

The Effect of Assertive Training on The Improvement of Student Confidences of Fourth-Grades Students

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ABSTRACT

The purpose of this study was to determine whether there is an effect of Assertive Training on increasing student's self-confidence. In this study, the independent variable in this study (X) assertive training and the dependent variable (Y) is self-confidence. This research was conducted in three treatment sessions, namely providing basic materials, role playing, modeling and social rewards as well as giving students self-confidence questionnaires. The approach in this research is a quantitative approach with one group pretest-posttest experimental technique. The population was all students of class IV A and B SDN 26 Ampenan, totaling 68 students, while the sample consisted of 30 students who were taken using purposive sampling technique. The instrument used for data collection was a questionnaire. The data analysis technique used is the Wilcoxon test. The conclusion of this study is that there is an effect of Assertive Training on increasing the confidence of students of class IV SDN 26 Ampenan in the 2016/2017 academic year, this is evidenced by the results of the hypothesis analysis obtained by Zhitung (-4,785) < Ztabel (-1,96), value -1,96 is obtained from the $Z_{\alpha/2}$ value, namely the value from the table $Z_{0,05/2} = Z_{0,025} = -1.96$ and the Asymp value. Sig (2-tailed) is worth 0.000. Because the value of 0.000 is less than <0.05 , H_0 is accepted.

INTRODUCTION

In the elementary school context, self-confidence is not only reflected in a student's willingness to speak in front of the class. It also appears in simple but meaningful classroom behaviors, such as asking for clarification, responding to a teacher's question, joining peer discussion, and maintaining eye contact when interacting with others. Because of that, confidence becomes an important personal foundation for participation and learning. When students are hesitant, fearful of making mistakes, or unsure of their own ability, they often withdraw from opportunities that could help them grow. This condition may not always be immediately visible in academic scores, yet it can strongly affect the quality of classroom engagement and the development of social relationships among students.

Law No. 20 of 2003 article 1 paragraph 1 concerning SISDIKNAS states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills (Rahimi et al. 2019). which is needed by himself, society, nation and state (Johnson et al. 2017). Youth should have good self-confidence, to be able to adapt to the social environment. Self-confidence is the main requirement for an individual to achieve success. But in fact, at this time many students had low self-confidence so that they could not socialize with their surroundings, and students were embarrassed to express their opinions in public (Woodman et al. 2010),(Charness, Rustichini, and van de Ven 2018). In this case the researcher conducted research on students of SDN 26 Ampenan, from the results of the study it could be seen that the level of self-confidence of SDN 26 Ampenan students was still low, it could be seen from

student participation in group or organizational activities where students did not dare to express their opinions, and have not been able to establish good relationships with peers.

Based on the observations of researchers at SDN 26 Ampenan, students still lack understanding of how to increase self-confidence, so students do not realize the impact of low self-confidence and feel that problems that occur due to lack of self-confidence are common. Based on the problems that have been described, appropriate handling is needed to increase student self-confidence (Omura et al. 2016). One of the efforts that can be done is the Assertive Training technique (Avşar and Ayaz Alkaya 2017).

If this condition is left unaddressed, the impact can accumulate in daily school life. Students who repeatedly keep silent may become more dependent on peers, less willing to take initiative, and more likely to avoid situations that require public expression. In group work, they may choose passive roles, even when they understand the material. In classroom discussion, they may prefer agreement over honest expression simply to avoid attention. Therefore, the issue of confidence should not be seen as a minor classroom habit, but as a developmental issue that influences both learning readiness and the student's ability to function socially in a school environment.

