

## Effectiveness of Group Counseling Cognitive Behavior Therapy Cognitive Restructuring Technique and Assertive Skill Training to Improve Assertive Behavior Students

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### Abstract

The purpose of this study was to test the effectiveness of cognitive behavioral therapy group counseling using cognitive restructuring techniques and assertive skills training to improve student assertive behavior. The research method used was experimental, design Pretest-Posttest Randomized Comparison Group Design, involving research subjects were 21 students selected by purposive sampling of class X SMK Ibu Kartini Semarang. The results of analysis by using One way ANOVA showed that group counseling using cognitive restructuring techniques and techniques of assertive skills training is effective in improving student assertive behavior ( $F = 78.141$ ;  $p < 0.01$ ). The results of this study showed that students who received counseling services group uses a combination of techniques cognitive restructuring techniques assertive skills training is more effective than counseling group that only received one of the counseling service engineering group cognitive restructuring or by using assertive skills training to improve assertive behavior of students.

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## INTRODUCTION

Issues in the democratic which is happening now, there are many people who want their opinions to be heard. Whether it's an opinion, advice, and even criticism. But lately, a lot of people to express their opinions without thinking about the feelings or responses of others. This is in line with Burley statement saying that assertiveness is a form of behavior that shows respect for self and others. Assertive behavior being open, honest with themselves and others (Hamzah & Ismail, 2008).

Assertive behavior is one of the very influential on the stance taken by students in socially connected with others. Basically assertive behavior is not always approve wishes or requests another person even against his will. It was based because it has a low assertive behavior. The effect of the low assertive behavior is very high on the academic progress in school and berpengaruh up of the future, Assertive behavior that aims to communicate what they want, feel, and think to others honestly and openly with respect for our own personal rights and others. Bishop (2010) also states that assertiveness is about effective communication and this not only means selecting the right words to say in certain situations. Tone of voice, intonation, volume, facial expressions, gestures and body language all play a part in the message sent to someone else.

In assertiveness, we balance the needs of others with our own. We treat others as we want to be treated. If necessary we can choose whether to give priority to the needs of others or choose to give greater consideration to the needs of our own. When viewed from the requirement are: (1) Weak: When we put all of the needs of others before our own, (2) Aggressive: When we put the personal needs before others, (3) Assertive: When we balance our needs and others and act in accordance with the priorities as we see (Eggert, 2012).

Asertifitas ability of students is very important, especially to improve the academic and improve interpersonal relationships among fellow students who are important for the future of each student. As disclosed in a study (Paezy,

Shahraray & Abdi, 2010) which states that assertive refers to a person's ability to express ideas and advocate, interests, and felt easy, precise and without anxiety. Assertiveness is seen as the skills and abilities in interpersonal communication and the impact of assertive training in assertiveness, subjective well-being and improve academic achievement in high school. It is also in line with the Moon in his statement that the development of students' ability to be assertive can help in the context of the study, but also will help the student in his career both at home and social life (Moon, 2009).

In fact, there are still individuals who exhibit aggressive behavior and less attention to the thoughts and feelings of others in reaching a solution of the existing problems (Warland, McKellar & Diaz, 2014). One of the proof are the results of research in which there were 36 women and 6 man with drawn from the Los Angeles community taken as a participant or a sample. Technicians in this study is doing exercises with the two groups of participants using the techniques of cognitive restructuring compared with the behavior rehearsal in improving assertive behavior results showed cognitive restructuring more signifikan dibading behavior rehearsal that is 95% to 65% where the participant tries to act assertive in appropriate circumstances than those in exercise behavior only (Jacobs & Cochran, 2013).

Aaron T. Beck (1964) defines CBT as counseling approach that is designed to solve the problems of the counselee at this time by way of a cognitive restructuring and misbehavior. CBT approach is based on a cognitive formulation, beliefs and strategies for disruptive behavior. The counseling process is based on the conceptualization or understanding counsees on specific beliefs and behavior patterns counsees. Expectations of CBT is the emergence of deviant cognitive restructuring and belief systems to bring changes in emotion and behavior towards the better.

In a study in the USA an assertive team training this community trained in CBT intervention and charts are reviewed to identify the session in which the usefulness of the CBT.

Seen this community training assertive subjects who received at least 3 sessions using CBT from scratch just 10% before training, after training gained 44% and ultimately increased 64% in the follow-up period. The results showed that the training assertive community team members including the undergraduate level can be trained and significant in the use of CBT and the subject of continuing to utilize this intervention assertive training is completed (Pinninti, et al. 2010).

