

# Effectiveness of Group Guidance with Group Investigation Learning Model to Develop Students' Assertiveness

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## Abstract

Adolescents require assertiveness in socializing and interacting with their social environment in order to be able to express themselves well. However, there are still many adolescents who have not been able to express their thoughts, feelings, and hopes. This research aims to test the efficacy of group guidance services using the group investigation learning model to increase adolescent assertiveness. This research uses a one-group pretest-posttest research design to achieve the research objectives. The research subjects were six students at State Junior High School. The techniques and instruments used for data collection were an assertiveness scale. The assertiveness scale was tested for the level of validity and reliability through the Cronbach alpha formula. Furthermore, the data were analyzed using the Wilcoxon test. The results demonstrated a significant increase in student assertiveness after being given group guidance using the group investigation model. This indicates that the group investigation learning model is effective in increasing the assertiveness of adolescents.

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## 1. Introduction

Assertiveness is defined as the act of being honest and direct when conveying an idea or expressing rights and needs to others without violating their rights. It is a crucial skill that affects the success of an individual's life, providing numerous benefits (Barida, 2016). Several studies have highlighted the relationship between assertive communication and various dimensions of the individual self (Barida, 2021). Khan (2012) defines assertiveness as an individual's capacity to express thoughts, feelings, and desires towards others while respecting their own rights and the rights of others. Adolescents with high assertiveness are able to easily integrate into their social environment, communicate honestly, regulate their emotions, and make courageous decisions (Sriyanto et al., 2014).

It is unfortunate that not all adolescents possess assertiveness skills. Research conducted at State Junior High School 1 Sakra Barat, Indonesia revealed that student assertiveness was low at 57% (Dahman, 2019). Furthermore, research was conducted at State Junior High School 2 Banda Aceh, Indonesia, which found that as many as 13 students out of 50 students exhibited a low level of assertiveness (Khairani et al., 2017). A further study conducted at State Junior High School 40 Bandung, Indonesia found that 28.57% of students exhibited low assertiveness, while 71.43% were classified as moderately assertive (Haniah, 2011).

The prevalence of low levels of assertiveness among individuals can lead to a multitude of adverse outcomes, both within the individual and in their surrounding environment. These include difficulties in understanding oneself, making sound decisions, and effectively expressing oneself, which can impede self-development. Additionally, there is a heightened risk of engaging in disruptive

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behavior, including frequent brawls and the use of illicit substances, particularly among adolescents. The Indonesian Child Protection Commission has reported that the incidence of brawls in Indonesia increased by 1.1% in 2018, compared to 12.9% in 2017. This rise in violence has the potential to cause significant harm to individuals and may even result in fatalities. As reported by Kompas News on January 31, 2020, a fatality occurred in a student brawl in the city of Depok, Indonesia. One of the factors that contribute to the occurrence of brawls is the low assertiveness of students. This is evidenced by research conducted by Asnidar and Octamaya (2017), which indicates that students who engage in brawls often do so because they are concerned about being perceived as lacking solidarity, timid, or unable to be loyal friends. Additionally, the impacts of low assertiveness vary. Low assertiveness is associated with mobbing (Karakas & Okanli, 2015). Furthermore, individuals who are low in assertiveness are more likely to experience verbal victimization (Boket et al., 2016). Furthermore, poor assertiveness has been linked to increased stress and even depression in individuals (Widjaja & Wulan, 1998; Eldeeb et al., 2014; Revayat & Nayeri, 2014; Jung, 2014).

The preceding findings of research demonstrate the importance of assertiveness for all individuals. Assertiveness allows for the expression of oneself openly, honestly, and directly (Budi, 2009). Additionally, assertiveness is an effective and adaptive self-defense mechanism (Falentina & Yulianti, 2012). Those who are assertive are able to act in accordance with their own interests without feeling anxious, happy, or constrained (Indrawati et al., 2014). Assertiveness can also be seen as an individual's capacity for self-adjustment (Parmaksiaz, 2019). Furthermore, high assertiveness has been linked to enhanced motivation in academic settings (Putri & Elmiati, 2017; Tilfarlıoğlu & Akyürek, 2017; Ogunyemi & Olagbaju, 2020; Malgorzata & Zajdel, 2020). Assertiveness has been demonstrated to enhance an individual's capacity to manage time more effectively, enhance self-esteem, and facilitate effective negotiation (Abed et al., 2015).

