



Counseling with Assertive Exercise to Stimulate Student Self Confidence

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Abstract

Cases of bullying are no stranger to the world of education; bullying is to frighten or disturb weak people. Bullying behavior has a very bad impact on the victim, one example of the most severe impact that usually occurs on the victim is depression, and lack of confidence, even to the point where someone dies. Therefore, this study aims to find out how the results of assertive training stimulate the victim's self-confidence. The data collection method uses observation, interviews, and documentation. The data analysis method used is a qualitative method. The results of this study are assertive exercises to stimulate the victim's self-confidence by showing bullying videos that are the same as what he experienced. Next, place the victim in certain positions and then the researcher gives questions that aim to stimulate his self-confidence. Assertive exercises to stimulate the victim's self-confidence get good results. Victims who were previously afraid and insecure about their abilities, now show confidence and confidence in their abilities to deal with problems.

Keywords: *Assertive Training; Bullying; and Confidence.*

Abstract (Indonesian)

Kasus bullying sudah tidak asing lagi didunia pendidikan, bully ialah menakut-nakuti atau mengganggu orang yang lemah. Perilaku bullying sangat berdampak buruk bagi diri korbannya, salah satu contoh dampak yang paling parah biasanya yang terjadi pada diri korbannya ialah depresi, tidak percaya diri, bahkan sampai ada yang meninggal dunia. Maka dari pada itu penelitian ini bertujuan untuk mengetahui bagaimana hasil latihan asertif untuk menstimulus kepercayaan diri korban. Metode pengumpulan datanya menggunakan observasi, wawancara dan dokumentasi. Adapun metode analisis data yang digunakan adalah metode kualitatif. Hasil penelitian ini adalah latihan asertif untuk mentimulus kepercayaan diri korban dengan cara penayangan video bully yang sama dengan apa yang ia alami. Selanjutnya tempatkan korban di posisi-posisi tertentu lalu peneliti memberikan pertanyaan yang bertujuan untuk menstimulus kepercayaan dirinya. Latihan asertif untuk menstimulus kepercayaan diri korban mendapatkan hasil yang baik. Korban yang sebelumnya takut dan tidak percaya diri terhadap kemampuannya, kini ia menunjukkan sikap yakin dan percaya diri terhadap kemampuannya dalam menghadapi masalah

Kata Kunci: Bullying, Kepercayaan Diri, dan Latihan Asertif.

A. Introduction

The term counseling is work by meeting many people related to self-development, crisis support, psychotherapy, guidance, or problem-solving. Counseling has the task of providing opportunities for clients to explore, encounter, and explain ways of life that are more satisfying and wiser when they encounter something. In the short-or long-term counseling can occur, take place in both organizational and personal settings and may or may not deal with personal health problems of a practical or medical nature. Counseling is a job that is most sought after by people when they are in a stressful situation or when they are confused, who have the desire to discuss and resolve all of that in a relationship that is more controlled and more personal than friendship, and perhaps more sympathetic/more meaningful than relationships. assistance in traditional medical practices or mental health facilities.

Counseling is usually done to deal with bullying victims. Counseling usually occurs in handling bullying victims. Conceptually bullying can be interpreted as a form of activity in which there is power or an imbalance of power between the bully/bully and the victim, and usually the bully. has greater power/power than the victim. In English, bullying comes from the word bully which means to bully or disturb weak people (Wisnu Sri Hertinjung, 2013). Bullying in the Big Indonesian Dictionary is a form of oppression, intimidation, harassment, or intimidation through using violence, threats, or coercion to exploit or intimidate others (Komala Sari 2020). If this cruel treatment (bullying) often occurs at school and lasts for years, it can affect the personality and behavior of the victim. The intensity of bullying suppresses identity and makes it difficult to develop. Bad influences on victims such as lack of self-confidence, feeling that they have acted wrongly, having difficulty expressing opinions, and even having an impact on learning difficulties. Bullying cannot be allowed within the scope of education.