Cognitive restructuring is a rearrangement of the thoughts of individuals that are considered harmful and not beneficial to him. In a study conducted by Matheson (in Nursalim, 2014) suggests some research reports that prove that exercise can improve assertive behavior assertive, improve an individual's understanding of the behavior of aggressive, assertive, and passive.

Lianasari (2016), interpersonal communication is very important to the lives of individuals living in the midst of the social environment, it proves that the need asertifitas in every individual. This is in line with research Saputra, et al. (2017) which states that previous studies also implies that the technique of cognitive restructuring is a technique that helps counselees to review the convictions against him whether rational or irrational, these beliefs influence the behavior of counselees.

Assertiveness training is vocational training that can help a person to behave assertively, where the assertive behavior is the behavior of an individual or interpersonal involving aspects of honesty and openness of mind and feelings. Mujiyati (2015) states assertive training showed how social relationships can be achieved.

Service group counseling using cognitive restructuring techniques and techniques of assertive skills training for students improve assertive behavior is conducted in a group format. The target of this counseling service is to improve assertive behavior of students, the topics covered in the process of group counseling using cognitive restructuring techniques and techniques of assertive skills training is about assertive behavior of students. Group counseling is an embodiment of that counseling is essentially intended for all

students and aims to help achieve optimal personal development (Wibowo, 2005 in Efastri, 2015).

In practice, the counseling group should have a certain standard that is compiled by systematic and accountable (Maba, et al. 2017). In the process of group counseling is also Purnaningrum (2017), said that the interaction of group members and the implementation of interventions that can be accepted by members of the group. As contained in the study Eka, et al. (2014) tells that the chosen members of the group only students who are experiencing social problems or learning (homogeneous group).

Based on some of the above results indicate that the application of cognitive techniques restructuring and assertive skills training techniques have been used to improve assertive behavior. However, in this study further explored the efficacy of cognitive restructuring techniques and skills training assertive technique, for it then in this study (1) Comparing techniques are more effective among cognitive restructuring techniques and techniques of assertive skills training in counseling setting groups to improve student assertive behavior, (2) Combining cognitive restructuring techniques and techniques of assertive skills training simultaneously in a counseling setting groups to improve student assertive behavior, (3) Return is compared the effectiveness of the implementation of group counseling using the merger of the two techniques (techniques cognitive restructuring techniques assertive skills training) simultaneously with the application of group counseling that only use one technique (technique time management or behavioral techniques contract cognitive restructuring techniques assertive skills training) to improve student assertive behavior.

## METHODS

This type of research used in this research is the design Randomized pretest-posttest Comparison Group involving three groups, where each group is given intervention in the form of group counseling using cognitive restructuring techniques, and techniques of

assertive skills training, as well as group counseling using a combination of cognitive restructuring techniques, and techniques of assertive skills training.

In the experimental group A, given the treatment in the form of group counseling, cognitive restructuring techniques. In group B, treatment is given in the form of group counseling techniques assertive skills training. And group C treatment is given in the form of a combined group counseling, cognitive restructuring techniques and techniques of assertive skills training, to improve student assertive behavior. The subject of research were included in this study as many as 21 students were taken by using criteria propoive with students who have a low assertive behavior. Subjects of this study were selected from 90 students collected from four classes in SMK Ibu Kartini Semarang. *Random assignmint* carried out on samples collected to put them in group A, group B or group C (7 students grouped experiment A, 7 students in group B and 7 students grouped C). The research plot shown in Figure 1.

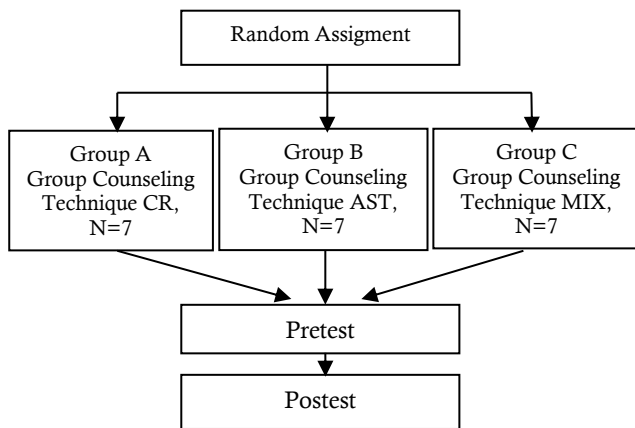


Figure 1. Flow Research

Teknik collecting data in this study using a measuring instrument assertive behavior scale. This scale consists of 30 items. In the measuring instrument, the researchers conducted a validation expert and then test instrument to 90 students (N = 90) at the 5% significance is 0.207. Instrument test results, 30 items found valid (range  $r_{xy} = 0351-0823$ ) with a coefficient alpha of

0950. Data obtained and then analyzed using One Way ANOVA technique.

## RESULTS AND DISCUSSION

Based on calculations of data obtained (pretest-posttest) prepared before then analyzed. Assertive behavior criteria the student before getting treatment that are in the living being, after receiving the intervention increased student experience more changes.

