

## Implementation of Classical Guidance Services Using Group Discussion Techniques to Enhance Assertive Behavior Among Grade X-1 Vocational High School (SMK) Students

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### Abstract

This research is motivated by the low assertive behavior of some students in class X-1 Visual Communication Design at SMK Negeri 4 Palangka Raya which is shown by a lack of confidence in communicating, a tendency to follow the decisions of friends, and not being able to place themselves appropriately in interacting. In addition, there are students who tend to be passive or too dominant in communicating with friends. The results of the Student Needs Questionnaire (AKPD) show that 74.2% or 23 out of 35 students have not been able to understand how to behave and behave assertively. This study aims to describe the implementation of classical guidance services through group discussion techniques in improving students' assertive behavior after being given classical guidance service actions. The study uses a descriptive qualitative approach supported by simple quantitative data with the type of Guidance and Counseling Class Action Research (PTBK). The research subjects amounted to 35 students in class X-1 Visual Communication Design. Data were collected through questionnaires, observations, interviews, and documentation, then analyzed through data reduction, data presentation, as well as drawing conclusions and verification. The results of the study showed that classical guidance services through group discussion techniques can improve students' assertive behavior. The changes can be seen from the increase in students' courage, involvement, and ability to communicate and interact more appropriately with peers. This increase is supported by the results of the questionnaire that show the development of assertive behavior from the initial condition to cycle II. Thus, the application of group discussion techniques in classical guidance services can help improve the assertive behavior of students in class X-1 Visual Communication Design at SMK Negeri 4 Palangka Raya. This service creates an atmosphere that supports openness, courage, and respect for students' opinions equally.

### Keywords

Assertive Behavior, Classical Guidance, Group Discussion Techniques



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## INTRODUCTION

Good education is the key to achieving the goals of quality Indonesian human development, as explained in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. The goal of national education is to develop the

ability of students to become individuals who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. One of the important aspects in achieving this goal is that education focuses not only on the cognitive aspect, but also on the formation of the character and social skills of students in school (Gusti Nyoman Astik, 2021).

Adolescence is an important phase in the lives of students because at this stage there is physical, mental, emotional, and social development as well as the process of finding identity. High school/vocational high school students at this time tend to need recognition and acceptance from peers so that self-adjustment in the friendship environment is important. The considerable influence of peers can be seen from the way they dress, attitudes, interests, speaking styles, and daily behavior. According to Fitri, peers are individuals who have the same age and level of development relatively similar, so their existence greatly affects the daily life of adolescents. The desire to be accepted by peers sometimes makes adolescents feel afraid to express their opinions and feelings because they are afraid of being rejected, ridiculed, or not accepted by their peer group. This condition can make adolescents prefer to follow the wishes of their peers even though they are not actually in accordance with their own desires. This shows that adolescents still have difficulties in behaving assertively, especially in expressing opinions, expressing feelings, saying no or refusing politely, and defending their rights appropriately (Fitri Nur Aini Rizkiyah, 2023).

In addition to playing a role in improving academic achievement, education also has an important role in shaping students' character and social skills. One of the social skills that is important to develop is assertive behavior. Assertive behavior is a person's ability to express their thoughts, feelings, and desires honestly, openly, and still respect the rights of others. Assertive behavior is very important to be applied in the school environment because it can help students establish positive social relationships, reduce conflicts, and increase confidence in communication. With assertive behavior, students are able to express their opinions well without hurting others, are able to resist negative invitations from peers, and are able to maintain their personal rights while respecting the rights of others. Therefore, assertive behavior is one of the most important social skills that students have, especially at the vocational school level, because it is closely related to the social and emotional development of students in the school environment. This shows the urgency of improving students' assertive behavior through guidance and counseling services at school (Erika et al, 2025).

But in reality, not all students are able to express their opinions appropriately. Some students tend to be passive and lack confidence in expressing their opinions, while others show behaviors that tend to impose their will in communicating. Based on the results of initial observations made by researchers in class X-1 Visual Communication Design SMK Negeri 4 Palangka Raya, it was found that there are still students who have difficulty in showing assertive behavior. The results of the Student Needs Questionnaire (AKPD) show that as many as 74.2% or 23 out of 35 students do not understand how to behave and behave assertively. Assertive behavior is a person's ability to express their thoughts, feelings, and needs openly

and honestly. According to Lloyd, assertive behavior is behavior that shows confidence and responsibility in establishing social relationships while maintaining personal rights without violating the rights of others. This behavior is shown through firm, clear, and respectful communication of the interlocutor (Kemala et al, 2024).