Confidence is very important for victims of bullying to form an identity. Confidence is the most important source in the development of self-realization. People who understand themselves will increase their self-confidence. But if this is not the case then self-doubt will hinder one's ability to develop (Ayu and Muhid 2021). The problem that will occur if the child is not confident to fight or convey his thoughts when bullied, is the child will be depressed, have low self-esteem, anxiety, paranoia (suspicious without reason), aggressive attitude, ending his life. So, victims of bullying must be confident in expressing their emotions, to train this confidence victims can take part in counseling guidance, one of which is the assertive training method. Assertive training is the ability to communicate what you want, feel, and think about other people but you have to maintain and respect the rights and feelings of that person.

Based on observations made in the VA class SDIT Darul Muklishin Aceh Tamiang, it is known that there are several problems related to bullying and student self-confidence. Based on the facts that occur in the field, it shows that bullying behavior often occurs, for example, such as mocking parents' names, ridiculing each other's shortcomings, and some are even ostracized or despised by most of their friends for quite a long time. There are several factors that cause bullying in observation schools. The dominant factor that arises is due to the lack of self-confidence of students in socializing. This can be seen from how students are less able to express their opinions and feelings. Bully victims look childish, dress sloppy, act immature, and so on. Based on the problems above, it is necessary to find a solution to overcome the student's self-confidence, one of which is assertive training for victims of bullying. Assertive training is given to people who experience anxiety, are unable to defend themselves, are too weak, allow others to abuse them, are unable to express their anger properly and are easily offended.

Previous research that supports researchers to use assertive training is research conducted by M. Fachrudin et al with the title "Application of Behavioral Counseling with Assertive Training Techniques to Increase Self-

Confidence in Class VIII A Madrasah Tsanawiyah Integrated Mardlatillah Singaraja Academic Year 2016/2017". Based on the results of this study the application of behavioral counseling with assertive training techniques can increase the self-confidence of class VIII A Madrasah Tsanawiyah Integrated Mardlatillah Singaraja, Academic Year 2016/2017. This increase can be seen from the results of the questionnaire which showed that the initial percentage of research subjects was 57.79%, increasing to 67.68% in cycle I. Then it increased again in cycle II to 70.42% and in cycle III to 72.84%. The increase in the results of the self-confidence questionnaire is also supported by the results of observations so as to strengthen these results. Based on the results of observations, where students have shown changes in behavior that lead to self-confidence, have confidence in their own ability to solve problems, dare to express opinions in front of the class and ask questions to the teacher, dare to say no and refuse invitations that are not in accordance with their conscience and able to be yourself (Fachrudin, Dewi Fitria Yati, and Setiawan Danu 2017).

In addition, previous research that supports researchers to use assertive training is research conducted by Ariesta Dian Pramesti in the form of a journal with the title "Increasing Self-Confidence Through Assertive Training in Class VIIIB Students of SMP Negeri 1 Berbah". Based on the results of this study, the application of assertive training can increase the self-confidence of class VIIIB students of SMP N 1 Berbah. The results of the self-confidence score of class VIIIB students of SMP N 1 Berbah experienced an increase in the pre-action test obtaining a score of 71.61 in the medium category, increasing to 84.06 in the post-action test cycle I, then increasing again to 99.06 in the high category. The increase in self-confidence was also seen from the observations made by the observer at the time of giving the action and the interviews conducted by the researcher after giving the action.

Implementation of cycle I begins with researchers providing service materials, ice breaking, discussions, relaxation exercises and role playing. The implementation of cycle I did not meet the desired criteria, then the

researcher decided to continue to cycle II by looking at the deficiencies that occurred in cycle I. The implementation of cycle II underwent a change in action, namely in the presentation of material and role-playing activities. Cycle II begins with video screenings, ice breaking, self-confidence quizzes, discussions, relaxation exercises and role playing. In cycle II it has fulfilled the desired success criteria (Pramesti 2016).