Assertive training itself is actually a technique to increase assertive behavior, but if it is understood further, assertive training can also be used to increase student self-confidence (Granhölm et al. 2015). The basic assumption of Assertive Training is that everyone has the right to express their feelings, opinions, beliefs and attitudes to do something without hesitation but does not hurt the feelings of others (Bambara et al. 2018). Kollar et.al also added that assertiveness training is used to help someone who is unable to express feelings of anger, has excessive politeness, has difficulty saying no and has difficulty expressing his own feelings or ideas (Mercer Kollar et al. 2016). From the background that the author has described, the author is interested in conducting research on "The Effect of Assertive Training on Increasing Self-Confidence in Fourth-grades SDN 26 Ampenan students.

The benefit of this research is that teachers can get information related to how to increase students' self-confidence in class. Confidence issues are very important to shape the character of students. The results of this study can provide an idea to the teacher whether the Assertive Training method can be a way to increase self-confidence in students. The hypotheses in this study are as follows:

This study therefore positions assertive training not merely as a technical activity, but as a practical educational response to a real classroom need. The intervention is expected to help students become more open in expressing feelings and ideas in a socially acceptable way. At the same time, it gives teachers a concrete framework for guiding children who are quiet, doubtful, or easily dominated by peers. By focusing on fourth-grade students, the study also highlights an important stage of child development in which peer interaction becomes more active and the need for personal confidence becomes more visible in both academic and social situations.

H₀ : There is an effect of using the Assertive Training method in increasing student self-confidence

H₁ : There is no effect of using the Assertive Training method in increasing student self-confidence.

METHOD

The use of a quantitative approach in this study was intended to obtain measurable evidence regarding the change in students' self-confidence before and after the intervention. Through this design, the researcher was able to compare student conditions in a structured way and describe the direction of change more clearly. The experimental format was selected because the purpose of the study was not only to describe a condition, but also to examine whether a specific treatment could produce improvement. In the school setting, this design is practical because it can be implemented within normal learning activities while still providing a systematic basis for evaluating the effect of the treatment.

The approach used in this research is a quantitative approach. The quantitative approach prioritizes the objectivity of research using numbers and statistical processing (Creswell 2014). The

research technique used was experimental with One Group Pretest Posttest research design where the design before treatment, the group was given a pretest to determine the condition of the student before being treated after that was given treatment, in this study given Assertive Training with 3 treatments, namely basic material assertive behavior, modeling behavior assertiveness and role playing. This study uses only one group, so it does not require a control group (Sugiyono 2016).

Operationally, the implementation of the one group pretest-posttest design allowed the researcher to observe students in the same group across two different moments. First, students were asked to complete the pretest so that their initial condition could be identified. After that, the treatment sessions were conducted in sequence, beginning with the delivery of basic material about assertive behavior, followed by examples or modeling, and then continued with role playing so that students could practice expression in simulated social situations. At the end of the intervention, students completed the posttest. This sequence was important because it moved students gradually from understanding, to observing, and finally to practicing the intended behavior.

In this study, the population was class IV A & IV B SDN 26 Ampenan Mataram City with a total of 68 students. In this study, using non-probability sampling, purposive sampling technique in the form of sampling techniques with certain considerations. Purposive sampling is a sampling technique aimed at taking the subject not from strata, random or regional but based on the existence of a specific goal. The criteria in this sample collection are that students have low self-confidence and students are willing to become respondents. The sample in this study was Fourth-grades with a total of 30 students. This class was chosen on the basis of a recommendation from the BK teacher at B SDN 26 Ampenan and based on the results of observations from researchers and seeing the characteristics of Fourth-grades students, the number of students with low self-confidence was more than other classes. The instrument used for data collection was a questionnaire.

The selection of respondents through purposive sampling was aligned with the focus of the study, namely students who showed lower levels of self-confidence and were considered relevant to the purpose of the intervention. This means that the sample was not intended to represent all students in general, but to concentrate on those who most needed support in the area being studied. The questionnaire was used as the main instrument because it allowed the researcher to collect responses from all selected students in a relatively consistent format. To maintain the comparability of the data, the same instrument was administered before the first treatment and again after the last treatment, so that changes in scores could be interpreted as part of the effect of the intervention process.