Pretest data obtained through the deployment scale research on the subject before being given a treatment derived average value of cognitive restructuring in group A (M = 79.43, SD = 4.58). While the average value of assertive skills training in group B (M = 81.86, SD = 3.85). And the average value of the combined cognitive restructuring techniques and assertive skills training in group C (M = 72.14, SD = 5.14). At the time of completion of treatment given, the average value of the average value of cognitive restructuring in group A (M = 92.71, SD = 4.53). While the average value of assertive skills training in group B (M = 91.43, SD = 3.56). And the average value of the combined cognitive restructuring techniques and assertive skills training in group C (M = 93.71, SD = 4.37). This shows that, a change in the level of assertive behavior of students in all three groups before being given treatment time, with the condition of assertive behavior when the student finishes treatments are given.

*Paired Sample t Test* that has been done in both the experimental group, the result of assertive behavior level students in group A (group counseling cognitive restructuring techniques) value posttest (M = 92.71, SD = 4.53,  $t = -31.59$ ,  $p < 0.05$ ) this proves that the first technique is effective for improving assertive behavior as well as answering the second hypothesis, and techniques of cognitive restructuring in group A was significantly higher, compared to the group B (Counseling engineering group assertive skills training) value posttest (M = 91.43, SD = 3.56,  $T = -10.38$ ,  $p < 0.05$ ); these findings also once answered a third hypothesis cognitive restructuring

techniques which turned out to be more effective than the assertive skills training techniques. And group C was significantly higher in comparison to the group A and B (Counseling combined group cognitive restructuring techniques and techniques of assertive skills training) value

posttest (M = 93.71, SD = 4.37, T = -33.22,  $p < 0.05$ ). These findings also once answered a third hypothesis which turned out to be more effective than the combined engineering techniques in group A and group B.

**Table 1.** Mean, SD and ANOVA Test Results

Technique	Pretest		Posttest		T	Gain Score		F (3,55)
	M	SD	M	SD		M	SD	
CR (Group A)	79.43	4.58	92.71	4.53	-31.59**	13.28	1.11	
AST (Group B)	81.86	3.85	91.43	3.56	-10.38**	9.57	2.44	78.14***
MIX (Group C)	72.14	5.14	93.71	4.37	-33.22**	21.57	1.72	

Information:

CR : Cognitive Restructuring

AST : Assertive Skill Training

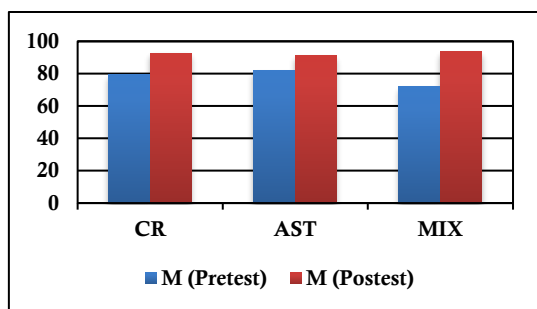
MIX : Combined technique cognitive restructuring and techniques of assertive skills training

M : Mean

SD : Standard Deviasi

\*P > 0.05, \*\*P < 0.05, \*\*\*P < 0.01

One way ANOVA test results of the above in this study indicate that the level of effectiveness of cognitive restructuring techniques and techniques of assertive skills training ( $F = 78.14$ ;  $p = 0.00 < 0.01$ ), Thus a further test (Post Hoc Test) should be performed to determine the magnitude of the difference between the student's improvement assertive behavior of each group of subjects of the experiment. The graph can be seen in Figure 2.



**Figure 2.** Graph Pretest and Posttest

From the test results Post Hoc obtained show cognitive restructuring techniques are more effective than the technique assertive skills training (MD = 3.71;  $p < 0.05$ ), combined technique is more effective than engineering assertive skills training (MD = -12.00;  $p < 0.05$ ), while the combined technique is also more effective than cognitive restructuring techniques to improve student assertive behavior (MD =

-8.28;  $p > 0.05$ ). The test results Post Hoc test statistic shows the combined technique is more effective than group counseling that only uses one technique for improving student assertive behavior.