Before bullying results in bad things for victims and perpetrators, this event needs special attention from the school. school principals, teachers, parents, and students work together to eliminate bullying. Bullying must be avoided because several cases of bullying resulted in the victim being fired for not attending school. Victims are worried about repeated treatment by the perpetrator. In addition, bullying can also make children's achievements decrease because they often feel pressured (Muaja and Ngantung 2021).

Based on the background of the problems above, the researchers conducted research by providing treatment in the form of education through counseling assisted by assertive training to students, both bullies and victims of bullying. This assertive training treatment is expected to be able to stimulate the bully victim's self-confidence. This stimulus will also suppress bullying behavior in class. Perpetrators and victims of bullying need to receive basic education about the views and effects of bullying.

B. Method

This study uses a qualitative approach with descriptive methods to describe and describe a phenomenon systematically and accurately (Fiantik, Wasil, M. 2022). In this research using data collection techniques that will be used by interviews and observations. Before applying assertive training, the researcher conducted interviews with victims of bullying with the aim that researchers would find out whether assertive training could stimulate the victim's self-confidence or not. Furthermore, after the assertive training was carried out, the researcher observed the victims of bullying with the aim of whether assertive training could stimulate the victim's self-confidence or not.

C. Results and Discussion

1. Result

The actions, behavior and ways of thinking of a person who become an identity are individuals when they live and work hand in hand in the surrounding environment, and social is the meaning of character. Humans as living beings cannot be separated from socialization because humans have a way of thinking and providing a living. That attitude becomes identity. Each human being has a unique self-image, belief system and habits. If an individual has good self-confidence such as harmony, good behavior, and good thinking then his life will also be good. But on the other hand, if an individual is not confident, his behavior and actions are not good, then he will face various kinds of problems in the life to come (Nurmawati, Panjaitan, and Amri 2022).

Bullying has occurred to one of the VA class students at SDIT Darul Mukhlisin Aceh Tamiang with the initials FH. FH experienced verbal bullying from his friends. After the researcher knows that bullying has occurred, the next action the researcher will take is to interview the perpetrators and victims of bullying before the application of assertive training is carried out. The researcher wants to know whether there is a difference between before and after the assertive exercise is applied, in other words the researcher wants to know whether assertive exercise can stimulate the victim's self-confidence or not. Below are the results of interviews with victims of bullying before assertive training was implemented.

In stimulating self-confidence, the aspect that must be ensured is confidence. The belief in question is in the form of an individual's belief in his ability to solve a problem. The victim of bullying with the initials FH said that, under certain conditions, he felt unsure about his abilities, especially in solving problems. Researchers see that FH feels confident in his abilities, if his existence is accepted or accompanied by friends and his environment. For

example, when learning is in progress, FH is brave in expressing his opinion, he even often asks if he doesn't understand what the teacher is teaching.

But when FH is shunned or not accompanied by his environment, he feels unsure of his abilities, especially when solving problems. It can be seen that when he was a victim of bullying, he tended to be silent and was reluctant to express his opinion while learning was in progress. In addition to the aspect of belief, objectives are also assessed to stimulate the victim's self-confidence. The purpose of the objective is how the attitude of the victim of bullying when faced with various problems and differences. FH said that if he is faced with problems or differences, he tends to be silent and confused.

But when FH is shunned or not accompanied by Whereas before he became a victim of bullying, he was able to accept the differences and was able to be objective. But when he becomes a victim of bullying, FH tends to be confused in dealing with these differences, FH is also afraid to take action. Like when discussion learning was taking place, FH could accept differences of opinion that occurred at that time. But after she became a victim of bullying, she felt confused and scared about it. Victims of bullying should be able to take responsibility, and be able to accept what impact will occur in every action taken. In this case FH said that sometimes he was confused about taking an action and he was afraid that the impact that would occur would make him even more insecure.

When FH became a victim of bullying, he was often afraid that he would be blamed for the actions and actions he had committed. Because researchers see that he always feels watched and pressured by his environment. Even though before he became a victim of bullying, he was always able to accept the impact of everything he had done. Optimism is also one of the aspects that will be assessed in stimulating the self-confidence of victims of bullying. What is meant by optimism is that victims are able to communicate and socialize with their environment. FH said that he dared to socialize and communicate with his friends, but if in certain situations when his friends distanced him and were not friends with him, he became afraid. because in

situations like this the researchers saw FH's friends often act cold towards FH and they even looked at FH with a sharp gaze.

