



Original Research

INCREASING ASSERTIVE BEHAVIOR IN ADOLESCENTS IN ISLAMIC BOARDING SCHOOLS THROUGH ASSERTIVE TRAINING

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ABSTRACT

Introduction: Assertive behavior is the ability to communicate the individual want, feel, and think to others honestly and openly while respecting personal and other people's rights. One way to increase assertiveness in adolescents is through assertive training activities where this activity presents systematic activities that can develop and train individuals' abilities to express their thoughts, feelings, desires and needs confidently. The purpose of this study was to analyze the change in assertive behavior of adolescents living in Islamic boarding schools through assertive training.

Method: This was pre-experimental research with pre-post design. The sample was 80 respondents which obtained by purposive sampling technique. The measuring instrument uses assertive behavior questionnaires and data analysis using the Wilcoxon Paired test.

Results: The results of the analysis of assertive behavior in adolescents before the intervention were in the low category (42.5%) and after the intervention, adolescent assertive behavior was in the good category (46.3%). The results showed a p value of 000 which is result indicated that there was a increase in the assertive behavior of adolescents living in Islamic boarding schools through assertive training.

Conclusions: Adolescents with high assertiveness are able to control their emotions, mental health and have good coping with solving personal and social problems, and are able to express their wishes firmly to others.

Keyword: assertive training; assertive behavior; adolescent

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1. INTRODUCTION

One of the tasks of adolescent development is to achieve emotional maturity. Adolescents can already control their emotions so they don't explode like when they were early teens who were said to be emotionally mature (Setyawan 2018). Emotional maturity is a process in which the personality continuously strives to achieve a healthy emotional state both intraphysically and interpersonally. If adolescents do not manage to overcome critical situations and follow emotional turmoil too much, they are likely to be trapped in the wrong path (Malik, K., & Varghese 2020).

Adolescent who are in the stage of reaching emotional maturity are also experienced by adolescent in Islamic boarding schools. The decision

to live in Islamic boarding schools in general is not entirely due to the motives of the students (Ainiyah, Priyatama, and Setyanto 2017). In fact, the role of parents is always involved with these decisions, most parents encourage their children to study at Islamic boarding schools when their children reach adolescence (Temple and Robson 2003). The desire of students to always be devoted to their parents, the motive of staying in a boarding school is even a little forced students to want to study in a boarding school and away from their family, the fulfillment of the needs that students have received from the family circle, students will automatically learn to become independent individuals and students will trying to meet their own needs (Ainiyah, Priyatama, and Setyanto 2017).

Adolescent expectations about life in Islamic boarding schools are positive but these expectations are generally not comparable to real experiences. Adolescent experience disappointment because their expectations and the real situation around them are different from each other (Ainiyah, Priyatama, and Setyanto 2017). This shows that adjustment to life in Islamic boarding schools should be paid more attention. Adolescent struggle to face problems and are unable to meet their needs will affect the emotions and psychology of adolescents (Zamroni 2021). In general, the problems of adolescents who are just starting to enter this Islamic boarding school have general characteristics that are periodic which are influenced by individual characteristics, different problem areas, different problem-causing variables, individual age, gender, cultural characteristics, personal attitudes, skills. specifically, self-esteem (self-confidence) and social skills. Failure to resolve these adjustment issues can prolong their adjustment to the Islamic boarding school, and this may even cause them to leave the Islamic boarding school (Zamroni 2021).

The problems that are often faced by adolescent in participating in activities at Islamic boarding schools include problems related to personal, social, learning, and self-efficacy in adapting to the pattern of Islamic boarding schools life (Çeçen-ero 2009). More complex problems are experienced by adolescent who live in Islamic boarding schools, are still looking for self-identity freely, they must submit to and depend on existing rules. Not a few of the adolescent who experience psychological turmoil which has implications for behavioral deviations. Conditions like this are handled appropriately so that it leads to positive things (Bulantika, et al. 2019). On the other hand, if it is not handled properly, it can improve the mental condition of adolescent . In all cases, adolescents experience changes and very fast changes often cause shock and uncertainty. Shock and uncertainty also arise from a rapidly changing environment. In the face of a developmental storm "storm and stress", many adolescent have managed to overcome various obstacles (Rusmana et al. 2020). The existence of adolescents in this phase is between two crossroads, things that make adolescents full of difficulties and problems . It can be ascertained that being in a transitional state of a person from one state to another often experiences turmoil and can sometimes be fatal (Larsen and Jordan 2020). Indicators of emotional maturity in adolescents are able to regulate their emotions in front of others and can manage time and place when they want to express emotions in a way that is acceptable to others (Speed, Goldstein, and Goldfried 2018).

