

The Assertive Technique of Online Group Counseling on Student Academic Resilience

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ARTICLE INFO

Article history:

Received October 26, 2022

Revised October 30, 2022

Accepted April 30, 2023

Available online May 25, 2023

Kata Kunci:

Konseling Kelompok, Latihan Assertif dan Resiliensi

Keywords:

Group Counseling, Assertive Training and Resilience



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ABSTRAK

Resiliensi akademik yaitu kemampuan mahasiswa dalam meraih kesuksesan secara akademik, walaupun di tengah situasi yang menekan dan menghalangi mereka untuk meraih sukses. Hanya saja kenyataan dilapangan menunjukkan bahwa pasca dilaksanakannya pembelajaran daring tingkat resiliensi mahasiswa cenderung rendah, sehingga untuk mengatasi permasalahan tersebut mahasiswa membutuhkan bimbingan kusus dari konselor. Adapun tujuan dari penelitian ini yakni untuk memberikan gambaran perubahan tingkah laku mahasiswa dalam mengikuti perkuliahan onelin setelah dilakukan konseling kelompok menggunakan teknik asertif. Penelitian ini tergolong kedalam jenis penelitian kuantitatif dengan menggunakan metode tindakan kelas. Subjek yang terlibat dalam penelitian ini yakni 6 orang mahasiswa yang mengalami penurunan resiliensi selama proses perkuliahan. Pengumpulan data dalam penelitian dilakukan dengan menggunakan metode observasi, wawancara, dokumentasi, dan penyebaran angket. Data yang diperoleh dalam penelitian kemudian dianalisis dengan teknik analisis persentase. Hasil analisis penelitian menunjukkan bahwa terdapat peningkatan nilai pre-test dan pos-test mahasiswa selama dilaksanakannya siklus penelitian. Dimana hasil yang diperoleh menunjukkan 33% mahasiswa memiliki resiliensi tinggi dalam artian mampu menyelesaikan perkuliahan 8 semester, 50% memiliki resiliensi sedang dan mampu menyelesaikan pendidikan dalam 9 semester dan 17 % memiliki resiliensi rendah. Hasil tersebut kemudian menunjukkan bahwa secara garis besar penerapan teknik latihan asertif konseling kelompok secara signifikan dapat memngembalikan resiliensi dalam diri mahasiswa, yang ditunjukkan dengan sikap bertahan dan berjuang bertahan terhadap berbagai situasi yang mengganggu pencapaian hasil belajarnya.

ABSTRACT

Academic resilience, namely the ability of students to achieve academic success, even in situations that pressure and prevent them from achieving success. The reality on the ground shows that after implementing online learning, the level of student resilience tends to be low, so to overcome these problems, students need special guidance from counselors. This study aims to provide an overview of changes in student behavior in attending Onelin lectures after group counseling using assertive techniques. This research belongs to the type of quantitative research using class action methods. The subjects involved in this study were six students who experienced decreased resilience during the lecture process. Data collection in the study was carried out using observation, interview, documentation, and questionnaire methods. The data obtained in the study were then analyzed using percentage analysis techniques. The results of the research analysis showed that there was an increase in students' pre-test and post-test scores during the research cycle. The results show that 33% of students have high resilience in completing eight semesters of lectures, 50% have moderate resilience and can complete education in 9 semesters, and 17% have low resilience. These results then show that, in general, the application of group counseling assertive training techniques can significantly restore resilience in students, which is shown by the attitude of surviving and struggling to survive in various situations that interfere with the achievement of learning outcomes.

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1. INTRODUCTION

Resilience is an individual's endurance in facing life's stressors to survive competently (Pratiwi & Kumalasari, 2021; Putri et al., 2020). In teaching and learning activities, there is what is called academic resilience, where academic resilience is defined as the ability of students to achieve academic success even in situations that suppress and prevent them from succeeding (Salim & Fakhurrozi, 2020; Saputra, 2020). Academic resilience is shown by the attitude of students who can rise to face various big challenges that can hinder the course of learning so that they can adapt and complete academic assignments effectively (Afriyeni et al., 2021; Purnama & Yustiana, 2022; Utami 2020). The high level of resilience that exists in individuals will be able to encourage these individuals to have high enthusiasm in facing stressful situations in learning and tend to show good academic abilities (Hartika & Kushendar, 2019; Septiana, 2021). Adolescents with high resilience will be capable of dealing with negative experiences (Kumalasari et al., 2020; Linggi et al., 2021). In its development, there are seven aspects of resilience which consist of emotional regulation, impulse control, optimism, causal analysis (analysis of the causes of problems), empathy (empathy), self-efficacy (self-confidence), and reaching out (ability to achieve what one wants) (Adhiman & Mugiarto, 2021; Setyawan, 2021). The seven aspects of resilience must be possessed by students in order to be able to follow the lecture process properly.