This data shows that most students in class X-1 Visual Communication Design still have difficulties in social interaction, both in the school environment and in the classroom. This difficulty can be seen in the behavior of students who are not able to refuse a friend's invitation firmly but politely, lack confidence in expressing their opinions, and tend to follow their friends' decisions even though they are not in accordance with their own wishes. In addition, there are also some students who are too dominant in speaking during group discussions in class, so they do not provide opportunities for other friends to express their opinions. This condition shows that students are not able to implement assertive behavior in a balanced manner by respecting themselves and respecting others.

From the description of the data above, this condition shows that there are problems that need to be addressed immediately. If students' assertive behavior is not immediately improved, students have the potential to experience difficulties in social interaction, are easily influenced by negative environments, lack confidence in expressing opinions, and are at risk of experiencing conflicts in friendships at school. In addition, low assertive behavior can also hinder the social and emotional development of students in the school environment. Therefore, appropriate guidance and counseling services are needed to help improve students' assertive behavior. This section indicates the existence of an emergency or urgent condition that is the reason for the need for immediate research.

In overcoming this problem, guidance and counseling services have an important role in helping students develop their social and emotional skills, including improving assertive behavior. One of the services that can be used to help overcome this problem is classical guidance services. According to Fatimah, classical guidance services are guidance services provided to all students in one class in a structured and planned manner with the aim of helping students adjust, make decisions, adapt to the social environment, and be able to develop their potential. Through this service, students are expected to be able to understand and apply assertive behavior well in communicating while still respecting themselves and others. In order for the service to run effectively, techniques that actively involve students are needed, one of which is through the group discussion method (Ekiyani et al, 2024).

Group discussion techniques are a learning method that provides opportunities for students to solve problems together in groups. Each student can express their opinions, give responses, and learn to respect the opinions of others in the discussion process. Through group discussion techniques, students are encouraged to participate more actively, dare to express opinions, and be able to cooperate with their group friends. Thus, group discussion techniques are considered appropriate to help improve students' assertive behavior (Mahmuda and Aep Saepuloh, 2021). Based on the background description of the problem above, the researcher is interested in conducting research with the title "The Application of Classical Guidance

Services with Group Discussion Techniques in Improving Students' Assertive Behavior in Classes X-1 Visual Communication Design at SMK Negeri 4 Palangka Raya.

## **METHODS**

The research approach used in this study is a descriptive qualitative approach supported by simple quantitative data. This approach was chosen because it is considered relevant to understand in depth as well as measure the increase in assertive behavior of students after being provided with classical guidance services with the group discussion method. The qualitative approach is used to describe the service implementation process, changes in student behavior, and situations that occur during activities through observations, interviews, documentation, and field notes. In addition, this research is also supported by quantitative data obtained through questionnaires, observation sheets, and assessment scales based on assertive behavior indicators so that they can be analyzed in the form of percentages and averages to compare the conditions of students before and after being provided with services (Zainal Aqib and Ahmad Amrullah, 2019). Thus, this approach can provide more in-depth, systematic, measurable, and objective results in determining the effectiveness of classical guidance services with the group discussion method provided to students.

This study tries to describe some of the variables related to the problem and the unit being studied, this study does not question the relationship between the existing variables because it does not attempt to attract the generation that causes a symptom, phenomenon, or social reality to occur as it is (Syahrizal & Jailani, 2023). Further in (Putri & Murhayati, 2025) He explained that there are three common techniques applied to obtain information in qualitative research, namely observation, documentation, and interviews. In (Qomaruddin & Sa'diyah, 2024) Sugiyono stated that data analysis techniques in qualitative research are more inductive. This means that the analysis begins with the data collected, elaborated into a pattern of relationships or hypotheses, and then using this hypothesis, the data is collected again continuously to arrive at the conclusion that the hypothesis is acceptable as the concept is. Miles and Huberman's model, which consists of data reduction, data presentation, and conclusion drawn.

