

Consultation for Parent to Increase Assertive Behavior of Elementary School Student

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Article Info

History Articles

Received:
August 2018
Accepted:
September 2018
Published:
December 2018

Keywords:
assertive behavior,
consultation,
parent

DOI
<https://doi.org/10.15294/jubk.v7i2.26093>

Abstract

The purpose of this study was to examine the effect of consultation for parents on improving assertive behavior of elementary school students. This study used a pretest posttest one group design which was conducted for 5 students and 5 parents who were selected through purposive sampling. Consultation for parents to improve students' assertive behavior lasts for 2 sessions. Session 1 consists of the formation stage, problem exploration, setting goals, identifying consultative situations and planning consultations by consultants. While in the second session evaluation and follow-up were carried out. Data analysis in this study used Wilcoxon nonparametric analysis. From the analysis of Wilcoxon test data, it was found that consultation for parents was effective to improve students' assertive behavior ($Z = -1.826$, $p = < 0.05$). Based on the results, it can be concluded that the implementation of consultation for parents to improve assertive behavior of students has been tested effectively and can be implemented in order to help students deal with problems, especially in low student assertive behavior.

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INTRODUCTION

Assertive behavior is a behavior that needs to be possessed by each individual. Assertive behavior is one of the interpersonal skills that the individual is able to express what is being thought, felt, and wanted but remains in the corridor of respecting rights and not hurting others. Individuals have the opportunity and choice to make their lives comfortable without harming themselves or others. Once the importance of this skill, not only adults must have it, but children need to be assertive from an early age.

In childhood, it is necessary to apply assertive behavior. This is because, assertive behavior can affect the child's self-development. At school, children can use assertive behavior to deal with circumstances in the context of their development. For example, assertive behavior can help students get high academic performance, good social life (Ghodrati, Tavakoli P, Heydari N, & Akbarzadeh M, 2016), appropriate personal management (Azhari, Mayangsari, & Erlyani., 2015), and later the children are able to determine a career that suit with their potential without any coercion from other.

At the elementary school level, students enter late childhood towards early adolescence. Late childhood in elementary school includes students in grades 5 and 6. Childhood is closely related to how parents provide care for their children. During this time, the attachment between parents and children was very strong. So that the provision of services to students who experience low assertive behavior by involving the role of parents is considered to be the right step.

To help children get out of the problem of low assertive behavior, there is guidance and counseling in schools that have various services that can be provided. One of the services that can be done is consultation. Consultation is a service that empowers parties who are close to students in their implementation. During the consultation, the counselor became a consultant for the parent who would help the child as a client experiencing

problems. For more details about the pattern of consultation, presented in Figure 1.

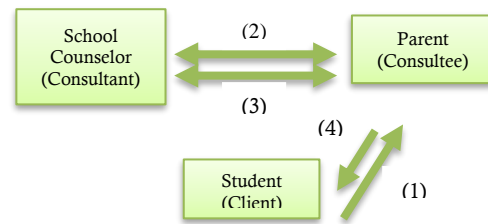


Figure 1. Consultation for Parents

Source: Myrick, 2011

The effectiveness of interventions is shown in community-based care for families of Asian immigrants in the United States using an assertive module. Interventions carried out include psychoeducation engaged in mental health problems and effective communication between parents and children, one of which is how to build assertive behavior of children. The results of the study from Wu, Tsu-Yin & Lee (2015). Wu, Tsu-Yin & Lee showed that there was an increase in psychosocial function at the end of the workshop. Interventions run effectively indicated by an increase in understanding of children and the use of assertive skills following an assertive training module.

Parents want information services about how to care for children but are reluctant to attend group care classes or commit to long-term counseling. Research conducted by Sommers-Flanagan (2007) shows that parents judge themselves to experience a slight decrease in stress levels and are better able to handle the behavior of their children after consulting a single session. Parents have a positive reaction to their brief consultation experience.

In addition, to address students' academic problems, federal law encourages school-based consulting teams to adopt intervention models that lead to responses in learning strategies and science-based interventions to prevent, identify and respond to children's academic problems (Martens, Coddling, & Sallade, 2017).

In line with this, there are consultations that include collaboration between parents to provide the best services for children. The consultation used a child-centered approach

which is a child-centered parent consultation intervention (Stulmaker & Jayne, 2018). This consultation model has been proven effective to be used as an alternative consultation for parents.

But in reality, consultations were conducted to improve students' assertive behavior in one of school in Semarang, Indonesia still has limitations. Preliminary studies showed that assertive behavior of students was in the low category. In these schools, data that obtained in sixth grade class shows that 12.5% or 3 students who have high assertive behavior, 54.2% or 13 students have medium assertive behavior and 33.3% or 8 students have low assertive behavior. From the data above, it can be concluded that there are 50% of students who need to improve their assertive behavior. For this reason, it is necessary to provide assistance to elementary students who experience low assertive behavior.