Victims of bullying should be able to think rationally and realistically, meaning that victims can think logically when faced with a problem. FH said that if he was faced with this condition, in his mind he was sad and afraid, he was unable to think of finding a way out, that's why he often told everything that happened to his parents, then they helped me find a way out. In addition to thinking logically the victim must be able to neutralize tension in every condition, FH said that he tends to remain silent in neutralizing his tension. When the environment at school accepted and made friends with him, FH was able to overcome his tension by being silent and taking deep breaths because breathing fresh air could make him more relaxed so that it could be a way of calming his tension.

From the results of the interview above, the next action to be taken by the researcher is to apply assertive training. The first session that will be carried out in assertive exercises in increasing students' self-confidence is that students are allowed to talk about everything that has happened to them without sacrificing others for their own interests.

In the second session, students were invited to watch a video about bullying entitled "against bullying". After showing the video, the researcher asked the victim who was the bully and the victim of bullying in the video. the courage of participants to express opinions is a direct practice of using assertive communication. By not denying the rights of other people who are having an opinion if it is not in accordance with personal thoughts. Thus, participants are able to promote equality in human relations by establishing cooperation with others. Then FH answered that Jono was a bully and Okto was a victim of bullying.

The researcher again asked, what problems were faced by Okto. The aim of the researcher is to ask this so that the victim knows and understands the problems faced by Okto. FH said that Okto was bullied by his friend named Jono, Jono was constantly harassing Okto, while Okto just kept quiet

when he was being bullied by Jono, because Okto was afraid to confront Jono who was big. After the researchers found out that the victims of FH already understood the problems Okto faced, the researchers asked what actions or solutions Okto should have taken so that Jono would not bully her again. FH is of the opinion that Okto must have the courage to fight against Jono, if Okto remains silent and does not dare to fight against Jono then Jono will continue to bully Okto.

Then the researcher justifies and appreciates FH's words which aim to make FH more confident in expressing his opinion in public. After FH felt confident, then the researcher again asked FH, if you were in the Okto position would you be silent when you were being bullied or would you fight the bully. He said, if he was in the Okto position he would fight the bully. After the video was shown, the researchers provided feedback and reinforcement or motivation so that they would continue to be enthusiastic and fight bullying. The researcher said that if someone is a victim of bullying, they must have the courage to defend themselves when faced with an unpleasant situation and a lot of pressure. It is at this stage that the researcher stimulates the bully victim's self-confidence. The last activity, namely providing overall feedback. Researchers provide input to participants and provide positive reinforcement for visible behavior. Then proceed with prayer and close the activity (Wikhayah and Abdullah 2021).

Assertive exercises to stimulate the victim's self-confidence through video viewing have had satisfactory results. To prove it, the researcher made an observation sheet of the victim after the assertive training was applied. Researchers observed the victim after several days of assertive training was applied. After the video was shown, at 14.00 FH and JSH were directed to a room where the homeroom teacher, student affairs teacher, and their respective parents were already in it. The school reconciles or forgives each other between JSH and FH, and the school even reconciles their parents, which aims to prevent disputes between one another.

The next day, FH and JSH had started talking to each other or had started to be friends. But they are still a little reluctant or shy to start a conversation. FH also began to be confident and confident in doing something, and he was able to overcome his tension. The next day, researchers began observing FH or victims of bullying. From the results of observations, researchers saw that FH was confident in his own ability to choose the right way to solve a problem, because his environment had accepted him. As in FH's ability to adapt and remain firm in difficult situations. Acting like this is one of the essential elements of good self-confidence.