**Table 2.** Uji Post Hoc

Teknik	Mean Difference	p
CR+AST	3.71	< 0.01
CR+GB	-8.28	< 0.01
AST+GB	-12.00	< 0.01

From some of the above analysis it can be concluded that of the three groups of subjects tested experimental result that subjects given treatment using group counseling The combined cognitive restructuring techniques and techniques of assertive skills training have a better level of effectiveness of the subjects given treatment using group counseling cognitive restructuring techniques and skills training assertive techniques to improve assertive behavior students SMK Ibu Kartini Semarang. While subjects given treatment using group counseling assertive engineering skill training, no more effective than subjects given treatment using group counseling cognitive restructuring techniques to improve assertive behavior class X SMK Ibu Kartini Semarang.

This is consistent with some studies suggest that the ability asertifitas students is very

important, especially to improve the academic and improve interpersonal relationships among fellow students who are important for the future of each student. As disclosed in a study (Pacezy, Shahraray & Abdi, 2010) which states that assertive refers to a person's ability to express ideas and advocate, interests, and felt easy, precise and without anxiety. Assertiveness is seen as the skills and abilities in interpersonal communication and the impact of assertive training in assertiveness, subjective well-being and improve academic achievement in school.

Similar to the Moon in his statement that the development of students' ability to be assertive can help in the context of the study, but also will help the student in his career both at home and social life (Moon, 2009).

In the study Agustin, et al. (2016) theory of cognitive-behavioral Oemarjoedi stated that basically believes the pattern of human thought is formed through a process of Stimulus-Cognition-Response (SCR), which are interrelated and form a sort of network of SCR in the human brain, where the cognitive processes be the deciding factor in explaining how people think, feel and act.

Similarly, in the study Mujiyati (2015) states assertive training showed how social relationships can be achieved. In one's relationships with others expected to behave assertively means that one is able to express herself openly without harm or violate the rights of others, as well as maintain and improve amplifier in interpersonal situations through an expression of feelings or desire.

Combining the two techniques in this study is not so difficult because both techniques are combined in theory have a positive correlation. It can be seen from the definition of these two techniques, cognitive restructuring where the technique is a technique performed with aims to encourage individuals to resist the thoughts and emotions that wrong by showing evidence contrary to their beliefs about the problems encountered.

While the effectiveness of using a combination of group counseling cognitive restructuring techniques and skills training

assertive techniques to improve student assertive behavior so far have not found previous research that have been done. So in this research study the effectiveness of using a combination of group counseling cognitive restructuring techniques and skills training assertive techniques to improve student assertive behavior explained through theoretical studies of these two techniques.

Techniques and tools used in the research cognitive restructuring techniques and skills training assertive techniques This is start the interaction, telling the truth, express disapproval and displeasure, expressing opinions and suggestions, able to accept criticism and criticism, treat others with respect, and vice versa. Mean while, to gather supporting data will be made to the data collection techniques such as interviews and documentation. This was done to better assure the accuracy of the data obtained from the measurements.

The most cognitive behavioral procedures are cognitive restructuring where the process of identifying and evaluating a person's cognition, understanding the impact of the negative behavior of certain thoughts, and learn to replace this with a mind cognition more realistic, accurate, and adaptive. Likewise Redd, et al. (in Nursalim, 2014) states that Assertive Exercise is recommended for individuals who experience interpersonal anxiety, unable to resist the actions of others, and have difficulty communicating with others. Trisnangingtyas, et al. (2010) also states that the definition of assertiveness training in research is practice skills that can help a person to behave assertively, where the assertive behavior is the behavior of an individual or interpersonal involving aspects of honesty and openness of mind and feelings.

Based on the definition of these two techniques, seen the same vision that setting goals and planning what to do. It's just that the difference of these techniques is underway. So that by combining these two techniques will provide a positive impact to cover the weaknesses of each technique.

Thus theoretically, the combined group counseling using cognitive restructuring techniques and techniques of assertive skills

training will be more effective than counseling group that only uses one technique for improve assertive behavior of students. This is in line with the results of this study which, using a combination of group counseling, cognitive restructuring techniques and techniques of assertive skills training in statistical analysis proved more effective than counseling group uses a technique for improving student assertive behavior.

## CONCLUSION

The results of this study have demonstrated the effectiveness of group counseling using cognitive restructuring techniques and skills training assertive techniques equally effective in improving student assertive behavior. Furthermore, the results in this study demonstrate different levels of effectiveness on technique cognitive restructuring and assertive skills training in improving student assertive behavior. Technique cognitive restructuring seen as more effective than engineering assertive skills training in this study, this is because the results of the test analysis was conducted by the researchers.

Feedback for school counselors in order to apply the approach to group counseling with cognitive behavior therapy with cognitive restructuring techniques and techniques of assertive skills training to improve student assertive behavior in addressing the problems of students who have low assertive behavior. While further research is expected to be used as a reference for future research and can be developed further by other researchers. More importantly, in providing the service should use approaches that are explicitly not limited to the use of conventional approaches alone.

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