Assertive training is one of the many topics that are quite popular in behavior therapy (Yusuf, Fitriyasari, and Nihayati 2014; Zappe and Epstein 1987). Assertive training is one of the trainings that can increase emotional maturity shown by increasing the ability to express emotions openly, honest

without worrying about others but still respecting the rights of others (Jigyasha, Ravneet, and Kawaljit 2021). Assertive training also able to reduce stress, anxiety and depression (Eslami et al. 2016). Assertive training is a systematic summary of skills, rules, concepts or attitudes that can develop and train an individual's ability to convey thoughts, feelings, desires and needs with confidence and honesty so that they can relate well to their social environment (Zappe and Epstein 1987). Based on this background, the researcher wants to conduct research on changes in assertive behavior of adolescents who live in Islamic boarding schools through assertive training therapy.

2. METHODS

The type of research in this study was pre-experimental with a pre-test-post-test design. The research was conducted on adolescents in Islamic boarding schools in Jember Regency with a sample size of 80 respondents. The inclusion criteria in this study were adolescents who lived in Islamic boarding schools, aged 13 to 14 years and continued schooling in the pesantren environment, while the exclusion criteria in this study were adolescents who had limitations. in communicating and adolescents who only learn informal education. Sampling in this study used a purposive sampling technique where the researcher selected samples based on the inclusion criteria and the criteria of the researcher.

The intervention in this study was assertive training which was given for a month at a boarding school. Assertive training activities are given in 4 sessions where each session is given every week with a duration of 60-80 minutes. The activities for each session are session 1, adolescents are trained to be able to recognize themselves, change thoughts and feelings and practice assertive behavior, Session 2 adolescents are trained to express their wants and needs and how to fulfill them, session 3 adolescents are trained to establish social relationships in meeting their needs and Session 4 adolescents trained to maintain assertive behavior change in a variety of situations. Assertive training aims to enable adolescents to be able to behave assertively in expressing their anger. Assertive training is a nursing modality therapy in the form of behavioral therapy, where adolescents will learn to express angry feelings appropriately or assertively so that they are able to relate to other people, be able to state what they want, what they like, what they want to do, and the ability to make someone feel comfortable talking about themselves.

The measuring instrument used for assertive behavior is using The Assertiveness Inventory questionnaire which has been modified into Indonesian and then tested for validity and reliability first with results >0.789. The data that has been obtained from the measurement results are processed properly using the statistical package for the social sciences (SPSS) version 21 program. The data that has been entered into the SPSS is then

Table 1. Characteristics of Respondents

Category	Frequency	Percentage	
Age	13 Years Old	16	20,0
	14 Years Old	19	23,8
	15 Years Old	19	23,8
	16 Years Old	15	18,8
	17 Years Old	11	13,8
	Total	80	100,0
Long time studying in Islamic boarding school	1 Years Old	15	18,8
	2 Years Old	32	40,0
	3 Years Old	33	41,3
	Total	80	100,0
Motivation to Study at Islamic Boarding School	From Own Will	40	50,0
	From Parents	21	26,3
	From friends	19	23,8
	Total	80	100,0

Table 2 Test Results of Assertive Behavior of Adolescents Living in Islamic Boarding Schools Through Assertive Training Therapy

Category	Frequency	Percentage	
Assertive Behavior Before Intervention	Low Assertive Behavior	34	42,5
	Moderate Assertive Behavior	29	36,3
	Good Assertive Behavior	17	21,3
	Total	80	100,0
Assertive Behavior After Intervention	Low Assertive Behavior	8	10,0
	Moderate Assertive Behavior	35	43,8
	Good Assertive Behavior	37	46,3
	Total	80	100,0
Z		-5,736^b	
Asymp. Sig. (2-tailed)		,000	

analyzed using the Wilcoxon Paired test where this test is used to determine differences in the results of adolescent assertive levels before and after the assertive training activities. This research has obtained permission from the National Unity and Political Agency of Jember Regency with letter No. 072/955/415/2020.

3. RESULTS

Based on the results of research on assertive behavior of adolescents living in Islamic boarding schools through assertive training, the statistical test results data are presented in the following table.

Based on the results of research on the characteristics of respondents, it shows that the most age groups are 15 and 14 years old (23.8%). The maximum length of study in Islamic boarding schools is 3 years (40%). Most students' motivation to learn in Islamic boarding schools is of their own volition (50%).