A study was conducted at State Junior High School 1 Cineam, Indonesia, specifically in eighth grade, to assess assertive behavior in social interactions. The findings indicate that the majority of students have not yet developed the ability to be assertive. This is evident in their reticence to express their feelings and opinions during guidance and counseling sessions. The results of the interview with the counseling teacher at State Junior High School 1 Cineam, Indonesia also indicated that some students were absent from class due to their inability to decline their friends' invitations. This behavior is exhibited by students who are afraid of being ostracised, of being considered uncool, and of being pressured by their peers. Furthermore, according to reports from subject teachers, there are only a few students who are willing to ask questions during class.

It is imperative that adolescents receive assertiveness training as soon as possible, as this will facilitate the development of assertive behavior. One effective approach is group guidance, which employs a group investigation learning model. Previous research indicates that there are significant differences in assertiveness between experimental group students who receive group guidance services and control group students who do not (Sari et al., 2016; Dahman, 2019). Group guidance provides an opportunity for individuals to understand themselves produce new behaviors, and require individuals to be able to communicate and express questions effectively (Istarani, 2011).

The combination of group guidance services with a group investigation learning model is based on the opinion put forward by Taniredja (2015), which suggests that group investigations facilitate students to be more active in discussing or actively investigating and searching for the learning material or problems. Therefore, it can be expected that group guidance services with a group investigation learning model will be maximized in training communication, discussion, and active expression through the investigation strategy carried out. Group guidance services based on the group investigation learning model also facilitate the development of dynamic social interactions in realistic conditions (Rusman, 2014). Research conducted by Ningsih (2019) indicates that students who follow a cooperative learning-type group investigation demonstrate a higher problem-solving ability than those who follow an ordinary learning approach. Consequently, in order to further enhance the positive impact on students in order to achieve optimal development and increase assertiveness, school counselors can apply the group investigation model in group guidance.

The group investigation model offers several advantages Rusman (2014). Primarily, it encourages students to assume responsibility for their roles and duties within the group. Secondly, it fosters socialization and interpersonal skills. Thirdly, it facilitates the development of creativity. Fourthly, it provides opportunities for students to engage in collaborative problem-solving. Fifthly, it enables students to build knowledge through active learning. Furthermore, another study also highlights the advantages of the group investigation learning model, which include: (1) it enables students with different abilities to collaborate; (2) it trains students to cooperate with one another; (3) it trains students to assume responsibility for roles and tasks within a group; (4) it trains students to be able to identify new things or experiences; (5) it enables students to be able to express their ideas, opinions, and questions effectively (Istarani, 2011). Zingaro (2008) posited additional advantages of group investigation, namely that students are trained to communicate and express questions more effectively. Based on the research findings, the advantages of the group investigation model can be applied in guidance and counseling services provided by guidance and counseling teachers, particularly in group guidance services. Therefore, this research assesses the efficacy of group guidance with a group investigation learning model to enhance students' assertiveness.

## 2. Method

This research employed a one-group pretest-posttest design to assess the efficacy of group guidance through a group investigation model in enhancing adolescent assertiveness. The study population comprised six students in class VIII C of State Junior High School 1 Cineam, Indonesia, selected through random sampling. The data collection instrument used was an assertiveness scale, modified from Norton and Warnist's (2005) assertiveness aspects. The indicators of assertiveness were open, not anxious, strongly principled, and not easily influenced. The items of this assertiveness scale instrument were subjected to a validity and reliability assessment. The reliability test employed the Cronbach alpha formula, which yielded a reliability level of 0.828 ( $> 0.60$ ), indicating that the assertiveness scale instrument is reliable. Furthermore, the validity test was conducted through the product moment formula. The results of the validity test of the instrument items revealed that 27 items out of 46 were found to be valid. Furthermore, data analysis was conducted to assess the efficacy of group guidance using the group investigation model in improving assertiveness through the Wilcoxon test.