Students are social beings who need interaction with lecturers, fellow students, and the surrounding environment (Sukiyah et al., 2021; Tarigan et al., 2021). The success of students in achieving the goals of educators is very dependent on the ability that exists within the individual to gain success even in stressful situations so that they can adapt to these circumstances firmly (Khusniyati et al., 2022; Zahra et al., 2021). Students can rise in the face of and overcome risky and stressful situations through the defense of their competence and positive and flexible adaptation to changes from stressful experiences (Retno, 2021; Suradji & Sari, 2022). In the lecture process, students face various problems covering four academic, social, career, and family fields (Fatimah & Purba, 2021). In the academic field, students face problems regarding various assignments for the benefit of learning inside and outside the classroom, individually or in groups, such as writing papers, preparing practicum reports, and so on (Ikhwaningrum et al., 2022). So that in order to be able to pass these various challenges, students need high resilience in themselves.

The reality shows that the Covid-19 virus pandemic has caused an increasing academic burden experienced by students. It is evidenced by the results of observations and interviews that have been conducted at the Palembang PGRI University. The results of observations and interviews show that the prolonged Covid-19 pandemic has caused much pressure on students, such as the problem of student presence who is only present during absences, only photos or names appearing on monitor screens, internet network disruptions, lecturer explanations are not up to par with the assignments given and in completing group assignments, in the lecture process students who are not active in the discussion are more likely to withdraw more or cause boredom. It shows that the resilience of students in Palembang is in the moderate category, meaning that students are still anxious about dealing with problems during the learning process at home, they are still unable to analyze these problems properly, and they still have a low sense of empathy with the surrounding environment. If left continuously, this will certainly have an impact on reducing enthusiasm and motivation for student learning.

One of the efforts that can be made to increase student resilience during the learning process is by providing group counseling with assertive techniques. Group counseling is a counseling service provided to several students/counselees in a group atmosphere by utilizing group dynamics to learn from each other's experiences from its members so that students/counselees can overcome these problems (Adit et al., 2019; Hartika & Kushendar, 2019). Group counseling can be done using a variety of approaches and techniques, including assertive training techniques. Assertive training is an exercise to increase students' self-confidence through communicating various things that are desired, felt, and thought about (Fatmawati & Pratiwi, 2020; Zulhadi et al., 2023). Someone who has assertive behavior will have the freedom to express thoughts and opinions to others both in words and actions, can communicate well directly and openly, be able to reject and express disapproval of other people's opinions and have high confidence and trust in themselves (Cahyani et al., 2022; Sedyawati, 2020; Wahyono et al., 2021). Furthermore, assertive behavior is explained as an individual's way of life in living his life, which is based on respect to maintaining personal interests by expressing things that are being felt, both positive and negative feelings and thoughts, honestly without reducing the rights of others (Shohila & Riswani, 2022).

Assertive exercises that are carried out will improve interpersonal skills so that students can say no, make requests, express feelings positively or negatively, and open and end a conversation. Several studies have revealed that providing group counseling services with assertive techniques improves students' interpersonal communication skills (Zulhadi et al., 2023). The results of other studies revealed an increase in the assertiveness of students whom junior high school students bullied after being given

assertive training group counseling (Fatmawati & Pratiwi, 2020). Further research revealed that group counseling services using assertive techniques were appropriate for increasing assertive behavior (Cahyani et al., 2022). Based on some of the results of these studies, group guidance with assertive techniques can have a positive influence on increasing positive behavior in students. In previous studies, no studies specifically discussed assertive online group counseling techniques on student academic resilience. So this research is focused on this study to provide an overview of changes in student behavior in attending Onelin lectures after group counseling using assertive techniques.

2. METHOD

This research belongs to the type of quantitative research with class action methods. Classroom action research is an effort that educators can make to improve the quality of their roles and responsibilities as educators, especially in managing learning. The subjects involved in this study were six students who had experienced resilience problems since college, especially in offline group guidance and counseling courses. The research design used one group without a comparison, which aims to determine changes in the behavior of research subjects. Data collection in the study was carried out using observation, interviews, documentation, and questionnaires. The data obtained were then analyzed using descriptive analysis with frequency (percentage categorical).

3. RESULTS AND DISCUSSION

Result

The research conducted was action research conducted with a pre-test and post-test prior to six cycles of group counseling. Counseling was carried out on students without a comparison group, namely students in the seventh, fifth, and eighth semesters who had a low resilience tendency of six students. The six students as research subjects were given group counseling with assertive techniques. This research was conducted in six cycles of counseling sessions, which were adjusted to the assertive training and group counseling stages. The time used for each section is between 45-60 minutes. Research analysis begins with giving a pre-test to research subjects to know the level of student resilience before being given group guidance using assertive techniques. The results of the research subject's pre-test can be seen in Table 1.

Table 1. Pre-Test Results of Research Subjects

No.	Name	Semester	Score	Category
1	GN	VII	163	Low
2	BT	VII	158	Low
3	JW	IX	159	Low
4	SC	V	160	Low
5	KV	VII	156	Low
6	ZK	V	140	Low
Average			156	

Based on the data in Table 1, students' assertive behavior level is in the low category. These results are then used as a reference for implementing group guidance, which is then followed by giving a post-test. The results of the student post-test after being given the action can be seen in Table 2.