During the implementation, the treatment activities also required classroom management that was supportive and non-threatening. Since the topic of confidence is closely related to how students perceive themselves in front of others, the atmosphere of the session had to encourage participation rather than fear. For that reason, the sequence of explanation, demonstration, and guided practice became important. Students were not immediately asked to perform complex interaction, but were first introduced to the meaning of assertive behavior, then shown examples, and only after that invited to try the behavior themselves. This procedural order helped the intervention remain appropriate for elementary school students and made it easier for them to follow the training sessions step by step.

RESULT AND DISCUSSION

The presentation of the findings in this section is arranged to show both descriptive change and the statistical result of the treatment. First, the distribution tables describe the movement of students across the categories of high, middle, and low self-confidence before and after the intervention. Second, the Wilcoxon test is used to determine whether the difference between the two conditions is statistically meaningful. Through this arrangement, the interpretation of the findings does not rely only on numerical significance, but also on a visible change in the distribution of student confidence levels after the training was implemented.

Table 1.
Results Frequency Distribution Table before being given Assertive Training

No	Category	Interval	Pretest	
			Frequency	Percentage (%)
1	High self-confidence	93-124	6	20,00%

No	Category	Interval	Pretest	
			Frequency	Percentage (%)
2	Middle self-confidence	61-92	17	56,7%
3	Low self-confidence	29-60	7	23,3%
Jumlah			30	100%

Source: Research Data

Table 2.
Result Frequency Distribution Table after being given Assertive Training

No	Category	Interval	Pretest	
			Frequency	Percentage (%)
1	High self-confidence	93-124	15	50,00%
2	Middle self-confidence	61-92	15	50,00%
3	Low self-confidence	29-60	0	0
Jumlah			30	100%

Source: Research Data

Table 3.
Wilcoxon Test Statistics^b Test Results

	Posttest-Pretest
Z	-4.785 ^a
Asymp. Sig. (2-tailed)	.000

Source: SPSS

From the descriptive tables alone, a clear movement can already be seen. Before the treatment, the largest proportion of students was in the middle category, while a noticeable number of students were still in the low category. After the treatment, the number of students in the high category increased substantially and no student remained in the low category. This pattern is important because it indicates not only that some students improved, but also that the group as a whole shifted toward a more favorable level of confidence. Such a shift gives practical meaning to the intervention, especially in elementary classrooms where even moderate increases in confidence can affect participation, communication, and willingness to try.

Based on the results of the data analysis that has been done quantitatively, the student's self-confidence has increased, it is shown between the results before being given Assertive Training on student self-confidence which shows that in the interval class 93 - 124 high categories are 6 students or 20.0%, in the interval class 61 - 92 medium categories as many as 16 students or 56.7% and in the low category 29-60 intervals as many as 7 students or 23.3%. With the results after being given Assertive Training on student self-confidence, it showed that in the interval class 93 - 124 high categories were 15 students or 50%, in the interval class 61 - 92 moderate categories were 15 students or 50% and no students were at the interval. 29-60 which is in the low category.

The change in category distribution can also be understood as an improvement in student readiness to appear and respond in social situations at school. Students who move from the low category to the middle category may not yet be fully confident, but they have begun to show a stronger basis for participation than before. Likewise, the increase in the high category suggests that more students were able to display behaviors associated with confidence, such as speaking up, expressing ideas, and interacting with less hesitation. In this sense, the findings are not only about score movement, but about a practical change in the social behavior that supports learning in the classroom.

The results of the hypothesis test which states that the results of the analysis show that the value of $Z_{\text{count}} (-4,785) < Z_{\text{table}} (-1.96)$, the value of -1.96 is obtained from the value of $Z_{\alpha/2}$, namely

the value of the table $Z_{0,05 / 2} = Z_{0,025} = - 1.96$ and the Asymp value. Sig (2-tailed) is worth 0.000. Because the value of 0.000 is smaller than <0.05 , it can be concluded that it is H_0 accepted. This conclusion means that there is an effect of Assertive Training on Increasing Self-Confidence of Fourth-grades Students of SDN 26 Ampenan .