FH has also been objective when faced with problems, such as when he forgot to bring textbooks. He calmed himself first, then he took action by telling the teacher that he had forgotten to bring the book. FH can also accept and be tolerant when faced with various differences. Then from this example, FH is responsible and dares to accept the consequences that the teacher gives. In fact, researchers see that FH can act independently in making these decisions. When learning is in progress, FH is optimistic and even has the ability to communicate and socialize. Like when the teacher ordered to make a discussion group, FH was able to find or join his friends to form a group. He is also able to communicate and express his opinion about the discussion with confidence. Even though FH's opinion is sometimes contradicted by his theme, he is able to be rational and realistic.

The researcher also asked the homeroom teacher with the initials NY to fill out the observation sheet and see the development of FH after the assertive exercise was applied from the bullying cases that happened to him. He saw that FH had started to give or show a positive attitude than before. He saw that FH was confident in dealing with a problem, he also dared to express his feelings to his interlocutor in a polite way. Not only was the homeroom teacher asked by the researcher to fill out the observation sheet, but the researcher also asked the student teacher to see the progress of the FH. The results of teacher observations in student affairs are not much

different from the results of observations obtained by researchers and homeroom teachers. GR sees that FH is better than before, he sees that FH is confident, objective, responsible, optimistic, rational and realistic when facing a problem.

2. Discussion

Bullying

In this day and age, moral decay is a problem that often occurs among students. One of them is violence in education, such as bullying. Bullying is a form of child abuse perpetrated by peers to a (lower) or weaker (child) to gain certain benefits or satisfaction (Situmeang et al. 2022) Bullying is an act of hostility that is done consciously and intentionally with the aim of hurting, such as threatening with threats of aggression and causing terror. A bully knows neither gender nor age. In fact, bullying has often occurred in schools and is carried out by teenagers (Zakiyah, Humaedi, and Santoso, 2017). Sejiwa explains that the most extreme thing about the psychological impact of bullying is the emergence of psychological disorders such as excessive anxiety, feeling afraid, depressed, and having the desire to commit suicide as well as the appearance of symptoms of post-traumatic stress disorder (Matraisa 2014).

Cases of bullying at schools topped the list of public complaints to the Indonesian Child Protection Commission (KPAI) in the education sector. From 2011 to August 2014, KPAI recorded 369 complaints related to this problem. This amount is around 25 percent of the total complaints in the education sector of 1,480 cases. Bullying, which is called by KPAI as a form of violence in schools, defeats student brawls, educational discrimination, or complaints of extortion. KPAI classifies complaints of child abuse based on fields, apart from education, there are nine other sectors including pornography, health, and child exploitation. The total from 2011 to August 2014 reached 12,790 complaints (Sulisrudatin 2014).

Bullying according to Olweus in Sri Rejeki is a negative behavior that is carried out repeatedly and intends to cause displeasure or pain by another person (one or several people) directly against someone who is unable to fight it (Rejeki 2016). From the various definitions above, it can be concluded that bullying is repeated attacks physically, psychologically, socially, or verbally, which are carried out in a situationally defined position of power for their own benefit or satisfaction. Bullying is an early form of aggressive behavior, namely rude behavior. It can be physical, psychological, through words, or a combination of the three. It can be done by groups or individuals. The perpetrator takes advantage of other people he sees as vulnerable. His actions could be to ridicule the victim's name, harass or alienate the victim and could be detrimental to the victim (Yuliani 2019). According Barbara Coloroso, the types of bullying are divided into four types, namely as follows; (a) Verbal bullying' (b) Physical bullying; (c) Relational bullying, and (d) Electronic bullying (Muzdalifah 2020).

Confidence

Mastuti argues that self-confidence is a person's mental act in assessing himself and his environment so that the person has confidence in himself to be able to make something according to his abilities. Confidence has the direct benefit of understanding one's abilities (Indriana Ulul,dkk, 2021). Confidence (self-confidence) is one of the factors of a person's personality when facing and responding to his life, so that that person is able to actualize all the abilities he has. Students who have self-confidence will not see their weaknesses and limitations as an obstacle, but as a stepping stone to success.