Based on the results of the analysis of assertive behavior in adolescents in Islamic boarding schools before the intervention, the results showed that most adolescents had low assertive behavior (42.5%).

After the intervention, the level of assertiveness of adolescents was mostly in the good category (46.3%). Then the data was tested using the Wilcoxon paired test, showing a p value of .000 where this result indicates that there is an increase in adolescent assertive behavior after being given assertive training activities.

4. DISCUSSION

The results in this study indicate that assertive behavior before assertive training is given to adolescent assertive behavior is in the category of low assertive behavior, this is influenced by several factors including age where age is one of the factors that determine the emergence of assertive behavior, where in adolescence Assertive behavior is more developed besides the factor of length of study and also the desire to study in Islamic boarding schools to be a determining factor for the development of assertiveness in adolescents (Yunalia and Etika 2020). Assertive training activities given to adolescents in Islamic boarding schools are able to increase assertive behavior in adolescents by being shown by the behavior of those who are willing to

express their feelings and emotions well, have good coping strategies in solving problems and are able to control their emotions.

Emotional maturity in adolescents, namely not exploding their emotions in front of other people but waiting for the right time and place to express emotions in a way that can be accepted by others is the notion of assertiveness (Sriyanto et al. 2014). From this statement, it can be seen that after participating in assertive training, research subjects will have good emotional maturity. Subjects feel able to express their emotions properly and still understand the rights of others. It is hoped that after the subject's emotional maturity increases, the subject will be better able to adapt to the new environment because they already have the provision of assertive behavior (Zhukov 2020).

Some of the things to be achieved in assertive training are: to help individuals be able to voice their feelings, thoughts and beliefs in all situations, to teach individuals how to express what they feel for themselves and for the truth of others (Arrumaisyah Daulay, Daharnis, and Afdal 2018). This statement is in accordance with the results of observations and interviews obtained after training the subject, that the subject experienced an increase in positive behavior with the ability to express emotions well (Stake, DeVille, and Pennell 1983; Utami et al. 2019).

Assertive behavior is self-disclosure openly, firmly and freely on positive and negative feelings as well as the act of defending absolute rights while still paying attention to the feelings of others (Asrowi and Barida 2013). By having assertive behavior, the child will be able to express his feelings without hurting others so as not to cause deviant behavior (Sriyanto et al. 2014).

Having a high assertive attitude will be better able to take care of himself, not commit deviant behavior or juvenile delinquency, because he is able to respect himself and be able to control himself from the influence of others by saying no to things that are not in accordance with the values he believes in (Asrowi and Barida 2013). People who have low assertiveness will be more easily carried away by negative environmental influences or deviant behavior. Assertive behavior is closely related to juvenile delinquency (Parray, Kumar, and David 2020). The higher the assertive behavior of the individual, the lower the juvenile delinquency caused by the individual. This is in line with other research in relation to assertiveness which shows that the higher a person's ability to be assertive, the less easily they are carried away in deviant behavior (Kumar and Rathi 2020; Lubis 2020).

Being assertive means communicating what we want clearly by respecting our personal rights and those of others (Primavera, Yasmansyah, and Andriyanto 2019). Assertiveness is an honest and fair expression of our feelings, opinions, and needs. The ability to be assertive is very important to have from an early age, because it will help us to be appropriate

in dealing with situations where our rights are violated. Assertiveness is a positive self-statement, while respecting others, so that it will increase satisfaction (Parray, Kumar, and David 2020). Assertive behavior is behavior that dares to demand their rights without experiencing fear or guilt and without violating the rights of others.

The results of this study can be concluded that the assertive training provided is very effective in increasing the assertive behavior of adolescents. Assertive training applied to adolescents is packaged in the form of behavioral therapy, adolescents learn to express angry feelings appropriately or assertively so that they are able to relate to other people, are able to state what they want, what they like, what they want to do, and the ability to make someone feel comfortable. Adolescents with high assertiveness have the ability to communicate needs, desires, feelings or opinions to others in a direct and honest manner without intending to hurt anyone's feelings (Jigyasha, Ravneet, and Kawaljit 2021). Adolescents with high assertiveness are able to defend themselves and others when treated unfairly, able to respond to problems faced that can affect his life, as well as being able to express his wishes firmly to others.

5. CONCLUSION

Assertive training is effective in increasing the ability to be able to control emotions, be able to carry out good assertive communication and have the ability to solve problems with other people. The higher the ability of adolescents in being assertive, the less easily they will be carried away in behavioral deviations in social relations.

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