## 3. Results

### 3.1. Administration of Pretest

A pretest was conducted by launching an assertiveness scale in the form of a Google form to obtain an initial illustration of student assertiveness prior to implementing a group guidance approach with a group investigation learning model. The pretest results are presented in Table 1.

### 3.2. Implementation of Treatment

The research process then proceeded with the implementation of treatment to six students selected from the pretest results. The treatment provided to the six students was based on group guidance services aligned with the group investigation learning model. The treatment was conducted in four face-to-face meetings.

### 3.3. Administration of Posttest

The posttest was implemented in this study by administering the assertiveness scale to six students who had been selected and had received treatment. The posttest was conducted to determine the increase in student assertiveness after students were provided with group guidance services based on the group investigation learning model.

**Table 1. Results of Pretest and Posttest on Students' Assertiveness**

No.	Presence list number	Name	Class	Pretest Results	Pretest Category	Posttest Results	Posttest Category
1.	01	AT	VIII-C	68	Moderate	89	High
2.	05	APS	VIII-C	66	Moderate	89	High
3.	09	DKS	VIII-C	68	Moderate	101	High

No.	Presence list number	Name	Class	Pretest Results	Pretest Category	Posttest Results	Posttest Category
4.	12	HGDAI	VIII-C	68	Moderate	91	High
5.	16	LAA	VIII-C	69	Moderate	97	High
6.	22	N	VIII-C	70	Moderate	102	High
	Total			409		569	
	Average			68.17		94.83	

Table 1 illustrates that the posttest results of the research subjects indicate an increase in assertiveness compared to the pretest results. Specifically, the subjects exhibited a shift from the moderate to the high category.

Table 2 presents the average change in student assertiveness based on assertiveness characteristics.

**Table 2. Average Scores of Students' Assertiveness Based on Their Characteristics**

No	Characteristics	Pretest Score (%)	Posttest Score (%)	Gain (%)
1	Open	64.33	89.80	25.47
2	Not anxious	59.72	86.12	26.40
3	Strongly principled	62.38	85.72	23.34
4	Not easily influenced	65.83	89.17	23.34

Table 2 indicates an increase in student assertiveness based on the characteristics of assertiveness. The hypothesis of this study is that group guidance services based on the group investigation learning model are effective for developing the assertiveness of students at State Junior High School 1 of Cineam, Indonesia.

### 3.4. Hypothesis Test

The hypothesis put forth in this research is that group guidance services utilizing the group investigation learning model are efficacious for the development of assertiveness in students at State Junior High School 1 Cineam.

**Table 3. Results of the Wilcoxon Test**

Test Statistics <sup>a</sup>	Posttest - Pretest
Z	-2.207b
Asymp. Sig. (2-tailed)	.027
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Table 3 indicates that the asymp. Sig value is 0.027 (asyp. sig value <0.05), which suggests that there is a statistically significant increase in student assertiveness following the provision of group guidance services based on the group investigation learning model for six students in eight grade State Junior High School 1 Cineam, Indonesia. Consequently, the research hypothesis can be accepted.

## 4. Discussion

The results demonstrated a significant difference in students' assertiveness before and after the implementation of group guidance with a group investigation learning model. This indicated that group guidance with a group investigation learning model is effective in improving students' assertiveness. Prior to the application of group guidance with a group investigation learning model, students exhibited assertiveness in the medium category. However, following the implementation of group guidance with a group investigation learning model, their assertiveness increases to the high category. When viewed from the aspects of assertiveness, there is also an increase. In open characteristics, the score at the pretest was 64.33%, and after treatment, it became 89.80%, resulting in a gain of 25.47%. With regard to the characteristics of not being anxious, the average pretest score

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was 59.72%, while the average posttest score was 86.12%, resulting in a gain of 26.40%. In the characteristics of strong principles, the average pretest score was 62.38%, while the average posttest score was 85.72%, resulting in a gain of 23.34%. Characteristics are relatively resistant to influence, with an average pretest score of 65.83% and an average posttest score of 89.27%, resulting in a gain of 23.34%.