The statistical result strengthens the descriptive finding by showing that the observed change did not occur only by chance within this sample. This is important because classroom interventions can sometimes appear successful merely because students become more familiar with the activity or more comfortable with the researcher over time. However, the test result in this study supports the interpretation that the treatment was associated with a meaningful increase in self-confidence. For the school context, this means that assertive training may be considered not only as an interesting classroom activity, but as an intervention with measurable educational value for students who initially show limited confidence.

The explanation above states that the Assertive Training hypothesis can increase the confidence of grade IV SDN 26 Ampenan students. The results of the observations made by the researcher resulted in the appropriate findings between theory and observation that Assertive Training is a method that aims to improve the ability to express oneself in various social situations (Widyaningtyas and Farid 2014). After the Assertive Training method was applied to grade IV SDN 26 Ampenan , students were able to express their feelings more and be able to express their ideas.

These findings are in accordance with the objectives of Assertive Training according to Tanjung (Tanjung and Amelia 2017), namely helping someone who is unable to express feelings of anger, has excessive politeness, difficulty saying no and difficulty expressing feelings or ideas of his own thoughts. IV SDN 26 Ampenan seen from the methods in each training action in accordance with the opinion of Silvia (Silvia Broto Wijaya 2015), namely the components in each act of Assertive Training consisting of role playing, modeling and social reward.

In accordance with the opinion of several experts on self-confidence, IV students of SDN 26 Ampenan have shown increased self-confidence after receiving action with the Assertive Training method. This is evidenced by the increased ability of students to express feelings, the courage of students to express their ideas and behavior that shows a confident attitude in the classroom.

Seen from a practical perspective, the improvement found in this study suggests that confidence can be strengthened when students are given repeated opportunities to practice expression in a guided and supportive setting. Children at the elementary school level often need concrete examples and safe rehearsal before they can transfer a new behavior into real classroom interaction. Because of that, the role playing and modeling components become especially relevant. They make abstract ideas about confidence more visible and easier to imitate. When students begin to experience that expressing themselves does not automatically lead to criticism or rejection, they gradually develop a stronger sense of security in social interaction.

The findings also have value for everyday educational practice. Teachers can use similar steps to build a more participatory classroom climate, especially for students who are quiet, reluctant, or easily overshadowed by more dominant peers. In addition, support from parents and the wider school environment remains important so that the confidence developed during training can continue outside the specific intervention sessions. Therefore, the meaning of the result is not limited to proving that the treatment worked in one study group, but also to showing that confidence-building requires consistent social reinforcement in the child's daily environment.

CONCLUSION

Overall, the study shows that the intervention produced a positive direction of change in the confidence level of fourth-grade students. The descriptive comparison between pretest and posttest indicates a clear improvement in category distribution, while the statistical test supports that the change was meaningful within the group studied. In practical terms, the findings point to the importance of structured guidance for helping students become more capable of expressing feelings, communicating ideas, and participating in classroom interaction with greater assurance.

Based on the findings of the researchers, several things can be concluded as follows:

1. Assertive Training can increase student confidence at the basic education level.

2. Student self-confidence is strongly influenced by external aspects such as the environment and parents.
3. The role of the Counseling Guidance teacher is very important in keeping students confident in themselves.

Based on these findings, assertive training can be viewed as a relevant school-based effort to support student development, particularly for children who still show hesitation in social and academic participation. The intervention does not replace the broader responsibility of teachers and parents, but it can serve as a focused strategy to strengthen student confidence in a practical way. For this reason, the results of the study may be used as a basis for considering similar guidance activities in elementary schools, especially when schools identify students who need support in speaking, responding, and interacting more confidently.

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