	Mean Rank	Sum of Ranks
POSTEST - PRETEST	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	9 ^b	5.00	45.00
	Ties	0 ^c		
	Total	9		

a. POSTEST < PRETEST

b. POSTEST > PRETEST

c. POSTEST = PRETEST

Table 4.9 Test Statistics

Test Statistics^a

	POSTEST - PRETEST
Z	-2.666 ^b
Asymp. Sig. (2-tailed)	.008

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the research data, it can be concluded that assertive training has an effect on improving psychological well-being at PPA Ibnu Katsir 2 Jember. The handling process with assertive training techniques can improve psychological well-being. Based on the table, the Asymp. Sig. value is 0.008 below the standard of 0.05, meaning that there is a difference in the level of psychological well-being of PPA Ibnu Katsir 2 Jember students (hypothesis accepted). The conclusion is that group guidance

services with assertive training techniques have an effect on improving the psychological well-being of PPA Ibnu Katsir Jember students.

The changes obtained in this study are supported by the results of research conducted by Parray (2017), It was found that assertiveness training helps to increase the level of assertiveness, self-esteem, psychological well-being, and academic achievement among adolescents and reduces their stress levels. In addition, in the study Abdelaziz et al. (2020) regarding the effectiveness of an assertiveness training program on psychological well-being and work engagement among novice psychiatric nurses, it was found that assertiveness training was beneficial in developing assertiveness skills and improving psychological well-being.

Assertiveness training will train individuals to accept themselves as people who experience anger and help them explore themselves in finding the reasons for being angry, as well as reducing cognitive and affective barriers to assertive behavior such as anxiety, anger and irrational thoughts (WM Parray & Kumar, 2022). The decrease in behavioral changes is greater than verbal and emotional because assertive therapy is a type of therapy that specifically trains behavioral changes, behavioral changes are trained through certain stages so that the expected behavioral changes will be easier for individuals to do (Martini et al., 2021). Alberti and Emmons emphasis in assertive training is on “skills” and the use of those skills in action (Maulian Putri, 2015). Assertive training is recommended for individuals who experience interpersonal anxiety, are unable to reject the actions of others and have difficulty communicating with others. Assertive training is effectively given to adolescents to help students improve their ability to communicate what they want, feel and think to others while still maintaining and respecting the rights and feelings of others and helping individuals (Patricia et al., 2020).

The results of this study can be biased because there are still some limitations of the study such as the number of samples is still too small and the time used during the study is still very short. The researcher hopes that further researchers can further develop this study by increasing the number of samples with more diverse characteristics so that the research results are more reliable.

D. Conclusion

The results of the study on students of PPA Ibnu Katsir 2 Jember showed that the application of assertive training techniques had a positive impact on improving the psychological well-being of students. Before the assertive training session, the level of students' psychological well-being had an average of 126.3 but after three assertive training sessions, there was a significant increase of 175.8. Analysis using the Wilcoxon test in SPSS version 25.00 showed an Asymp. Sig. (2-tailed) value of 0.008, indicating a significant influence between the pretest and post-test, so that the research hypothesis can be accepted. In conclusion, the assertive training technique has a positive impact on improving psychological well-being.

The results of this study are expected to be one of the references so that further research can expand the variables and research subjects for further research. For BK Teachers, it is expected that the results of this study can be used as a guide to improve guidance and counseling services, providing a positive contribution in addressing psychological well-being at PPA Ibnu Katsir 2 Jember. While for students, it is expected that they can improve psychological well-being through the use of assertive training independently.

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