Table 2. Post-Test Result

No.	Name	Semester	Score	Category
1	GN	VII	195	High
2	BT	VII	190	High
3	JW	IX	169	Medium
4	SC	V	175	Medium
5	KV	VII	176	Medium
6	ZK	V	150	Low
Average			175.84	

The final results of the post-test questionnaire above show the final condition of the subjects after being given treatment two people (33%) are in the high category, three people (50%) are in the medium

category, and one person (17%) is still in the low category even though there is an increase to determine whether there are differences in the scores obtained by the subject (counselee) before and after being given treatment (group counseling) assertive training towards changes in resilience in each subject, the data is presented in [Table 3](#).

Table 3. Results of Pre-Test and Post-Test Data Analysis

No.	Name	Pre-test (XA)	Post-test (XB)	Direction of difference	Sign	Description
1	GN	163	195	XA,XB	+ 27	Increase
2	BT	158	190	XA,XB	+ 25	Increase
3	JW	159	169	XA,XB	+ 10	Increase
4	SC	160	175	XA,XB	+ 15	Increase
5	KV	156	176	XA,XB	+ 10	Increase
6	ZK	140	150	XA,XB	+ 10	Increase
Average		156	175.84	Number of signs +		5
				Number of signs -		1

In addition to obtaining the results from the pre-test and post-test, the researcher also reflects on the end of each counseling session, in which each section of the counselee's problem is resolved with an overview according to the aspects of resilience in the counselee described in [Table 4](#).

Table 4. Reflections on Student Resilience from Each Cycle of Group Counseling

No.	Resilience Aspect	Cycle											
		1		2		3		4		5		6	
		+	-	+	-	+	-	+	-	+	-	+	-
1	Confidence/self-belief (confidence and trust)	2	4	4	2	5	1	5	1	6	0	6	0
2	Control/a sense of control (manage & control)	1	5	4	2	5	1	5	1	6	0	6	0
3	Composure (anxious and worried)	0	6	4	2	5	1	5	1	6	0	6	0
4	Commitment (persistence)	2	4	4	2	5	1	5	1	6	0	6	0

From the reflection data above, it is clear that there is a change in the behavior of every aspect of the counselee; aspects of anxiety and worry resilience are a problem for all counsees, while aspects of faith and trust, self-control, and commitment are owned, but maybe the level is still weak to want to complete education on time can be realized.

Discussion

Based on the results of the analysis that has been done, there is an increase in student academic resilience after being given group guidance using assertive techniques. These results then show that students need group counseling during the online learning process; this is because the application of group counseling allows counselors to provide guidance services to a group of students to solve various problems being faced by students ([Hutajulu et al., 2021](#); [Sartika & Yandri, 2019](#)). The implementation of group guidance services can develop group dynamics through communication regarding various things useful for the personal development of group members ([Pohan & Indra, 2020](#); [Ulan et al., 2021](#)). Group guidance is carried out to develop students' communication skills so that students are expected to be able to discuss important topics, develop positive values, and develop joint steps to deal with problems discussed in groups ([Aldina, 2018](#); [Darusman, 2023](#); [Haolah et al., 2020](#); [Simbolon, 2020](#)).

Group guidance using assertive techniques will help students to increase their self-confidence through the process of communicating various things they want, feel, and think about ([Angelia et al., 2022](#); [Sa'adah et al., 2022](#)). Group guidance with assertive techniques is generally carried out by developing the confidence of students who have difficulty communicating and cannot express their opinions directly ([Delima & Sari, 2021](#); [Marista et al., 2021](#)). So that in practice, this assertive technique training can improve interpersonal skills. Someone who has assertive behavior will tend to show behavior such as having freedom in expressing thoughts and opinions to others both in words and actions, having the ability to communicate well directly and openly, being able to refuse and express disapproval of other people's opinions, have a high degree of confidence in their abilities ([Cahyani et al., 2022](#); [Sedyawati, 2020](#); [Wahyono et al., 2021](#)). Such behavior is, of course, very much needed by students to increase their resilience during the online lecture process.

The results obtained in this study are in line with the results of previous research, which also revealed that the provision of group counseling services with assertive techniques has a positive effect on improving students' interpersonal communication skills (Zulhadi et al., 2023). The results of other studies revealed an increase in the assertiveness of students bullied by junior high school students after being given assertive training group counseling (Fatmawati & Pratiwi, 2020). Further research revealed that group counseling services using assertive techniques were appropriate for increasing assertive behavior (Cahyani et al., 2022). Based on some of the results of these studies, group guidance with assertive techniques can have a positive influence on increasing positive behavior in students.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the application of group counseling assertive training techniques can significantly restore resilience in students, which is shown by the attitude of surviving and struggling to survive various situations that interfere with the achievement of learning outcomes.

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