## **RESULTS AND DISCUSSION**

### **Results**

#### **Initial Conditions of Assertive Behavior of Students in Class X-1 Visual Communication Design of SMK Negeri 4 Palangka Raya**

The initial condition of assertive behavior of students in class X-1 Visual Communication Design of SMK Negeri 4 Palangka Raya was known through the distribution of questionnaires before being given action. This questionnaire included four indicators, namely the ability to express opinions, the ability to express feelings honestly and politely, the ability to reject inappropriate requests, and the ability to defend opinions or personal rights appropriately. The results of the questionnaire showed that the ability to express opinions reached 57%, the ability to express feelings honestly and politely by 40%, the ability to reject inappropriate

invitations or requests by 37%, and the ability to maintain opinions or personal rights appropriately by 17%.

These results show that students' assertive behavior is still not optimal, especially in the ability to maintain opinions or personal rights appropriately. This condition shows that some students still have difficulties in expressing opinions, expressing feelings, rejecting inappropriate invitations or requests, and maintaining personal rights. Therefore, guidance services are needed that can help students develop the courage to communicate, express feelings, and express opinions appropriately without ignoring the rights of others.

#### **Application of Group Discussion Techniques in Classical Guidance Services in Class X-1 Visual Communication Design of SMK Negeri 4 Palangka Raya**

The application of group discussion techniques in classical guidance services is carried out through two cycles, namely Cycle I and Cycle II. The activity begins with planning in the form of the preparation of RPL, assertive behavior materials, LKPD, and evaluation instruments. Furthermore, the service is carried out by providing material on assertive behavior and dividing students into several groups to discuss problems related to assertive behavior. In Cycle I, students begin to be involved in discussion activities and are given the opportunity to express opinions about the problems discussed. In its implementation, there are still students who are less active, lack confidence in expressing opinions, and are not used to expressing feelings or maintaining opinions appropriately. The results of these observations are then used as evaluation materials to improve the implementation of services in Cycle II.

In Cycle II, discussion activities were improved by increasing student involvement, providing wider opportunities to express opinions, and providing reinforcement to students who actively participated. As a result, students looked more active and courageous in expressing opinions and responding to the opinions of their peers. Thus, group discussion techniques in classical guidance services can be applied to help students develop assertive behavior.

#### **Improvement of Assertive Behavior After Being Given Classical Guidance Services with Group Discussion Techniques in Class X-1 Visual Communication Design of SMK Negeri 4 Palangka Raya**

The increase in assertive behavior of students can be seen through the comparison of questionnaire results in the initial condition, Cycle I, and Cycle II. The increase in assertive behavior occurs because the group discussion technique provides opportunities for students to experience and practice directly the behavior that is an indicator of assertiveness. Students not only gain knowledge about the meaning and characteristics of assertive behavior, but also practice directly how to express opinions politely, express their feelings honestly, give polite responses, reject opinions or invitations from friends who are not in accordance with their wishes, and are able to defend their opinions and personal rights in interacting with their peers at school.

Students' ability to express their opinions increased from 57% in the initial condition to 77% in Cycle I and 86% in Cycle II. This increase shows that the opportunity to speak in groups

helps students become more confident in expressing their opinions when discussing with their group friends. Group discussions provide a safer space for students to express ideas before speaking in front of the entire class. This habit then develops into a courage to express opinions more openly. Furthermore, students' ability to express their feelings honestly and politely increased from 40% in the initial condition to 74% in Cycle I and 91% in Cycle II. This increase shows that interaction during group discussions helps students learn to express their thoughts and feelings in a more appropriate way. Students also learn that expressing feelings assertively does not mean imposing one's will, but is done while respecting the feelings and opinions of others.

Then the ability of students to reject inappropriate invitations or requests from 37% in the initial condition to 74% in Cycle I and 80% in Cycle II. This increase shows that students begin to understand that maintaining personal choices is part of assertive behavior. Through the discussion of various problems in group discussions, students get the opportunity to consider a situation and determine the appropriate response without having to follow peer pressure. In the last part, the improvement in students' ability to defend their opinions and personal rights appropriately shows an increase from 17% in the initial condition to 68% in Cycle I and 85% in Cycle II. The improvement in this ability is a considerable change. This can be understood because group discussion activities directly require students to explain the reasons for the opinions conveyed while accepting the possibility of opinions that differ from their own. This process trains students to defend opinions firmly without degrading or ignoring the opinions of others.