One of the factors that influence the occurrence of bullying is the internal factor, namely self-confidence associated with bullying behavior. Hervita in Marizki states that self-confidence is an attitude or feeling of being confident in one's own abilities so that the person concerned does not feel anxious in acting, feels free, is not ashamed and is restrained in being able to be responsible for his actions. In the external group related to bullying behavior, namely school climate, while aspects of school climate include the

learning environment, physical and social environment, the relationship between home and school, and school safety. A clean school environment, good management or behavior created inside and outside the classroom and good interpersonal relationships between teachers and students will create a good school atmosphere or climate (Putri 2018).

Confidence is a belief in one's own abilities, optimistic, objective, responsible, rational and realistic in solving and dealing with problems in the best circumstances so that they can give something and be accepted by other people and their environment (Ayu and Muhid 2021). Lauster in Maria Adelina stated that: *"Self-confidence has much to do with personality, development, and psychological stability. Self-confidence also associated with well-being, happiness. Whereas low level of self-confidence increase the probability that one will be at risk of anxiety, tension, and depression"* (Adelina 2017).

Ghufron explains self-confidence as a belief to do something for the subject as a personal characteristic in which there is confidence in one's abilities, is optimistic, objective, responsible, rational, and realistic. This means that individuals who have self-confidence will view weaknesses as a natural thing that every individual has, because individuals who are confident will turn their weaknesses into motivation to develop their strengths and will not let these weaknesses become an obstacle in actualizing their strengths (Riries and Awaliyah 2014) Confidence is very important for victims of bullying to form an identity. Self-confidence is an important asset for the development of self-realization. People who understand and understand themselves will increase self-confidence. At the same time, self-doubt hinders one's ability to develop (Ayu and Muhid 2021).

a. Assertive Exercise

A willingness or wanting to express feelings to convey what is felt, desired and thought to other people but still maintains that person's feelings is the meaning of assertive training. Assertive training is a behavioral practice in helping a person or group to develop direct relationships in

interpersonal situations. Goldstein argues that assertive training is a structured summary of skills, rules, concepts or attitudes that can develop and train an individual's ability to express his thoughts, feelings, desires and needs confidently and honestly so that he can relate well to his social environment (Munita 2020).

Lazarus said assertive training is an effective form of intervention in improving individual social skills. One of these social skills is assertiveness. According to Shimizu et al in Arga and Asni Assertive training is effective in shaping individual communication patterns, teaching individuals how to express wishes, refuse a request or say no, and accept and reject criticism (Prabowo and Asni 2018). Alberti and Emmons in Nursalim argue that assertive behavior develops equal rights in human relations, enabling us to act according to our own interests, to act freely without feeling anxious, to express feelings happily and honestly, to use personal rights without ignoring the rights or interests of others (Nursalim 2013).

Lloyd states that there are several assertive characteristics, including: a) being able to say no politely and firmly, the individual is able to say no when there is a desire from another person or his views, b) is able to express honest feelings, the individual does not deny his feelings or desires towards others. be realistic, the individual does not exaggerate, minimize things, c) the individual will speak according to reality and be honest with others, and d) is able to express preferences and priorities, the individual does not postpone anything to get along with anyone and the individual will express priorities or preferences without feeling pressured (Arumsari 2017).

Kadek et, al. said Assertive training is one of the many topics that are relatively popular in behavior therapy. Assertive training will help people who have difficulty expressing affection and other positive responses, feeling they have no right to have their own feelings and thoughts. This approach takes place using role play methods. Students are given guidance by showing how and when students can return to their original behavior, not assertive, and provide guidelines to strengthen their newly acquired self-affirming behavior

through role play with scenarios where it is expected that the actions of students who have low learning discipline can change their behavior towards better or in relation to this research, students are expected to improve discipline in learning (Dani, Suarni, and Sulastri 2013).

E. Conclusion

Based on the results of the research and discussion regarding counseling with assertive exercises to stimulate student self-confidence, it can be concluded that assertive training can stimulate the victim's self-confidence, he is confident and confident in his ability to deal with a problem, he can also overcome the tension he feels.

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