In this study, consultation was carried out for parents. Parents are the right party for consultation. This is because, parents who care for and raise students since childhood, so they have understood how students develop from babies to children. In addition, parents are parties who pay attention and want the best for their children. This is in line with the results of the study of Okeke (2014) that parents care about the education of their children and also want to be involved in the process of developing their children.

The results of the study show that collaboration between school counselors and parents to intervene in children can reduce their problems (Fettig & Ostrosky, 2011). In line with this, the results of the study of Bjørseth & Wichstrøm (2016) show that therapeutic interactions between parents and children are more effective than ordinary interactions in the absence of parents. This is in accordance with the opinion expressed Stephens (2007) that many things can be done by parents to succeed counseling in children. One of them is by conducting consultations to help students develop themselves.

Consultations made for parents in Elementary School A (disguised) in the city of Semarang take the form of face-to-face interviews

and discussing children's issues, such as students' personal and academic development. The counselor spontaneously provides information on how that is appropriate for the child when the child experiences problems, but the counselor does not have media that can be used to provide consultation regarding the problem of low assertiveness of students in school.

The results of interviews with school counselor in Elementary School B (disguised) in Semarang that counselor experienced confusion when consulting parents. The counselor does not have a special time for consultation. If by chance there are parents who come to consult, while the counselor is in class, parents are required to wait or be replaced another day. In addition, consultation is also carried out when there are problems that must be resolved immediately with the help of parents. This shows the limitations regarding consultation for counselor at school.

From the problems above, it can be concluded that the media is needed that can help counselor to carry out consultations with a short time, while parents also get full information about how to build assertive behavior of students.

Parent consultation is done using an assertive module as a medium that aims to make it easier for parents to get information about students' assertive behavior with a short time in school. Later parents can treat their children with an assertive module, so parents can use their time at home to build their children's assertive behavior.

The purpose of this study was to examine the effectiveness of consultation for parents to improve assertive behavior of elementary students. Collaboration in consultations conducted in schools provides a distinct advantage for schools. One of the advantages is that when there is cooperation, the school actually has together to build improvements around for the needs of school and other parties (Hastiani, Sugiyo, Edy Purwanto, 2014).

In assertive behavior, not all individuals can do it. This certainly causes discomfort to the individual. In addition, there are situations that can cause an individual to be assertive, when an individual is in a condition that requires him to be

assertive but he cannot, it will cause discomfort to him. Individual involvement in social life also requires it to use assertive behavior (Gambrill & Richey, 1975).

Assertive behavior is a behavior that raises honesty what is being thought and felt without offending others. Wolpe defines assertiveness as the right expression of any emotion other than the right interpersonal response when an individual is hit by anxiety (Schwartz, 1977). In defining assertiveness, it should be noted that assertive conditions intersect with two conditions, namely between aggressive and submissive.

Aggressive behavior can be interpreted as a behavior that rejects the truth from others, while submissive can be interpreted as rejecting the truth of oneself. While assertiveness is an act that simultaneously recognizes the truth of self and others (Garner, 2012). So, assertive behavior is an individual's convenience to express his opinions and to feel without making others feel disturbed and harmed by his opinion

Consultation for parents can be defined as a collaborative relationship that aims to solve client problems carried out by consultants (school counselors) and consultants (parents) (Holcomb-mccoy, 2009). In its implementation, a triangular consultation that is interconnected is between consultants (side 1), consultants (side 2) and clients (side 3) where the focus of this service lies with the client (party 3). However, please note that consultation can be therapeutic even though it is not a counseling (Neugkrug, 2007).

Consultation in the indirect student services carried out by the counselor to parents, teachers, and other components in the school which includes the dissemination of strategy to get achievements, as well as information from other sides about students that are useful to improve the development of students in the personal, social, career and learning (ASCA, 2012).

Consultation is a process provided by school counselor to help parents, teachers, and other sides to meet the personal, social, academic, and career needs of students (Gysbers & Henderson, 2006). Dinkmeyer in Myrick, (2011) also said that in consultation there was an

exchange of information, observations, developing hypotheses and emphasizing planning actions and cooperation which aimed to develop recommendations that could influence the parties involved such as teachers, students and parents.

METHODS

The subjects in this study were 5 students in the sixth grade of SD Labschool UNNES who experienced low assertive behavior and also their parents too Data was collected by assertive behavior questionnaire that had passed the validity and reliability test. The instrument of assertive behavior used by measurement was developed by referring to the theory of assertive behavior.

The factor analysis test technique was used in testing the validity and reliability of the instrument. The results of the validity and reliability test showed that there were 28 items that had a range of correlation coefficients of 0.31 to 0.78. While for instrument reliability, the alpha coefficient was 0.703. Based on the assessment criteria for reliability testing, the reliability of assertive behavior instruments was in the high category. The results that were declared valid will later be used as a measuring instrument for assertive behavior in the sixth grade students of SD Labschool UNNES.