High and low assertiveness can be beneficial and is influenced by various factors, both internal and external. High assertiveness can facilitate individuals in recognizing and understanding their own needs, as well as in expressing opinions, ideas, or thoughts (Adam & Lenz, 1995). Assertiveness can also be beneficial in instances where individuals are unable to express their emotions or emotions, find it challenging to decline or say no, exhibit an uneasy demeanor, allow others to take advantage of these conditions, experience difficulty in expressing strong feelings, and perceive themselves as having no right to express their needs, desires, or expectations (Corey, 2013). A number of factors can influence an individual's assertiveness, including gender, parenting style, educational attainment, personality type, and socioeconomic status (Hashanah, 2015).

The group investigation learning model places emphasis on interactions between individuals in a group, where they work together to achieve common goals. The underlying assumption is that when this model is carried out, students will be more active in discussing or actively investigating and looking for material or problems (Taniredja et al., 2015). This model enables students to learn in heterogeneous small groups, where students with diverse abilities collaborate to solve problems (Suprijono, 2015). The group investigation learning model is also designed to cultivate students' ability to accept and consider diverse opinions, which facilitates the acquisition of knowledge and the development of collaborative skills (Primarindha, 2012).

The application of group guidance services based on the group investigation learning model in improving student assertiveness represents a novel innovation. While there is evidence that group guidance to develop assertiveness has been found, this represents the first instance of group guidance services being used to improve student assertiveness. Dahman's research (2019) provides evidence that group guidance services can improve student assertiveness. In accordance with this, research conducted by Setyowati and Dwikurnaningsih (2014) also demonstrated that group guidance services can enhance the assertive behavior of tenth-grade students at Senior High School Kartika HI-1 Banyubiru, Indonesia. Another study conducted by Fahradiana, Bansu, and Saiman (2014) has concluded that students who utilize the group investigation learning model exhibit an increase in independence in mathematical and interpersonal communication skills that is superior to students who use conventional learning models. Other pertinent research on the efficacy of group guidance in enhancing assertiveness, among other outcomes, was conducted by Sari, Firman, and Syahniar (2016). The findings indicated that there were notable differences in assertiveness between experimental group students who received group guidance services and control group students who did not.

Other research has also been conducted on the efficacy or usefulness of the group investigation model. Research conducted by Anggis (2018) revealed that the group investigation model can improve the critical thinking skills of junior high school students. This is evidenced by the fact that students become able to perform better and ask higher-level questions. In addition, students have better cooperative skills, even with other group members. This is demonstrated by the fact that students have great independence, are able to express themselves better, and have a sense of responsibility. A similar study was conducted by Aulia, Tatang, and Ruswandi (2020), which demonstrated that the implementation of the cooperative learning model of group investigation could enhance the learning activities of fifth-grade students. Some of the learning activities that were enhanced included asking classmates during discussions, paying attention to the teacher in class, offering input during discussions, responding verbally to instructions given by the teacher, listening to classmates' opinions, expressing criticism, and answering questions. Research conducted by Supriyanto et al. (2020) demonstrated that group investigation can enhance students' critical thinking abilities.

## 5. Conclusion

The findings of the research indicate that group guidance with a group investigation learning model is an effective approach for fostering students' assertiveness. Counselors and guidance and counseling teachers can utilize innovative learning models in group guidance services to assist students in attaining more optimal development. Systematic group guidance encompasses the initial, intermediate, and concluding stages, with the learning model's syntax implemented in the work stage.

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