Thus, the success of group discussion techniques in improving assertive behavior is not solely shown by the increase in percentage, but also seen from the change in the process of student interaction during the provision of classical guidance services. Students become more active in speaking, more courageous to express opinions, more able to give responses, and more able to respect the opinions of friends. Improved implementation in Cycle II is an important factor because it provides a wider opportunity for students to practice and gain reinforcement during the group discussion process.

The results of this study are in line with Wijayanti's research which shows that classical guidance services with the psychodrama method can increase students' assertive behavior through the implementation of actions in two cycles. In Cycle II, there was an increase in the number of students in the higher category and there were no more students in the lower category. Other research listed in the thesis also showed that guidance services with certain techniques can increase students' assertive behavior. This strengthens the finding that guidance services that provide opportunities for students to actively practice social skills can support the development of assertive behavior. Rahmania et al.'s research also shows that group guidance with assertive training techniques is effective in increasing assertive behavior of students in class X of SMA Negeri 10 Pontianak. The results of the study showed an increase in the average score from 61.3 in the pre-test to 90.7 in the post-test. The similarity with this study lies in the focus of the research, which is to increase the assertive behavior of students

through guidance services. The difference lies in the technique and form of service used.

Furthermore, Apriani et al's research shows that group guidance services with role play techniques can improve the assertive behavior of class X students. The similarity with this study is that both use action research through two cycles to improve assertive behavior. The difference lies in the technique used, namely role play in the previous study, while this study uses group discussion techniques.

Based on the description of the opinion above, it can be understood that classical guidance services with group discussion techniques are very important to be provided to students at school in order to help students develop assertive behaviors, such as being able to express opinions, express feelings honestly and politely, reject inappropriate invitations or requests, and maintain personal opinions or rights appropriately. So overall, the results of the study show that classical guidance services with group discussion techniques can help improve students' assertive behavior because it provides direct experience to students to communicate, express opinions, express feelings, reject something inappropriate, and maintain personal rights while still respecting others. Therefore, group discussion techniques are quite effective in being used as an alternative in classical guidance services in helping the development of students' assertive behavior at school.

## **CONCLUSION**

Based on the results of the research that has been obtained through the implementation of classical guidance services with group discussion techniques in improving the assertive behavior of students in class X-1 Visual Communication Design SMK Negeri 4 Palangka Raya, there are three conclusions in the author's research:

The initial condition of assertive behavior of students in class X-1 of Visual Communication Design of SMK Negeri 4 Palangka Raya is still relatively low. The obstacles found include a lack of courage in expressing opinions, difficulty expressing feelings honestly and politely, difficulty refusing inappropriate invitations, and not being able to defend opinions or personal rights appropriately. These initial conditions show that students need guidance services that can provide opportunities to practice communicating assertively.

The application of group discussion techniques in classical guidance services is carried out through the stages of planning, implementation, observation, evaluation, and reflection in two cycles. Activities are carried out through the provision of assertive behavior materials, group divisions, LKPD work, discussions, presentations, and the provision of responses between groups. In Cycle II, improvements were made by increasing student involvement, providing wider opportunities to express opinions, and providing reinforcement to active students. These improvements made students more active and courageous in communicating during the activity.

The increase in assertive behavior of students can be seen from all indicators that have increased from the initial condition to Cycle II. The ability to express opinions increased from 57% to 86%, the ability to express feelings honestly and politely increased from 40% to 91%,

the ability to reject inappropriate invitations increased from 37% to 80%, and the ability to defend opinions and personal rights appropriately increased from 17% to 85%. These final results show that the application of classical guidance services with group discussion techniques has succeeded in increasing the assertive behavior of students in class X-1 Visual Communication Design SMK Negeri 4 Palangka Raya because the results in Cycle II have reached the minimum category of "good" in the indicators used, with some indicators even reaching the very good category.

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