This study used pretest-posttest one group design. Data that had been collected then analyzed using wilcoxon's non parametric test. The research procedures in this study were as follows: (1) Distributing questionnaires of assertive behavior to students in sixth grade class to find out which students had problems with assertive behavior. (2) Analyzing questionnaires that had been distributed to obtain data on students who had low assertive behavior problems. (3) Determining students who would be given treatment related to low assertive behavior and record how the student's initial state before being treated. (4) Carrying out consultation for parents which is then continued by the treatment of parents to students who had low assertive behavior. (5) Observing changes in

student behavior after being treated. Comparing and analyzing data was comparing student final data after treatment with the students' initial data before treatment.

Consultation were carried out as 2x sessions. At the first session, between consultants and consultee emphasized a good relationship which led to the development of trust. In addition, this session, establishment of consultee perceptions of consultants occurred. Identification of consultants and client relations was also discussed in this first session. Consultants and consultee also discussed the concept of consultation to improve assertive behavior by using assertive module as a media used by consultee to increase the assertive behavior of students. At the end of the session, it was discussed about making intervention plans for clients.

In the second session, carried out a discussion on interventions that had been done by consultee to client. The Consultee explains what had been given to the client which includes treatment to establish assertive behavior. Consultee also direct to assess how the changes experienced by the client after the intervention is carried out. In addition, evaluation and follow-up regarding the consultations carried out. Especially on the impact of interventions that are consulted to clients that include changes in assertive behavior in the client. After that, consultants were asked to commit to rise students' assertive behavior after the consultation was completed so that changes in student behavior were permanent.

RESULTS AND DISCUSSION

The results of the pretest data on the sixth grade students of SD Labschool UNNES is known to have 5 students who have low assertive behavior. Because elementary students still have a strong dependence on their parents, the five students will be given consultation for parents. The consultation is aimed at helping students improve their assertive behavior.

In this study, 5 samples were used and the error level used was 5%. Based on Table 1, it can

be known that the average pretest score and posttest score have increased. Thus, it can be emphasized that the implementation of consultation for parents is effective for improving assertive behavior ($Z = -1.826$, $p = 0.034 < 0.05$).

Table 1. Wilcoxon Test Analysis

	Pretest	Posttest
M	38.80	59.25
SD	2.775	4.272
Min	34	41
Max	56	65
Z	-1.826	
p	< 0.05	

The effectiveness of module-based consultation for parents to improve assertive behavior can be seen from the treatment carried out by consultants (parents) in building assertive behavior of children using assertive modules and the results of increased assertive behavior after being treated by consultants. This is largely influenced by consultants in carrying out the treatment of clients.

The posttest results of 5 students who have been performed show a score increase from the previous pretest. This shows that consultation for parents can improve students' assertive behavior. This is also in line with the results of the research of Wu, Tsu-Yin & Lee, (2015) which shows that consultations given to parents are effective for improving students' assertive behavior.

With the assertive module-based consultation, parents will find new information about building their children's assertive behavior. Parents become more aware of the good things they can give their children. In line with this, Dinkmeyer in Borders (1992) states that besides parents are the main influence of children's mental health, parents are very receptive to new ideas about effective and democratic relationships with their children. In accordance with the explanation above, consultations involving parents include education and training for parents who focus on improving parenting, communication skills, and increasing the sensitivity of parents to their child's developmental needs (Scott, Royal, & Kissinger, 2015).

Assertive module is considered capable of helping parents to get information about assertive behavior without having to take a long time to carry out consultations at school. With the assertive module, consultants are able to read and learn information that is useful for students wherever they want with their free time. With the module that can be taken anywhere, then the consultancy can immediately launch an intervention plan for the client. This is consistent with the results of the study of Lecomte, Corbière, Simard, & Leclerc (2014) which shows that the CBT module used as a CBT family intervention or psychoeducation can reduce the perceived burden and psychological pressure of family members. The results of this study indicate that consultation for parents based on assertive modules is effective to be used for consultation, thus consultation for parents is able to improve assertive behavior.

Guidance and counseling for elementary students is an important part of personal development, both in intellectual, social and emotional elementary school students (Juwita, 2015). In addition, the results of this study support the results of research on the effectiveness of using comprehensive guidance and counseling program at schools. The implementation of a comprehensive guidance and counseling program needs to be carried out through cooperation and collaboration between all relevant parties, namely principals, subject teachers, homerooms, parents and school committees (Sutoyo & Supriyanto, 2015).

CONCLUSION

Based on the analysis of the results and discussion above, consultation for parents is effective to improve assertive behavior of elementary students. This was indicated by the analysis of the final results that elementary students experienced an increase in scores after the treatment by consultants.

For the next researcher with the topic of consultation for parents, can do research at other school levels, for example in junior high, high school and vocational high school and use other

problems that can be assisted by consultation. In this study, consultation was carried out for parents conducted in the form of individual services. In subsequent research, researchers can conduct group consultations with clients who have the same problems. With the group service, it is possible to exchange information about how parents provide treatment to clients.

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